بسم الله الرحمن الرحيم

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Problems of Using Cohesive Devices in Academic Writing among Students at Sudan University of Science and Technology

مشكلات استخدام أدوات الربط في الكتابة الأكاديمية لدى طلاب جامعة السودان للعلوم والتكنولوجيا

A Thesis Submitted in Fulfillment of the Requirements for Degree of PhD in English Language (Applied Linguistics)

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2021

بسم الله الرحمن الرحيم

﴿يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ﴾

صدق الله العظيم

سورة المجادلة:الآية (11)

In the Name of Allah the Most Gracious, the Most Merciful

(Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do)

Quran, Surat AL-Mujadilah.Verse (11)

Dedication

I dedicate this study to the souls of my father, my mother, my beloved brothers and sisters, and also to my dearest, fabulous sons and daughters.

Acknowledgment

Abstract

Employing cohesive devices in the academic writing to universities students is the most significant to connect ideas, enhance and develop their academic writing. It has been observed that there is a lack of using cohesive devices in the academic writing. The study assumes that using cohesive devices has a positive effect on students' academic writing. This study aims at identifying problems of using cohesive devices in academic writing among students at Sudan University of Science and Technology. It also aims at finding out to what extent EFL teachers attempt to help students at universities overcome the problems. The study adopted descriptive analytical method; the data were obtained by using two instruments: the test which was given to (80) students of English language second year Faculty of languages at Sudan University of Science and Technology, and the questionnaire for (104) teachers of English language at some Sudanese universities in Khartoum State. The data were computed and statistically analyzed by using (SPSS) Statistical Package of Social Sciences program. The findings of the study revealed that some participants succeeded in the test whereas many of them failed in it .The students who succeeded in the test they were capable to use and apply cohesive devices in a various ways and high efficient, which confirmed and proved one of the research hypotheses. The findings also have shown that the main problem faced by EFL students in using cohesive devices is the lack of their knowledge with them, as well as the lack of practice. The results also showed that students were incapable to write an essay in a proper and a cohesive form, there were many mistakes in choosing and utilizing the appropriate cohesive devices. On the light of these results, the researcher recommended that teachers should provide students with materials relevant to the academic writing with various types of cohesive devices from varied sources including websites. In addition, teachers should help their students to write more essays and should draw their attention to use cohesive devices in their academic writing with aim of helping them rectify their weakness. The study is ended with suggestions for further studies.

المستخلص

(Arabic Version)

إن استخدام أدوات الربط في الكتابة الأكاديمية لدى طلاب الجامعات له أهمية قصوى في ربط الأفكار وتحسين وتطوير الكتابة الأكاديمية ، وقد لوحظ عدم استخدام أدوات الربط في الكتابة الأكاديمية.افترضت الدراسة أن استخدام أدوات الربط له أثر ايجابي في كتابة الطلاب الأكاديمية. تهدف هذه الدراسةإلتحديد مشكلات استخدام أدوات الربط في الكتابة الأكاديمية لدى طلاب جامعة السودان للعلوم والتكنلوجيا، كما تهدف أيضا لمعرفة إلأي مدى يحاول معلمو اللغة الانجليزية مساعدة طلاب الجامعات على التغلب على هذه المشكلة. وقد استخدمت الدراسة المنهج الوصفي التحليلي وذلك باستخدام وسيلتين :اختبار لحوالي(80) طالبا وطالبة بالمستوى الثاني بكلية اللغات بجامعة السودان للعلوم والتكنولوجيا، والاستطلاع الذي اجري لحوالي (104) معلما للغة الانجليزية في بعض الجامعات السودانية بولاية الخرطوم. تم تحليل وحوسبة البيانات إحصائيا باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية(SPSS). كشفت الدراسة أن بعض المشاركين قد نجحوا في الاختبار بينما فشل الكثير منهم ، الطلاب الذين نجحوا كانوا قادرين على استخدام وتطبيق أدوات الربط بطرق مختلفة وبكفاءة عالية، مما يؤكد ويبرهن على صحة احدي فرضيات البحث.وكشفت الدراسة أيضاأن المشكلة الأساسية التي واجهت الطلاب في استخدام أدوات الربط تتمثل في نقص معرفتهم بها بالإضافةإلى التقصير في الممارسة. كما أوضحت الدراسة أن الطلاب كانوا غير قادرين على كتابة المقال بصياغة جيدة ومتماسكة،وأن هنالك كثير من الأخطاء التي تتعلق باختيار واستخدام أدوات الربط المناسبة. على ضوء تلك النتائج قدم الباحث بعض التوصيات منها أن يقوم المعلمون بتزويد الطلاب بمواد تتعلق بالكتابة الأكاديمية تحتوي على أنواع مختلفة من أدوات الربط من مصادر متنوعة بما فيها مواقع الانترنت بالإضافةإلى مساعدة الطلاب وحثهم على كتابة الكثير من المقالات ولفت انتباههم لاستخدام أدوات الربط في كتاباتهم الأكاديمية بهدف مساعدتهم على معالجة مواطن الضعف. وختمت الدراسة بوضع مقترحات لدراسات لاحقة.

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List of Abbreviations

Items	Meaning
BA	Bachelor of Arts
MA	Master of Arts
EFL	English Foreign Language
ELT	English Language Teaching
Ph.D.	Philosophy Doctorate
P.G.D	Post Graduate Diploma
WDT	Written Diagnostic Test
SPSS	Statistical Packages of Social Science
SUST	Sudan University of Science and Technology
L_1	First Language
L_2	Second Language
CCCC	Conference on College Composition and Communication
ESL	English Second Language

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Definition of Terms

Text: refers to the written production or material whether a sentence, a clause, a paragraph or an essay.

Textuality: the quality or use the language characteristic of written works as opposed to spoken language.

Genre: a particular type or style of literature and other arts has a particular feature.

Cohesion: the semantic relations that exist within the text and qualify it as a text.

Coherence: the relationships of ideas and the abilities of ideas to function together in order to convey the meaning.

Cohesive devices: linking words used to connect sentences in speaking and writing.

Anaphora: it is divided from a Greek word which means to bring back.

Endophora: refers to preceding text.

Cataphora: refers to following text.

Substitution: the replacement of one item by another.

Ellipsis: omission of item.

Reiteration: it is a form of lexical cohesion which involves the repetition of lexical item.

Hyponomy:the use of a general word to refer back to a lexical item.

Mentonomy: it is relation between word which has a part and whole meaning.

Antonym: a word that means the opposite of another word.

Synonymy: a word or expression that has the same meaning in the same language.

Discourse: the use of language in speech and writing in order to produce meaning.

Population: subjects to whom results can be generalized.

Authentic material: not made-up material such as real field text

1.0Background

This chapter provides description of the theoretical framework of the study. It presents the context and statement of the problem, the research objectives, the research questions, the research hypotheses, significance of the research. It also views methodology and limits of the study.

1.1 Context of the Study

Writing is one of the most important skills in English language. But in the traditional approaches to language teaching and learning, writing is considered as secondary skill .Because of this, it received relatively little attention compared to speaking, reading and listening. leki 1992 and Silva (1997) et al state that the central teaching method during the 1950s put undue focus on oral skills rather than written proficiency. Theories such as audio-lingual method dominated the pedagogy of ESL classes especially in 1950s andearly1960s, thus; writing was not given the same position in language teaching as speaking and listening. On the same domain Raimes(1983) points out that "during Audio-lingual period, speaking was seen as the central element of language teaching, whereas writing was not given similar position in language teaching –learning compared to speaking". However, Foley and Thampson (2003)emphasize the importance of writing in second language learning by arguing that second language learning is not only the oral languages i.e. speaking and listening but it is important to consider how to learn to communicate

through writing .

During1950s studies and approaches to teaching ESL writing had been fully neglected. Few studies of L2 writing were investigated in second language at that time since teaching English to foreign students was not regarded seriously as a significant matter in this age.

In 1960s teaching writing in English to ESL students became a significant subfield of second language studies, linguists became aware of the significance of writing, and they argued learners should master writing techniques extensively after achieving phonological awareness.

From the 1970s to the early 1980, the ESL writing research paradigm focused primarily on the writing process rather than on written product, this trend resulted from process-based research in L1 composition. Hirose and Sasaki (1994) investigate the traits of process writing between experienced and inexperienced L2 writers, they illustrate that the experienced writers pay attention to macro (planning, coherence and revising) and micro (cohesion, vocabulary use and texts) levels.

Second language writing as an area of applied linguistics appeared in the early 1980s.It received much attention as an essential field of investigation with its own disciplinary infrastructure. In the 1990s second language writing appeared as interdisciplinary field incorporates various views rather than a single view. This also made many L2 researchers believe that social, cultural and educational dimensions would influence L2 writing.

Empirical research on second language has flourished, various research issues have been published in second/foreign language studies and educational journals as: Foreign language Annals, Language Learning, The Modern Language Journal, TESOL Quarterly…etc. Nowadays L2 writing studies have been presented in L1 composition journals such as College Composition and

Communication, Journal of Basic Writing, The Writing Instructor. Journal of Second Language Writing has contributed to negotiate theoretical and writing explorations in ESL/EFL context with L2 writing specialists' researchers. In recent years, there has been a growing awareness of the importance of writing as a productive skill. It has achieved a great attention in the present EFL curriculum at whole levels, basic, secondary and university level.

In the context of Sudanese universities, students need to write English and practice English academic writing with correct grammar in cohesive and coherent way, this requires using cohesive devices in the academic writing to communicate effectively in writing, Halliday and Hasan (1976) state that "cohesive devices establish cohesive relation within a text and bind ideas together". So using cohesive devices in the academic writing is significant and considerable since they provide text with various kinds of grammatical and lexical devices which make written discourse cohesive and coherent. Halliday and Hasan (1996) point out that lexical cohesion is the cohesive effect achieved by the selection of vocabulary. Students need to write their assignments in a logical way and unified pattern by using cohesive devices which make text connected and apprehensible. The more the academic writing is coherent and cohesive the more it can convey meaningful message to the readers, since cohesive devices have important function in the sentence. Unless the students use these devices, they may not pass the intended massage meaningfully.

1.2 Statement of the Problem

This study attempts to diagnose the problems of using cohesive devices that face Sudanese English Foreign language students. It examines both types of cohesive devices and how students deal with them.

The student's English language ability in the academic writing plays a great role in both contemporary academic and their future careers. Hence, the key role of English language ability in writing has an important and encouraging impact on the academic achievement of students .This is because the ability to write various genres of writing effectively through English is becoming increasingly important in our global community (weigle, 2002).

In the Sudan context, English is taught as a foreign language. Students have been exposed to various types of English language courses which can promote their performance. Learners have been learning to write academic texts based on the activities and tasks which are adopted in the text books. Many of the writing tasks and activities presented in the syllabus and textbooks require the students to practice writing skills effectively .Yet , the students writing ability is still not satisfactory because writing an effective text requires using different tools to relate and clarify ideas. The students seem incapable to achieve the intended goals. This is due to the fact that students have deep-rooted problem of applying important features of good and effective academic writing.

It is generally noticed that university students are ineffective in using cohesive devices in their academic writing .They are still not ready to express themselves in English through writing. This failure of students in composing academic writing can be manifested by their inability to develop their writing skill. It seems most learners are unable to use cohesive devices to produce well-formed writing. In addition, there are complaints from EFL teachers about the students' performance .Teachers often encounter a lot of problems with students writing which make it difficult to focus on the ideas the students are striving to express ,this may lead to loss of creativity .This study attempts to diagnose and identify problems of using cohesive devices in the academic

writing, and to which extend students have benefited from courses that they have received at university and to what extend cohesive devices were included in their syllabus. Knowing about these challenges will help in developing the academic writing .In addition, these problems are crucial to be solved to improve the quality of the academic writing at university level in general.

1.3 Objectives of the Study

The study attempts to achieve the following objectives:

1- To examine to what extent the use of cohesive devices improve the quality of the academic writing.

2-To determine the problematic area which inhibits students from using cohesive devises in the academic writing.

3-To to find out to what extent EFL teachers attempt to help students overcome the problems.

1.4 Research Questions

Based on the objectives, the following research questions are posed to be answered throughout the study:

1- To what extent does the use of cohesive devices improve the quality of the academic writing?

2- To what extent does the lack of using cohesive devices causes problems for students in the academic writing?

3-To what extent can EFL teachers help students overcome the problems?

4- What are the problems facing the students in using cohesive devices?

1.5 Hypotheses of the Study

The study assumes the following hypotheses:

1- The use of cohesive device in the academic writing has positive effect on students writing.

2- The lack of using cohesive devices in the academic writing causes problems.

3- EFL teachers can help students overcome the problems.

1.6 Significance of the Study

The significance of this study is derived from the fact that the academic writing is a crucial domain in learning English language, with regard to employing cohesive devices in the academic writing as significant writing tools. This study is thought to be I because it attempts to diagnose the expected difficulties that students face in using cohesive devices in the academic writing by identifying the features of the problem and giving possible answers to solve difficulties. It is expected to support students having a good awareness of using cohesive devices appropriately in their academic writing. It may also provide teachers insight to deal with the problem. It can help syllabus designer in writing new courses take the university students' needs into consideration especially writing coherent and cohesive text by using cohesive devices in the academic writing. Moreover, it may assist further studies to consider various strategies for teaching and learning writing in general and the academic writing in particular.

1.7 Research Methodology

The method will be adopted in this research is descriptive analytic. The researcher will describe the data which will be collected and then analyze them. Validity and reliability will be confirmed .The subjects of the study will include students at Sudan University of Science and Technology and English language teachers from different universities and colleges in Khartoum State regardless of their degrees. So the first tool is a written diagnostic test (WDT) which will be designed for the second year students Faculty of languages at Sudan University of Science and Technology. The second tool is a questionnaire which will be distributed for teachers of English language. The results will be statistically analyzed.

1.8 The limits of the Study

This study limits to the second year students majoring English language at Sudan University of Science and Technology (SUST), Faculty of Languages.

1.9 Summary of the Chapter

This chapter has discussed the proposed concept of the study entitled "Problems of using cohesive devices in the academic writing among students at Sudan University of Science and Technology". It viewed firstly the context of the study, statement of the problem then objectives, questions and hypotheses of the study, after that showed the significance and the method of the research. Finally it discussed the limits of the study.

Chapter Two

Literature Review and Previous Related Studies

2.0 Introduction

This chapter will discuss relevant literature related to the study; it views the writing process, Academic writing, cohesion, coherence and cohesive devices .In addition to previous related studies. The chapter is divided into two parts: part one theoretical background and part two previous studies.

Part One:

2.1 Theoretical Background

Producing good writing needs to have knowledge of cohesion to make a text communicative. The concept of cohesion was initially introduced by Halliday and Hasan(1976) which lead in their book "Cohesion in English " researchers in the field of text analysis, they posit that text has a texture that unifies it with regard to its context and differentiate it from non- text, they clarify that " if cohesion in English contains more than one sentence is perceived as a text, there will be certain linguistics features present in that passage which can be identified as contributing to its total and giving texture".

Cohesive devices are words and phrases that act as signal to the readers (Reid, 1992) .the correct use of cohesive devises is one of the most challenging skills should be developed. Cohesive devices can be used to make relation among sentences more explicit, and to tie pieces of text together in a specific way. Halliday and Hasan in their book (1976) point out that cohesive device are significant because they are used to connect pieces of discourse to

create a coherent text. Hence the use of cohesive devices in the academic writing has drawn attention of numerous researchers striving to understand cohesion in student's writing Halliday and Hassan (1976) also state that texts achieve their status and communicative events through the use of cohesive devices. Writing a unified text requires using linguistic ties so as to write cohesive and coherent text, the text whether written or spoken is only meaningful when the various segments are brought together to make a unified whole (Akindle ,2011).A unified text has certain features such as cohesive relationship between sentences and this is performed by using cohesive devices in writing cohesive text. Halliday(1978) states that we cannot discuss cohesion without mentioning "text" , "texture" and "tie".Halliday and Hasan (1976) point out that cohesion is one of the linguistic resources for the text construction. Cohesion represents the presence of explicit cues in the text that allow readers or listeners to find semantic relations within it as part of linguistic system enhancing the semantic potential of the text.

Halliday(1985) identifies three functions of language namely : ideational, interpersonal and the textual functions.

- Ideational function: language functioning as expression of content, it is related with building and maintaining a theory of experience. It includes experiential and the logical function, experiential refers to the grammatical structure, logical function is a semantic relationship between one clausal unit and another.

- Interpersonal function: This function is related with using language in different situation. It also helps maintain and establish social relations and influence people's behavior and get things done.

- Textual function: according to Halliday and Hasan(1976) that textual function is used to create text , this function helps provide texture and quality of coherence and cohesion .this function is classified into two structures which are thematic structure and information structure.

Furthermore Halliday and Hasan (1976) identify two types of cohesive devices; grammatical and lexical devices. Hence, the effect of discourse devices on writing in general and in the academic writing in particular is so significant that they provide students with various aspects of grammatical and lexical devices which make writing cohesive and organized. Therefore cohesive devices are fundamental elements of effective academic writing and academic success in all disciplines.

2.2 The writing process

2.2.1 Definition of process

According to (Oxford dictionary,2005) the word process is defined as "a series of things that are done in order to achieve particular result". (Butler, 2007.p23) defines process as "a series of steps or actions" clarifying that writers take these steps to reach and get the results which they want.

2.2.2 Definition of writing

Writing as is defined in (Wikipedia) is a medium of human communication that represents language and emotion with sign and symbols, in most languages writing is a complement to speech or spoken language .Writing is not language but a tool used to make language read. Writing as a language system relies on many structures as speech, such as vocabulary, grammar and semantics. Writing has been instrumental in keeping history,

maintaining culture, dissemination of knowledge through the media and the formation of legal system.

Linderman (2001, p:10) defines writing as a process of communication that uses a conventional graphic system to convey a message to a reader.

When people write they use graphic symbols, letters or combination of letters which relate to the sounds people make when they speak. Bussman(1996) also points out that "writing is the means of recording spoken language through a conventionalized system of graphic signs". Byrne (1991) writing can be said to be " the act of forming these symbols, making marks on a flat surface of some kind"based on this view, symbols have to be arranged according to certain conventions to form words and words have to be arranged to form sentences . White and Arndt (1991) describe writing as "a form of problem-solving which involves such processes as generating ideas, discovering voice with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning". Hedge (2005, p52) as well describes the process of writing "as including of three activities or group of activities that take place at different stages of writing". On the other hand, Teresa D.O'Donnell & et al(1993) state that the writing process involves a series of tasks, thinking, planning, writing (rewriting) and editing .Writers perform this process in different ways, some begins with thinking and planning before writing, others start with writing. These steps surveyed as follow:

1- Thinking: At thinking stage, many varieties of strategies are used for getting ideas and these ideas can be listed randomly.

2- Planning: On this step can be made outline of ideas, or ideas can be put in order, arrange and rearrange ideas for planning.

3-Writing: A writing step evaluates how ideas will be presented then reordering ideas before writing down on paper.

4-Revising: in this stage revision has to be made and determined whether the writing content is logical clear and coherent.

5- Editing: The final stage in writing process is editing and check errors in spelling, pronunciation, sentences…etc.

Flower (1985) also identifies three stages in composition process, planning, drafting, and revising, along with these composition processes, individual cognitive processes have also attracted researcher's question. Moreover , Zamel(1982) points out that "writing involves a process of generating, formulating and refining ideas".

2.3 Stages of Writing

With respect to numerous definition and views of writing process Hedge (2005) points to various activities which are practiced: pre-writing, while or during writing and post writing (revising, editing and proofreading). These stages will be discussed as follow:

1. Pre-writing

The first stage of writing process is pre- writing, it is a tool to get, generate and organize ideas by choosing a topic, note- taking and gathering information .pre -writing is regarded by many researchers as the most important step in writing process. Oshima and Hogue (2007) confirm that pre-writing helps writers with their writing process intellectually and psychologically. The common types of pre-writing activities that are used to

generate and organize ideas based on Hedge (2005) and other researchers include Brainstorming, free writing, listing, mapping, wh-questions, graphic organizers, outlining and cubing techniques. These pre-writing types will be viewed below:

a- Brainstorming

The most effective technique for focusing and shaping thought is brainstorming .Zemach and Rumisek (2007) describe brainstorming as "a way of gathering ideas about a topic".

b- Free writing

Free writing means spending a period of time nonstop, focusing on specific topic. This technique is also called " flow writing" the key of it is to keep writing without regard for spelling , grammar or punctuation and also without regard to putting ideas in order , the writers write everything that comes into his/ her mind and keep on writing without stopping.

c- Listing

Listing is similar to free writing, is used to elicit many thoughts and ideas on a given topic by creating a list .In these technique ideas might be linked together by association with previous ideas, as the writer finishes writing ideas, he/she cross out irrelevant information and organize what is left in similar items.

d-Asking Questions

This technique is also used to generate ideas .It is called a formula that journalists, detectives, and researchers use to get more information. The writer concentrate on the standard wh or w's:who,what,where, when, why and

how so as to develop a great deal of information about the subject. Example to wh questions are viewed as follow:

Students are assigned to explain the importance of using mobile nowadays.

The questions:

1-What is a mobile?

2-When was invented?

3- Where did the first invention of the mobile take place?

4-Who invented it?

5-Why do people use mobile?

6-What are the advantages of mobile?

7-How do the mobile influence our life?

e- Mapping or Clustering

Mapping or clustering is a pre-writing technique helps writer get ideas .To make a map, draw a circle and put a central idea or a subject in the middle and write words or phrases in circles around the main circle then connect them to the main circle, each idea is developed in relation to one another. The advantages of mind mapping are a creative way to organize thoughts, images and words together. Hedge (2005) points out that " all the aspects of a topic can be seen in relation and in proportion to each other and possible links between paragraphs or sections of an essay become easily apparent."

f- Graphic Organizers

Using graphic organizers to improve students' writing has been widely investigated. Hall and Strangman,et al (2002) state that a graphic organizer is

a visual graphic display that shows the relation between facts, terms or ideas within a learning task. Sharrock (2008) examines the effect of graphic organizers, specially the concept map, on students' writing. His study revealed that graphic organizers help the writers keep to the topic by having their ideas in front of them as they were writing. Lee (2004) also regards graphic organizers as the most effective tools for teaching and improving writing skill, this view is supported by Brown (2011) the use of graphic organizers and explicit instruction can be an effective intervention to teach writing and effective instruments to develop the students' writing ability. Moreover, Miller (2011) confirms that "graphic organizers serve as visual representation of ideas that helps learners organize their thoughts and apply the thinking skills to the content in a more orderly manner".

g- Cubing

Cubing means to look at idea from six points of view as Hedge (2005) and Leki(1995) identify these six items:

1-describe:generate ideas that tell what the subject looks like.
2-compare: to compare similarities and differences then identify connection between ideas.

3-associate: list thoughts that come to mind in reflecting on the subject.
4- Analyze: to break subjects down into parts
5-apply: state how the topic can be used or applied.
6-argue for or against: to take position and give reasons.

h-Looping

It is also a kind of pre-writing technique similar to free writing .Based on Leki (1989) "Looping can help you focus your thoughts and pinpoint a main idea on which elaborate".

i- Outlining

Making an outline is another part of pre writing that helps students in drafting process and identifying which ideas need more development or support .At this step , writer makes an outline from clustering step by making useful ideas for the topic and cross out ideas that doesn't seem useful, and try to find three main points.

2.During writing (Drafting)

The second stage of writing process is drafting, which means to create a first version or rough form of the text and concentrate on writing down main ideas. During drafting the writer puts his ideas into complete thoughts, at the end the writer will have completed a "rough draft".

3. Post writing

The last stage of writing process is (polishing process) this stage consists of three steps: revising, editing, and proofreading.

1. Revising: Look at the topic and check if there is a logical flow of ideas. Johnson (2008) "in revising a writer could revise and convert the piece many times during this stage".

2. Editing: Is a process that involves revising the content, organization, and presentation of a piece of writing .In addition to take care of any problems with writing conventions like spelling , punctuation, grammar and usage. As well as determine whether the words and sentences are appropriate to the topic.

3. Proofreading: Is the final quality check performed with the intention of detecting and eliminating errors.

Finally, writing process has many phases and includes various activities. Yet, the effective writing considers audience and purpose of writing, who will read? Why will read it? What they already know about the subject? ,what is the aim of writing? What will you achieve from writing? This view supported by Flower (1979), who stated that students need to transform their writing into rhetorical structure built on the logical and hierarchal relationship between ideas and organized ground of the purpose for writing rather than the writer's process.

2.4 The Importance of writing

Writing is considered a significant language skill that should be developed at an early stage of learning the foreign language, because the effort of expressing ideas and steady use of eyes, hands and brain is a unique way to reinforce learning .Raimes (1983) points out that "the close relationship between writing and thinking makes writing a valuable part of any language course". She identified the different components for producing a clear, fluent and an effective piece of writing. Nancie Atwel (1998) illustrates that"writing is means to acquire and attain language, confirming that it is an important mode of communication through which life experience and personal views can be shared".

2.5 Reasons for writing

Speaking is produced spontaneously without much conscious effort whereas writing requires knowledge of sentence structure and how these sentences are sequenced and ideas are organized, to do this activity of writing, people have many purposes for writing. Hedge (2005) points out to different reason for writing:

- Pedagogical purposes: To help students learn the system of language.

- Assessment Purposes: To establish learner's progress of proficiency.

- Real Purposes: To meet students' needs.

-Humanistic purposes: To allow quieter students to show their strengths.

-Acquisitional Purposes: This type of working with language makes students capable to reflect on language on a conscious way.

-Educational Purposes: To develop intellectual abilities and self -esteem.

2.6 Types of writing

Using different writing techniques to fit the purpose of writing make students able to express their ideas effectively .According to Rumisek and Zemach (2003) writing is organized to historical (chronology), description, classification, comparison and contrast then argumentation. These types are classified as follow:

1. Exposition

It reveals what a particular mind thinks or knows or believes, explains a concept, imparts information and it does not include the author's opinion because focuses on facts about a topic. It is constructed logically and organized around cause/ effect , true / false , positive/negative .Its movement is signaled by connectives like therefore, however, but, not only ,in fact and so on. Examples of expository writing are text books and scientific writing.

2. Description

It deals with perceptions, it paints pictures of things in the reader's mind, makes use of figurative language such as analogies and similes. The descriptive patterns are spatial: above, below, before, behind, right and left.

3.Narration

Narrative writing is story writing, a piece of writing characterized by a main character in a setting who encounters a problem or an interesting significant or entertaining activity or experience.

4. Persuasion

Persuasive writing intends to convince readers in an idea or opinion to accept a particular point of view or take a specific action .It appeals to reason in the form of argument, offering evidence or logical proof.

On the other hand Hedge (2005) classifies six types of writing as follow:

1- Personal writing

It includes types of memories, diaries and journal.

2- Study writing

This type for academic or educational purposes which includes all tasks that students perform, either writing notes or summaries , essays and reports which are read and assessed by teachers .

3- Public writing

It includes writing letters of enquiry, application and forms filling of various kinds. It described as a functional writing.

4- Creative Writing

It includes poems, stories and drama .This type is practiced at primary and lower secondary education .Creative writing exercises stimulate student's imagination and enhance their ability to express themselves in words.

5-Social Writing

This kind of writing establishes social relationships with family and friends such as: Personal letters, initiations, congratulations, condolence and personal e-mails.

6- Institutional Writing

It is related to professional roles, as: agenda, minutes, reports and memos.

2.7 Basic writing conventions

Writing conventions are language rules that enable readers to understand text, activate meaning and figure out what was actually intended. Writing conventions includes grammar, spelling, capitalization, punctuation and sentence structure.

1.Grammar

Grammar means the rules which structure of a language grammar is important because it provides information that helps the reader's comprehension .It is the structure that conveys precise meaning from the writer to the audience .Grammar is often defined as the rule system of a language .Based on Tony ,L &Kenneth,A(2013) " it is useful to think of it as a source for expressing meaning , but more importantly in which situation it is used and which meaning it can convey" incorrect use of grammar can cause the message of the text to be lost or confused.

2.Spelling

Spelling is the correct order of the letters in a word; it is a word formation to accept usage .It is a set of conventions that regulated the way of using graphemes to represent a language in a written form.

Accurate spelling is an important element in writing since a high degree of accuracy reflected in the quality of writing.

3.Capitalization

Capitalization is writing a word with its first letter as a capital letter (uppercase letter) and the remaining letters in small letters (lower case). A capital is usually used for the first word in every sentence .It is also used at the opening of a quote if it begins a sentence, and also for months and days of the week, capitals should be used for proper nouns or names, for formal titles and for abbreviation, besides other uses vary to words usage and styles of writing.

4.Punctuation

Punctuation helps readers understand what is written .Marks of punctuation signal the grammatical or logical structure of a sentence. Punctuation is divided into broad categories: the stops and other marks. Stops include the period, the question mark, the exclamation point, the colon, the semicolon, the comma and the dash.

Other marks such as the apostrophe, the hyphen the parenthesis, the ellipsis and the brackets.

5. Sentence Structure

It is the way words, clauses and phrases are arranged grammatically. The most basic parts in English structure are the subject and predicate .The subject of a sentence is the person, place or things that perform the action of the sentence.

2.8 Vocabulary

A vocabulary is a set of familiar words within a person's language. It is commonly defined as all the words known and used by particular person. (Neuman&Dwyer, 2009, p365) state that vocabulary can be defined as "words we must know to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". A good vocabulary is indispensable tool in writing since students need to choose appropriate words that give readers sense or good information. Students can strengthen their vocabulary by learning the roots of the word and seeing the words in context. Good knowledge of vocabulary help students gives example, use synonym, antonym in appropriate and coherent way.

2.9 Usage

Usage is a technical term used to describe a range of language practices that are widely accepted and understood by people speaking and writing the same language within a particular culture or community .On the other hand the usage of a language is the manner in which the written and spoken language is employed .Flower (1979) characterized usage as "the way in which a word or phrase is normally and correctly used, and as the points of grammar, syntax, style and the choice of words".

Usage is similar to grammar it helps determine how to use a language and which words should be used in a specific context .However usage focuses more on the meaning of words than on their mechanical function within the language.

2.10 Style

Writing style is the choice of words, sentence structure and paragraph structure, used to convey the meaning effectively .The point of good writing style is to express the message to the reader simply, clearly and convincingly as well as to keep reader attentive, engaged and interested. Style is the total of all choices a writer makes concerning words and their arrangements .In this sense style may be good or bad, if the choices are appropriate to the writer's purpose the style may be good and bad if they are not (inappropriate) .many scholars confirm that style is not a separate element of writing .The word has meaning only with reference to the task the writer has set him/herself. Style includes many ways of writing each way appropriate for some purposes, style differs from one to another according to the ability of the writer; accordingly, there are two types of style formal and informal:

1-Formalstyle: is characterized by an impersonal non-emotional way of expression ideas, non-colloquial English, and frequent use of passive and complex sentences.

2- Informal style: is characterized by a personal, emotional and chatty way of expression ideas and use of colloquial English (idiomatic expressions).On the other hand colloquial writing like approximate everybody speech. It is slang, incomplete sentences (fragments) and non-standard construction.

2.11 Tone

Tone in writing is the writer's attitude towards a subject, audience and the message being delivered .So, tone, whether in writing or speech has a significant effect on how the message is perceived. Adopting appropriate tone depends on the reason for writing, intended reader and what the writer tries to convey, composition may fail completely in its purpose if its tone is inappropriate, the right tone can be achieved by reading and practice.

2.12 The Role of the Teachers in the Academic Writing

The teacher's role towards students is to make them be creative in writing while expressing themselves more clearly, concisely and accurately, the teacher can follow successful strategies for teaching writing. Firstly, set stage during the pre-writing. Secondly in composing stage can serve as an accessible reference for students. Thirdly, teacher can transfer responsibility to students for proofreading and revising their own paper .Finally, evaluation to the finished product of writing.

On the other hand, Hedge (2005) argues EFL writers need help with linguistic form and organization of texts .Hedge also recommended activities and techniques that teachers can use to help their students during the process of composition as follow:

1-Teachers can raise student's awareness of the process of composition by talking explicitly about the stages of writing as well as structuring activities to take account of it.

2- Teacher can play a support role during the early stages of the composition process by helping students get their ideas together He/she can encourage students to generate ideas by using different techniques in the classroom.

3- Teachers can present good models for writing indirectly by prompting good reading habits. They can also provide good models for writing directly by analyzing textual structure, particularly with some types of more academic writing.

4- Teachers can develop a sense of direction in student's writing by planning relevant writing activity.

5-Teachers can encourage students during the drafting process by creating a workshop atmosphere in their classroom so as to write down their ideas in English.

6- Teachers should provide activities to get students in writing.

2.13 Writing is Difficult

Writing is an important skill for language production .However; it is considered difficult skill particularly in English as a second language (ESL) context where students face many challenges in writing .Byrne (1991) states that difficult in writing due to three factors: cognitive, psychological and linguistic factors.

1-Cognitive Factor

The writer needs to coordinate multiple linguistic skills to generate a written product represents a high cognitive demand in writing, since writing is learnt by learning certain written structures and organizing ideas .So as the reader understand what is written .The writer must give logical reasons and examples to support ideas.

2-Psychological factor

There is no interaction or feedback in writing activity which makes the act of writing difficult conversely to speaking, a natural way of communication that is produced spontaneously.

3-Linguistic factor

Writing requires organizing sentence structure or connecting sentence together. The produced text can be interpreted on its own through the choice of sentence structure which is linked together cohesively.

2.14 Writing Anxiety

It is considered to be a hindrance in learners' production of well-organized text. Much tension can be caused by little practice and overcorrection, result in avoidance of writing or a fear of evaluation and lack of confidence to express ideas clearly .Writing anxiety is linked to feelings of inhibition linked to different language learning skills, since language anxiety or foreign language classroom anxiety have been described as situation specific anxiety .Maclntyre (1999) distinguishes between trait, state and situation- specific types of anxiety.

2.15 Writing Activities

Writing activities is the teaching techniques or strategies used to improve student's ability in writing , since producing well-structured written work requires a good knowledge and active awareness of how written language is organized .(Hedge ,2005,p:7) states that learning to write well takes time and practice. It is a complex task when writing in a second

language, when writing convention may differ considerably from one's first language. There are various types of writing activities such as:

2.15.1 Controlled writing

The focus on this type is language structure .It is based on the idea that students are given guidelines help them produce the writing task. Raimes (1983) states that "controlled writing takes place when learners are supplied with a great deal of the content or form such as outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue". Some criticized this type of writing as being not enough to produce written discourse in which sentences are linked together and well-formed.

2.15.2 Guided writing

This types of writing used as a bridge between the controlled and free writing .Raimes (1983) suggests that guided writing is different from controlled writing because guided writing uses different techniques that would lead students to write similar paragraphs by giving sample paragraphs, providing first sentence , last sentence and even an outline to fill out .(Pincas 1982, Byrne ,1988, Reid , 1993) point out to give students different guided exercises used as a model such as reproduction of a model paragraphs , using lists of vocabulary and expressions as sentence combinations, dialogue completion and parallel writing.

2.15.3 Free writing

This type encourages students to generate ideas. Hedge (1988,p:44)states that free writing is the result of the flow ideas and the focus of free writing is on generating ideas, (Zemach&Rumisek,2007) the advantages of free writing as in (Hedge 2005),it helps students practice

fluency. Moreover, it gives them opportunity to focus on the task. (Leki, 1995) free writing helps students to explore ideas on a subject.

2.16 Writing Forms

Writing is not random words written together without making sense to the reader or even to the writer him / herself. Therefore, when students write they use different types of structure which clarify their pervious knowledge of these effective structures, since writing has a variety of structures which mean how a piece of writing is set up. For example a sentence has structure; it starts with a subject followed by a verb or phrase. A paragraph should be written in a structured, organized way .Accordingly different types of writing forms will be discussed as follow:

2.16.1 Writing sentence

Based on Oshima and Hogue (2007), a sentence is defined as "a group of words that contains a subject and a verb and expresses a complete thought". It begins with a capital letter and ends with a period. It may also end with a question mark or exclamation point, but in the

academic writing, most sentences end with a period. There are different kinds of sentences in English: simple, compound, complex and compound – complex. These sentences are viewed as follow:

1- Simple sentence

A simple sentence is a sentence that has one subject verb pair. Formulas for simple sentence as follow: (sv-ssv-ssvv-svv).Example:

The sun is shining brightly.

2- Compound sentence:

A compound sentence is two simple sentences connected by a comma and coordinating conjunction. Example: My family travels to London every summer, and we usually have fun.

3- Complex sentence:

Is a sentence has one independent clauses and one (or more) of dependent clauses. According to the definition of complex sentence what is clause? And what are the independent and the dependent clauses?

- A clause is a group of words that containing a subject and a verb, and forming a sentence or a part of a sentence .There are two kinds of clauses in English: independent clauses and dependent clauses.

1- An independent clause has one subject –verb pair and expresses a complete thought (simple sentence), example:

- We finished our assignment.

- Ben Left the college early.

2- A dependent clause:

It is an independent clause with a subordinating word, such as because, after and when, e.g.:

-Ben left the college early because he was tired.

4- Compound – complex sentence:

It is a combination of compound – complex sentences with different uses of logical connecting words so as to help flow of relationship between them.

2.16.1.1 Characteristics of good sentences

According to Chakravarty (2004) good sentences have certain characteristics distinguish them from incorrect ones. Sentences vary in style and subject matter. Good sentences have certain qualities as follow:

a- They use only enough words to carry the thought.

b- They are clear; express a thought precisely and directly.

c- They have unity and coherent, using accurate connectives.

d- They use specific nouns and vivid verbs to convey the thought.

e- They are varied in structure.

f- They are complete, neither fragments nor run- ons.

g- Technically good sentences are correct in usage and spelling.

2.16.1.2 Problems with sentence structure

There are two common mistakes in written English sentence: sentence fragment and run on sentence:

1-Sentence fragment

A fragment is an incomplete sentence. It is often a dependent clause that is not attached to an independent clause, for example:

a/ while he was at home (incomplete)

b/ If he eats junk food   (incomplete)

2- Run on sentence

A run on sentence is two or more sentences that are not properly joined. For instance:

-Smart phones are helpful they help people communicate

2.16.2The paragraph

A paragraph is a section of a piece of writing , usually consists of several sentences dealing with a single subject (Oxford Dictionary ,2005) (Baily , 2011) states that paragraphs are the basic building blocks of academic writing , well- structured paragraphs help the reader understand the topic

more easily. Butler (2007), Hogue (2008)Zemach and Rumisek(2005)and Baily (2011) define a paragraph as "a group of sentences about a single topic "the paragraph can be shorter or longer according to the topic". Oshima and Hogue (2007) also define the paragraph as "a group of related statements that a writer develops about a subject. The first sentence states the specific point or idea of the topic, the rest of the sentences in the paragraph support that point". Accordingly the paragraph has three basic parts: topic sentence, supporting sentences and concluding sentence

1- Topic sentence

It is usually the first sentence of the paragraph; normally it includes the main idea of the paragraph and the most general sentence of the paragraph.

2-Supporting sentences

The middle sentences in a paragraph. Supporting sentences give examples, definitions, information, reasons or other details about the topic .They explain the topic sentence.

3- Concluding sentence

It is the last sentence of a paragraph .It finishes the paragraph by repeating the topic sentence in different ways or summarizes the main points.

2.16.2.1 Types of paragraph

There are different types of paragraph writing each type depends on topic, content and purpose .The most common types are: descriptive, narrative, expository and persuasive paragraph.

1- Descriptive paragraph

This type focuses on describing events, characters and places. Savage and Shafeil (2007) certify that the writer describes the subject which is introduced in the topic sentence .Then he/she gives information by using sensory details (look, feel , smell). Moreover, the writer focuses on conveying effective meaning to the reader to make the best description. Smith, (2003) states that the descriptive writing uses words in order to create picture. The descriptive paragraph is divided into two types: Objective description: attempts to report accurately the appearance of the object .It is factual account, the purpose of which informs reader who has not able to see with his own eyes .The other type is impressionistic that focuses on the mood or feeling of the writer.(Cited in Nordquist, 2014).

2- Narrative Paragraph

It is used to tell story or sequences of events .According to Beare (2014) "narrative paragraphs are used to describe what a person does over a period of time" it describes the events that usually happened in chronological order.

3- Expository paragraph

It explains something about a subject and gives information about a person, thing or idea .It is factual based on the real subjects when explains and states an opinion .Fiderer (2002, p: 17) "expository paragraph gives direction or uses facts and details to explain information".

4- Persuasive paragraph

Persuasive is from the word (persuade) which means convince .In this kind of paragraphs Smith (2003) remarks that the writer states some

supporting facts to convince the reader and provide the reader with some arguments to support previous opinions.

2.16.2.2 Paragraph unity

An important element of a good paragraph is unity ,Oshima and Hogue(2007) confirm the importance of paragraph's unity .When a paragraph has unity , all the supporting sentences discuss only one idea from beginning to end , each sentence is directly related to the topic .In some languages , it is acceptable to wander away from the topic – to make little side trips to ideas that are somewhat , but not directly related to the main topic .In English , doing so is not acceptable because it breaks the unity of the paragraph. Kane (2000) states that paragraph unity requires two ways which are coherence that deal with the ideas well jointed , and flow that deal with the sentences links up.

2.16.3 The Essay:

An essay is a common form of students writing that is usually a response to a question or in some instances is an argument or justification around a topic issue or circumstance. The structure of an essay must be written in a logical, clear and coherent way. Heaton (1975) identifies two terms in writing: composition and essay writing which involves far more than the production of grammatical sentence. It demands creativity and originality, since it is generally intended not only to inform but also to entertain. A composition on the other hand is a task which involves the students' manipulating words in grammatical, correct sentences and linking those sentences to form a piece of continuous writing which successfully communicates to writers thoughts and ideas on a certain topic.

2.16.3.1 Essay planning

The essay should be organized into an introduction, a body and a conclusion .According to Rumisek and Zemach (2003) without an introduction and conclusion an essay is just a group of paragraphs. The organization of an essay is similar to the organization of a paragraph; it is just longer. The essay has three main parts:

1- The introduction

The introduction or introductory paragraph the first paragraph of an essay, it consists of two parts:

a- It should include general statements about the subject to provide a background of it and to attract the reader's attention; it may include a definition of some terms related to the subject.

b- It includes specific statements, and the central idea of the topic.

2-The main body

The main body consists of one or more paragraphs, each body paragraph has a topic sentence and several supporting sentences, and each paragraph also explains or develops a subdivision of the topic. The paragraphs of essay consist of illustrations or examples, and ideas in paragraph are shown connected and linked orderly.

3- The conclusion

The conclusion includes the writer's final points. It should recall the issue raised in the introduction together with the points written in the main body, based on Reid(1994) "the concluding sentences summarize the materials,

offer the solution to the problem, predict a situation, make a recommendation or state a conclusion".

2.16.3.2 Types of essays

Essays come in many different forms; these forms can be classified to common types as follow:

1. Descriptive essay:

Descriptive essay aims to describe certain event or object with vivid sensory details (sight, smell, touch, taste and sound).It is often written in creative style.

2. Persuasive essay:

It is also known as argumentative. In this kind a writer attempts to persuade readers to understand and support their specific point of view about a topic by stating reasoning and providing evidence.

3. Analytical essay

It describes a concept, but it takes the topic one step further by presenting the advantages and disadvantages of the subject to provide an objective analysis.

4. Expository essay

It is known as a definition essay, it aims to explain an idea or define a concept, without making an argument.

5. Narrative essay

Narrative essay is called a personal essay or reflective essay, combines personal storytelling with an academic argument or imparts a lesson through personal experience.

6. Compare and contrast essay

This type places two things side by side and points out the similarities and differences between them usually to illustrate a larger point.

7. Cause and effect essay

It aims to relationship between things, how something was influenced by something else. Cause and effect essay is often organized chronologically, first explaining the cause and then showing its effect.

8. Critical analysis essay

It is also called a critical essay; a writer breaks down a short piece of literature in order to make an argument about what the author is trying to say.

2.16.4 Writing Text

The term text is defined by many eminent linguists. Halliday and Hasan (1976) state that" Text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole". Text is as a "semantic unit" characterized by cohesion. "A text is a passage of discourse", this due to linguistic features that cause sentences to stick together what makes a text depends on cohesive relationships within and between sentences which create texture and makes any length of text meaningful and coherent. Based on Lyons (1981) "a text as a whole must exhibit the related, but with coherence and cohesion, thus texture refers to textuality   "the property of being a text". Textuality is restricted by distinguishable properties of cohesion and coherence" .Therefore, texture is created within text which is prescribed

some factors such as participants; intended message and the setting of occurrence.

A text is a piece of writing that you read or create , according to the definition of the word text in(Oxford dictionary)a text is a book or other written or printed work regarded in terms of its content rather its physical form". The text exists in both written and spoken language; this view is supported by VanDijk(1977) maintaining that "a text has to do with the principles of connectivity which bind a discourse (spoken or written text) together and for interpretation. It is a linguistic product of discourse that can be studied without reference to its contextual elements as an evidence of linguistic rules.(Schiffrin,1994) explains that "text is the linguistic meaning of words, expressions and sentences, but not the inference available to hearers depending upon the context in which words, expressions and sentences are used" .

Brown and Yule (1989) state that" a text is structured in an organized way, since understanding text structures can help students interpret argument". McCarthy and Carter (1994) signify rhetorical variation in texts and present number of examples of commonly occurring text types each of these descriptive patterns is extremely useful for the language learning classroom. There are different types of text, such as factual texts and literary texts each one has sub-types as follow:

1) **Factual texts**

a- Factual description**:** describes place or thing using facts, examples of it landscape description.

b- Factual recount**:** retells events which have already happened in time order i.e.: historical report, news report and report of science experiment.

c- Information report**:** gives factual information about people, animals, things and phenomena.

d- Procedural recount**:** records events such as a science experiment, recipes, and instructions for how to do or use something .This text can take different forms, such as brochures, posters or guidebooks.

2) Literary texts

a- Literary description: describes people, places, events and thing in an imaginative way.

b-Literary recount (imaginative) retells events from novels, plays and personal experiences to entertain others, such as recount of a traditional story or retell an ordinary incident creatively.

c- Personal response: gives a personal opinion on a novel, play or a film (i.e.: describe your feelings, opinion and comment of a book or something).

d- Review: analyses or assesses of a novel, play example commentary of the writer.

e- Narrative: tell story using a series of events (i.e.: adventure, science fiction, myth, legends, plays and historical fiction.

2.17 Good writing

Good writing should be clear by using accurate word and varied to get reader's attention. There are certain qualities that most of examples of good writing share, these qualities are: focus, development, unity, coherence and correctness, they are detailed as follow:

Focus: An essay should have a single clear central idea; each paragraph should have a clear main point or topic sentence.

Development: each paragraph should support or expand the central idea of the paper; the idea of each paragraph should be illustrated through examples and description.

Unity: every paragraph in an essay should be related to the main idea; each paragraph should stick to its main point.

Coherence: an essay or paper should be organized logically, flow smoothly and make sense to the reader.

Correctness: a paper should be written in generally, correct Standard English, with complete sentence and be relatively error free.

Students' good writing should be evaluated in several factors and consider varied skills necessary for writing. Accordingly, Cohen (1994) classifies ten steps in assessing writing:

a-content:(depth and breadth of coverage).

b-rhetorical structure: (clarity and unity).

c-organization: (the development of idea).

d-register: (appropriateness of level of formality.

e- style: (sense of control and grace).

f-economy: (efficiency of language use).

g-accuracy of meaning: (selection and use of vocabulary).

h-appropriateness of language conventions: (grammar, spelling and punctuation.

I-reader understands (inclusion of sufficient information to allow meaning to be conveyed.

J-reader's acceptance (effort made in the text to solicit the reader's agreement).

2.18 Writing Assessment

writing is used for a variety of purposes inside and outside of the classroom: providing assistance to students, awarding a grade, placing students in appropriate courses, evaluating program and certifying proficiency.

Assessment practices can be attained by designing guided principles to ensure their validity and appropriateness to the context and purposes. Consequently, Conference on College Composition and Communication journal(CCCC position statement) provides general principles for assessment, some of these are:

1- Writing assessment is useful as a mean of improving teaching and learning, since assessment results may be used to make changes in practice.

2-The best assessment identifies purposes to students being tested.

3- Individual writing ability is a sum of a variety of skills employed in a diversity of contexts, that means assessment practice uses multiple measures and respects language variety and diversity.

4- Perception of writing is shaped by the method and criteria used to assess writing ability. Assessment programs should be grounded in the latest research on learning, writing and assessment. Consequently, the impact of assessment method should be considered.

2.19 Figurative Language

Figurative means a word has been stretched to accommodate a larger or even very different sense from that which it usually conveys. That means

words are used in writing in a way is different from the usual meaning .A writer must provide clues for readers so as to understand figurative words. In speech the meaning can be conveyed by using gestures, facial expressions, pronunciation or tone of voice. Therefore, using figurative writing enhances meaning, clarifies ideas and expands conception to draw a mental picture to the reader. According to Perrine(1977) "figurative language is broadly defined as any way of saying something than ordinary way". Using figurative can add significance by joining two ideas to stimulate the reader's imagination in more entertaining way such as in similes. There are many types of figurative language but the most common types of figures are similes, metaphors, allusions and irony.

1.Similes

A simile is a brief comparison, introduced by like or as .Similes have many uses, one is to clarify an unfamiliar idea or perception. Similes also can be emphatic, when they close a sentence or a passage.

2. Metaphor

A metaphor is a comparison like a simile, but a simile compares thing explicitly whereas a metaphor compares things implicitly .Many metaphors use metonymy (substituting for one concept) and synecdoche (substituting a part for the whole). Metaphors clarify or emphatic ideas like simile.

3. Allusions

An allusion is a brief reference to a well-known person, place, or happening. Many allusions are drawn from literature; some refer to historical events or people, ancient or recent. Allusion is used to enrich meaning and must be appropriate to the topic points and experience of the reader.

4.Irony

Irony consists of using words in a sense very different from their usual meaning or opposite of it with variety of tones. Irony may be used to express a particular judgment or as a mode of thought, or to express a strong emotion or raise a point.

In conclusion figurative language helps students increase language skills, vocabulary items, enrich the text and convey meaning by producing certain special effects.

2.20 Academic Writing

2.20.1 Definition of the Academic Writing

According to (Oxford Dictionary ,2005) the word academic is connected with education especially studying in schools and universities. Consequently, academic writing is the kind of writing done in classroom and has a particular purpose and a particular audience, because at university level students practice different types of activities such as writing essays, assignments, lectures notes – taking in addition to writing reports for laboratory work in some disciplines .Li (1999) describes academic writing as "the written work done in schools, colleges and universities". Another definition is presented by (Oshima and Hogue,2007) "academic writing as the kind of writing used in high schools and college classes", according to them academic writing is different from creative writing and personal writing , which they are informal while academic writing is formal and requires particular vocabulary , using correct grammar and organizing ideas, Myles(2002)states that academic writing requires conscious effort and much practice in composing, developing, and analyzing ideas.

In the academic context Dudley –Evans & St John (1998) point out that the students are required to produce specific writing genres such as essay, summary, critical review and research paper, moreover academic writing is used for many purposes such as:

1- Writing books and reports.

2- Translations.

3- Essay.

4- Research paper or research article.

5- Conference paper.

6- Academic Journal.

7-Dissertation and thesis –these are written to obtaining an advances degree at a college or university.

8- Abstract –This is a short summary of along document.

9-Explication –This is a work which explains part of a particular work.

2.20.2 Characteristics of the Academic Writing:

Academic writing is linear which means it has one central point, its objective is to inform rather than entertain.as well as this it is in the standard written form of language .There are main characteristics of academic writing, some of them are discussed as follow:

- Planning: Academic writing should be analytical, organized, as well as written in abidance way to give valid reasons.

- Outline: Outline helps in formulating thoughts, be aware of relationships between topics and determine relevant information to be included in the paper.

- Language: Language should be clear and choose right and appropriate words to explain the issue.

- Approach: Deductive reasoning is a big part of the academic writing leads reader to conclusion.

- Complexity: Written language is more complex than spoken language, it has a more varied vocabulary. It uses more noun – based phrases than verb-based phrases. Written text is shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.

- Formality: Academic writing is relatively formal that means a formal tool is used instead of using slang words, jargon or colloquial expressions.

- Objectivity: Written language is general objective rather than personal. Therefore, it has fewer words   that refer to the writer or the reader this means that the main emphasis should be on the information and arguments should be given.

- Explicitness: Academic writing explicit about the relationship in the text and how the various parts of the text are related, therefore it should be clear to the reader.

- Accuracy: Academic writing uses vocabulary accurately.

- Organization: Academic writing is well organized .It flows easily in a logical way from one section to another.

2.20.3 Methodology for Teaching Academic Writing

There are many types of approaches to teaching writing some are used to teaching L_1 writing such as the process approach , experimental approach, rhetorical approach and linguistic approach other approaches are used to teaching ESL writing , for instance. Controlled approach, grammar syntax organization approach and communicative approach. The most common approaches in the academic writing are product approach, process approach and genre.

1. Product approach

The product theory focuses on the written product rather than on how the teacher should approach the process of writing.

According to Silva (1990) the product theory of writing highlights form and syntax and it emphasizes rhetorical drills. Badger and White (2000) state that "learners are expected to first familiarize themselves with the features of certain texts followed by learners practicing the skills or intimating the input they received until they are capable of producing their own texts". Based on this concept, students need to prepare several drafts before they arrive at the final draft. Myles (2002) confirms that if the students are not exposed to written model text, their errors in writing are more likely to subsist. Jordan, (1997) points that students are required to focus on a model form and duplication. In other words, the students study model texts and attempt various exercises that enable them to draw attention to relevant features of the text and then replicate them on their own writing.

2.Process approach

Process approach emphasizes on the importance of certain procedures such as pre-writing, drafting, revising, and evaluating .It introduces techniques that

help students identify and engage a topic, Hyland (2003) points that "the process theory focuses on how a text is written instead of the final outcome" .This theory as he adds, has a major influence on understanding the nature of writing and the way writing is taught. Jordan (1997) states that process writing enables students to make clear decisions about the direction of their writing by certain procedures such as discussion tasks , drafting , feedback , and informed choices.

Tribble (1996) clarifies that the students first brainstorm in small groups the topic to be discussed in writing; this helps them generate ideas before starting to write. This followed by gathering an outline of the essay and individually writing their first draft. Students revise their drafts and give them to other students for peer-revising and commenting on them .The final stage is editing to eliminate all language errors.

3. Genre approach

The word genre comes from the French and originally is a Latin word for "kind" or "class", the term is wildly used in rhetoric, literary theory, media theory and more recently linguistics, to refer to a distinctive type of text, it focuses on the social context in which writing is product.

Swales (1990) emphasizes the genre-based approach in teaching the academic writing .He explains that a genre comprises of a class of communicative events, the members of communicative events share some set of the communicative purposes which are identified by the expert members. In the academic context, the experts will be the lecturers who teach various subjects.

Davies (1988) claims that students , teachers and subject tutors are all involved in the written language for a selected field of study and the form of expression permitted within the field.

Paltridge (2001, p:9) states " the notion of genre provides a basis for extending current syllabus models , as well as for selecting and sequencing syllabus items , and in turns , focusing on them in the language learning classroom" since it incorporates vocabulary and grammatical structures that are typically associated with functional – notional approaches to syllabus design. In other words, using genre as starting point in curriculum design by listing genres necessary for students understanding within a context –typical in content –based curricula allows the teacher to:

- Collect real samples of appropriate text.

- Design activities to foster understanding of the genre.

-Draw attention to key vocabulary and grammatical associated with genre.

-Demonstrate to the students how this interacts with who , what , where , when , how and why of the text in terms of situation and context, allowing the relation between culture and language to be directly addressed task, give students the opportunity to experiment with genre.

According to Gerot and Wignell(1994) there are thirteen types of genre for instance: spoof, recounts, reports, analytical exposition, news item, anecdote and hortatory. Every genre has a number of characteristics and it has specific purpose which makes it different from other genre.

In conclusion genre refers to any staged, purposeful social activity which is accomplished through language. A genre based course is essentially an outcome – based course, with the aim being explicit students' awareness of

and proficiency in the target genre, over and above it allows teachers to focus on both form and meaning as well as how meanings are made (Bradford – Watts, 2001).

2.21 Improving Academic Writing

Students need to be offered adequate time to practice writing and expose to a variety of genres. Teachers can help students by using several strategies based on contextual teaching learning and scaffolding techniques to help students conceptualize content and final product.

2.22 Cohesion and Coherence

2.22.1 Cohesion

The definition of the word cohesion according to (Oxford Dictionary,2005) is "the act or state of keeping together". The synonym of the word cohesion is "unity".Halliday and Hasan (1976) point out that cohesion is one of the linguistic system's major resources for text construction, based on this concept, cohesion represents the presence of explicit cues in the text that allow readers or listeners to find semantic relations within it as a part of linguistic system enhancing the semantic potential of the text.

Cohesion is an essential element in connecting writing sentences as Freedenberg and Boardman (2002) emphasize that "there are many ways to give paragraph cohesion by linking words, coordinate conjunction, subordinate presupposition and transition". These later are considered very common types of linking sentences to another. Similarly, Alarcon and Morales (2011) state that cohesion refers to the linguistic features which help make a sequence of sentences. Connor (1984) also defines cohesion "as the use of explicit cohesive devices that signal relations among sentences and

parts of the text". Moreover, Hoey(1991) points out that cohesion is an " objective , capable in principle of automatic recognition with the help of explicit linguistic devices" .

Finally cohesion refers to the varied and appropriate use of cohesive devices to assist in making conceptual and referential relationships between and within sentences clear.

2.22.2 Coherence

Coherence as it defined in (Oxford dictionary2005) is "the situation in which all the parts of something fit together well". Enkvist (1990) defines the concept of coherence as "a hermeneutic phenomenon; the receptor of a text must be able to understand the text to accept it as being coherent". Harmer (2004) also states that "coherence refers to all sentences associations together in a logical way by using different relations".

(Sherman, 2011) states that the process which sentences and ideas are connected to each other which makes them flow together smoothly, achieves text coherence. According to (Sherman, 2011) coherence helps the reader understand ideas in the text meaningfully. In order to achieve coherence in writing, Sherman determines different types of methods as follow:

1- Repetition ideas, sentences and paragraphs:

Repeating words or phrases helps reader connect and focus ideas in writing work.

2- Transitional Expressions:

These transitional expressions create relationship between ideas, sentences and paragraphs, for example because, therefore and however.**3-**

Pronouns:

Pronouns are used to link sentences by referring to preceding nouns and pronouns to avoid repetition, example he, she, their …etc.

4- Synonyms:

Linking ideas can be done by providing alternative words which have the same meaning to help eliminate unimportant repetition.

2.22.3The Relationship between Cohesion and Coherence:

The relationship between cohesion and coherence is confirmed by many linguists, Halliday (1984) describes the relationship between coherence and cohesion by emphasizing that "cohesion is supportive textual property that helps to build coherence in order to understand the text as a whole .Hence, cohesion provides an essential contribution to coherence by connecting one part of the text to another". Furthermore, Halliday and Hasan (1976)clarify that "cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it".(Halliday , 1985,p48) illustrates that "the relation between coherence and cohesion is very important for contribution to coherence by linking one part of a text to another , and this establishes internal expectations that are matched with the external ones taken from the context of situation and of culture , in that case a text hangs together".

Some scholars differentiate between cohesion and coherence. Raimes (1983) considers cohesion and coherence as two different elements, maintaining that "It should be clear that these are not the same thing, that is a text may be cohesive (i.e. linked together) but not coherence (i.e. meaningless)".Similarly, (Witte and Faigley.1981:p202) note 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 use". Sanders and Maat (2006) focus on coherence and cohesion relation by affirming that It is generally accepted in the literature that while cohesion is primarily related to structural linguistics, coherence has been studied with the field linguistics, discourse psychology and cognition science.

2.22.4 Coherence and Cohesion in Written Discourse

Cohesion and coherence are generally considered important notions in text and discourse analysis .Halliday and Hasan (1976) state that "variation in coherences is the function of variation in cohesive harmony of a text".

Discourse analysis refers to study of the ways of which language is used in text and context .written discourse involves the structure, coherence, logical development and range of linguistic resources in written text. Linguistic resources refer to grammar, vocabulary and the variety of grammatical structures used in writing. what is to be important for discourse analysis is illustrated by (Hillier,2004) " readers interpret particular meanings and contexts in the light of their own existing knowledge and social associations ".Hence , written discourse is a transfer of information that requires words be written down .It implies the use of written words and sentences in the purpose of conveying meaning. Cohesion, coherence, clause relation and text patterns are considered important parts of written discourse. Halliday(1994) introduces the main idea of cohesion needs to establish relationships between sentences and clauses in order to construct discourse. Similarly, McCarthy (1991) states that grammatical cohesion the surface marking of semantic links between clause and sentences in written discourse, between utterances and turns in speech. The number of grammatical items in a sentence determines its length. However, these grammatical items or the

number of sentences in a paragraph or whole text are only a characteristic features of discourse structure, but they do not determine whether a text is coherent or not .In terms of cohesion what can be observed across sentences in written discourse are not structures but links that have particular features that are to be interpreted on the part of a reader. The most important difference between discourse properties stem from the understanding that cohesion is a property of a text, while coherence pertains to discourse (Bublitz 1999, Widdowson 2004).

With regard to interpretation written discourse,Bublitz (1988, 32) confirms that "coherence is not a text –inherent property, but a property of discourse that can be derived from atext by the process of interaction between participants with the text and other participants under given contextual condition".

2.23 Cohesive Devices

2.23.1The Importance of Cohesive Devices and Cohesion

There are two views on this scope , the first view states that "knowing the importance of the cohesive devices in organizing messages above the sentence level will not serve in EFL comprehension and composition problems" (Cain ,2003:p11). The second view claims that "knowing the jobs, these devices will perform organizing messages and if readers or writers do not understand these jobs, their understanding is handicapped".

Halliday and Hasan (1976) typify theories start from surface structure to deep structure, Halliday (1985: p318) states that "for a text to be coherent, it must be cohesive; but it must be more besides. It must employ the resources of cohesion in ways that are motivated by the register of which it is an

instance; it must be semantically appropriate with lexical grammatical realizations to match (i.e. it must make sense) and it must have a structure".

Halliday (1985:p319)and Hasan (1984: p6) confirm the need of cohesive elements for combining and forming coherent texts, they point that a coherent text contains cohesive harmony in their interpretation , three properties work together to create cohesive harmony. These three properties are identified by Karoly (2002:p57) as follow:

1- Semantically related lexical items must occur in the text, which form identifying on similarity chains.

2- The relations of identifying similarity should extend beyond the clause level and chains should interact (i.e. there should be relationships that bring together members of two or more distinct chains).

3- Unrelated lexical chains are not introduced in coherent text. Thus the use of cohesive devices is useful to increase the effective use by EFL learners to cohere sentence then paragraph. The use of them can prepare the learners to deal with the notion of textual organization. In this domain Scott Crossley (2016) and et.al examine growth in the use of cohesive devices by L2 learners and links between growth and experts judgments of essay quality.

2.23.2 Classification of Cohesive Devices

Organizing ideas into unified context requires using cohesive devices to link sentences together cohesively and coherently. Halliday and Hasan (1976:p04) state that cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. Salkie(1995) states that "cohesive devices play the role of the glue that holds different parts of a text together".Halliday and Hasan (1976) identify five sources of cohesion

which can be found in English; cohesion through reference , substitution , ellipsis and conjunctions, in addition to lexical cohesion .Based on Halliday and Hasan (1976) there are two types of cohesive devices; grammatical and lexical devices, these will be discussed as follow:

2.23.2.1 Grammatical Devices

The grammatical devices which were noted by Halliday and Hasan(1976) are reference, substitution , ellipsis and conjunctions . These are viewed as follow:

1) Reference

Reference concerns the relation between a discourse elements and preceding or following elements, Halliday and Hasan (1976) it deals with semantic relationship. Reference is classified into two groups:

1- Exopheric reference (situational reference which is not cohesive), this type of reference lies outside the context of situation, so it plays no role in textual cohesion.

2-Endophoric reference (textual reference), refers to preceding text and it has two types:

a-anaphoric relations: back referential pronouns which point back in the text for their interpretation, for example: my father said he was tired,(he is back referential pronoun).

b- cataphoric relations: forward referential pronoun which look forward in the text for their interpretation such as: he has done great work. The teacher (he is forward referential pronoun).

The differences between exospheric and endophoric relations are clarified as follow:

- I met Julie yesterday; she will be flying to Cairo next week "She" is anaphoric reference, it refers to "Julie".

-She will be flying to Cairo next week. "She" is an exopheric reference, it refers to something is not present in the sentence and there is not enough information in the text explain whom "she" refers to. Reference also is divided into three classes: Personal, demonstrative and comparative references.

1-Personal reference

Halliday and Hasan(1976) define personal reference as "reference by means of function in the speech situation, through the category of person" There are three classes of personal reference: personal pronouns, possessive adjectives and possessive pronouns, such as:

-personal pronouns such as I, he, she, they, and we…. etc.

-possessive adjectives as my, his, their, your……..etc.

- Possessive pronouns as in; mine, his, theirs, yours……etc.

2-Demonstrative reference

Demonstrative reference is achieved by means of location in scale of proximity. Demonstrative references are classified to selective demonstratives and non-selective demonstratives. For example: this, that, here, there and those.

3- Comparative reference

Comparative reference involves identity or similarity. It consists of two classes: adjectives and adverbs and their functions as either modifier or an adjunct (Halliday and Hasan, 1976) comparative reference also is classified into two groups: general comparison and particular comparison as follow:

1- General comparison:

General comparison is a comparison that is simply in terms of likeness and unlikeness. The kinds of general comparison:

-Identity (same, equal) as in:

My friend and I have the same teacher at school.

-Similarity (likewise, so, such, similarly) such as:

His handwriting is very similar to mine.

- Differences (other, different, otherwise and else) as:

I am tired but otherwise I feel fine.

2- Particular comparison:

Expresses quantity or quality by means of adjectives and adverbs such as:

He is better at English than French.

2) Substitution

As it is defined by Halliday and Hasan (1976: p86) "substitution is the replacement of one item by another" .It is a relation between linguistic items such as words or phrases rather than a relation between meanings and this distinguishes it from reference. According to Halliday and Hasan(1976) there are three types of substitution is divided to three types: nominal, verbal and clausal substitution as follow:

a- Nominal substitution

It is expressed by using words one, ones and same such as:

That idea is a very good one (one replaces) the word idea.

b- Verbal substitution

This type is expressed by "do" a substitute for the main verb in a sentence, for example do you like music? Yes I do (do replaces the verb like).

c- Clausal substitution

Halliday and Hasan (1976) clarify that "a further type of substitution in which what is presupposed is not an element within the clause but an entire clause. The words used as substitutes are so and not". Examples for using so and not:

-Did he say he is good at French? Yes, he said so

- has the meeting finished? I hope not.

3) Ellipsis

Cohesion through ellipsis can be expressed by omitting part of sentences, it is considered as relations within the text. Halliday (1994) defines ellipses as "presupposition of something by means of omission and it is usually anaphoric relation" .There are three types of ellipsis: nominal, verbal and clausal ellipsis.

a- Nominal Ellipsis:

It is ellipsis within the nominal group; the context allows the listener to understand what is eluded. Such as:

Three apples are eaten and yet another three on the dish.

b- Clausal Ellipsis as:

According to Halliday and Hasan (1976) a clause in English can be deleted if the clause is still communicative. e.g. :

Someone took my car and drove it away; I wish I could know who.

c- Verbal Ellipsis:

It is ellipsis within the verbal group.

e.g.: Have you been surfing? Yes, I have.

4) Conjunctions

Haliday and Hasan (1976, p: 226) certify "conjunction elements are cohesive not in themselves but indirectly, by virtue of their specific meanings, they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which

Presuppose the presence of other components in the discourse". Conjunctions differ greatly from other cohesive devices since they add meanings and create ties between entire segments of text of various lengths. Halliday and Hasan (1976) identify four types of conjunction: additive, adversative, causal and temporal conjunctions .They are illustrated as follow:

a- Additive conjunction

They are used for joining words, phrases or sentences. Such as:

And, besides, , also, in addition to and likewise.

b- Adversative conjunction:

Example of this type: on the other hand, but, instead, nevertheless and however.

c- Causal conjunction

Causal conjunction is a cause –effect relation basic on Halliday and Hasan (1976) the specific relations of result, reason and purpose. Example of these conjunctions: Because, so, therefore, thus and consequently.

d- Temporal conjunction

It is a relation of sequence in time such as : then , next , after that and previously, Osisanwo (2005) identifies other types of conjunctions ; coordinating , compound adverbs and continuative conjunctions .

2.23.2.2 Lexical Devices

According to Halliday and Hasan (1996) lexical cohesion is the cohesive effect achieved by the selection of vocabulary. Nunan (1993) points out that "lexical cohesion in many ways the most interesting of all the cohesive categories, the background knowledge of the reader or listener play more obvious role in the perception of lexical relationships than in the perception of other types of cohesion ,collocation patterns for example, will perceived by someone who knows something about the subject at hand" Liu and Braine(2005) demonstrate that lexical devices contributed the highest percentage of the total number of cohesive used in written text, followed by references and conjunctions. In this domain Stotsky (1983) states that the use of lexical ties to create text forming relationships is derived from underlying processes such as classifying, comparing and contrasting which do not to be taught, learners needs to be taught how to signal these relationships.

However, they need to develop a wide range of vocabulary and knowledge of how these items related to each other. Halliday and Hasan (1976) identify two types of lexical cohesion devices, reiteration and collocation:

1) Reiteration

It means repetition of a lexical items or the occurrence of synonyms of some kinds in the context of reference where the two occurrences have the same reference. Reiteration classified to: repetition, synonym, hyponym, metonym and antonym. These will be illustrated as follow:

1-Repetition

It is the act of repeating the same word to denote text cohesion as:

I met some students at last forum: The students were good participants.

2- Synonymy

Synonym is two or more words which have same meaning, such as:

He suggested big ideas to a large problem.

3- Hyponymy

It means a general word refers back to a lexical item, example:

I bought vegetable from shopping center; these vegetables are potatoes, arrots and onions.

4-Metonymy

It is a relation between word which has apart and whole meaning as in: He checked up the steering wheel, the car was good.

5-Antonym

It is an opposite in meaning .For example: They need new clothes because they have old ones.

Another definition to these sub lexical categories was added by Lyons (1968) who defines synonymy, antonym and hyponymy as primitive semantic relation.

2)Collocation:

Halliday and Hasan(1976:284) define collocation as "cohesion that is achieved through the association of lexical items that regularly-occur". It also involves pairs of words drawn from the same order series. Such as doctor, patient and north, south …etc. Carter (1987:50) suggests that "the notion of collocation is often associated with systemic linguistics as an independent level of language, words which collocate and grouped into lexical sets as series of semantically related options from which a coherent text can be constructed". In the same view, Kennedy (2003) states that collocation can be word used in the same context or can be words contribute to the same area of meaning.

Part Two:

2.24 Previous Related Studies

The concept of cohesive devices in writing in general and in academic writing in particular attracted attention of eminent researchers and linguists who adopted studies dealt with coherence and cohesion in addition of utilizing cohesive devices in student's writing .This part will discuss different views and perspectives of linguists besides other studies which examined cohesion, coherence and cohesive devices.

Halliday and Hasan(1976)their work "Cohesion in English" is of a great significance since a number of researchers consider it valuable in advancing further researches related to cohesion .Some of them have been based on a study cohesive devices in written composition

Halliday and Hasan (1976:7) classify five categories of cohesive devices; grammatical and lexical devices as it mentioned in previous part of this study. In this work Hasan (1984) assumes a new division of lexical cohesion into general relations. Halliday and Hasan (1976:15) explain that reference items are linguistic elements which make reference in something else for their interpretation, so reference deals with semantic relationship. Based on Halliday and Hasan the notion of cohesive harmony was employed in many studies by numerous of researchers.

TeunAdrianus Van Dijk (1977) performed a study on cohesion and coherence, the study examines the semantic relationship between sentences and defines coherence as a "semantic property of discourses", based on the interpretation of each individual sentence relative to the interpretation of other sentences. VanDijk(1977:126) provides the following examples to explain connectedness:

1- They went to the zoo.

2- Never had they been in a zoo before.

Van Dijk's discussion of coherence refers to the reader's ability to make relationships between sentences in the text.

Pritchard(1980)investigated the quality of writing and cohesive devices by In her research "A study of Cohesive Devices in the Good and Poor Composition of Eleventh Graders" she investigated cohesive devices as an index of writing quality in connection with good and poor compositions written by eleventh graders. Her study viewed that poor writing was characterized by proportionally more cohesive devices of all types i.e. writing problems were caused by over use and unsuccessful use of cohesive devices.

Chen Xuefan (2007) examined how lexical cohesion approached in Chinese college EFL writing .The subjects were 30 of students at first year and 15 students at third year English major from "Wuyi university" in china. Quantitative method was used in this results indicated a sub category of lexical cohesive devices exact repetition had overwhelming dominance in Chinese. Moreover college EFL writing writers use of lexical cohesive devices was not affected by language proficiency ,but partly influenced by writing in different text types , therefore there is no correlation between reiteration ties and text types but students used significantly more collocation ties in narration than argumentation .

Nunan (1993:27) states that cohesive devices themselves do not create the relationship explicit and this should be made clear to the students. Cohesion in itself is not enough to make a text coherent .The reader should be able to recognize cohesive devices, even without the aid of explicit, the content of the text that has to have its own logic. Coherence is made by the writer's

provision of cues that guide the reader as he or she reads through a paragraph or text.

AnatasiaTsareva(2010) presented a study on "Grammatical cohesion in argumentative essays by Norwegian and Russian learner". The study analyzed the grammatical cohesive substitution, ellipsis and conjunction and the role they play in the grammatical structure in the sentence, since the meaning depends on cohesive relationship which organizes a text. The findings of this study show that reference and conjunction are the most common types of grammatical cohesion, whereas substitution and ellipsis are not represented widely.

Ana Moreno(2003) conducted a study on "the role of cohesive devices as textual constraints as relevance" the study emphasis on a written act of communication and made a convenient distinction between the concept of written text and written discourse, moreover it has determined which features of a given text have an important role in helping a discourse community of undergraduate student subjects to perceive the relevance and coherence of the text in the process of reading. The findings revealed that the subjects were able to perceive a connection of some kinds between each new unit of coherence and its-text. The results also 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 deal only with discourse meaning derived from whole sentences and larger fragment of the text.

Mizapour and Ahmadi (2011) conducted Study on "lexical cohesion in English and Persian Research Articles". Their view based on Halliday and Hasan (1976) framework. This study investigated the number and degree of utilization of sub-types of lexical cohesion so as to appreciate textualization processes in English and Persians which is analyzed comparatively research

articles, their study revealed that the most frequent sub-types of lexical cohesion in English data, the general tendency is towards using repetition and collocation , yet Persian data showed the general tendency was using repetition and synonymy, their study has suggestions for teachers and researchers who teach English as a foreign language to teach sub-types of lexical cohesion to learners improve the quality of their reading and writing

BesmaAzzouz(2009)presented a study on "A discourse Analysis of Grammatical cohesion in student's writing", this study aimed to detect the importance of using cohesive devices to create cohesive discourse. The study used descriptive method to analyze the results of the student's test. The finding of the study demonstrated that the use of grammatical devices by second –year students of English was quite enough but some of grammatical devices such as conjunction were used inappropriately.

Zuhair Abdul Amir Abdul Rahman (2013) investigated "The use of cohesive Devices in descriptive writing by Omani students- teachers. The study analyzed college students use of cohesive devices by identifying numbers and types of cohesive devices used by two groups Omani student-teachers of English and native English speakers. The results of the study showed that there were notable differences between the natives' and the students' use of cohesive devices in term of frequency, variety and control. The natives' writing displayed a balance between the use and frequency of various types of cohesive devices , the student's overused certain types (repetition and reference) whereas neglected the others , thereby their written texts non cohesive.

Al-Jarf (2001) from Saudi Arabia investigated the use of cohesive devices by 59 Arab EFL students from "King Saud university" .The finding of this study indicated that substitution is the most problematic form of cohesion followed

by reference and ellipsis. Moreover cohesion anomalies were caused by poor linguistic competence, especially poor syntactic and semantic awareness, and poor or inaccurate of the cohesion rules (Al-Jarf, 2001, p141).

Atieh,H.D(2006) in his textual analytic study ,(the manifestation of cohesion and coherence in the written English of Palestinian Senior university students) he attempted to explore writing skill and give special attention to cohesion and coherence , the study focus on two main levels of textual analysis to student written text .The findings of this study revealed a very serious deficiency not only with respect to student's real qualification at the university but also with respect to the whole academic system both (Al-Quds university in Palestinian and schools in general .The study also revealed the student's overused of lexical items which are irrelevant to the topic .There are a lot of cohesive in some sentences .Some of these results related with writing skill such as stating sentences ambiguously and in illogical way .The important result which was confirmed, the students unskillfully manifest the most coherent and cohesion features. Atieh recommended with devoting more effort to enhancing student's four skills in English .He clarified that good readers should be good writers so reading is a decoding process and writing is an encoding process then two skills complement each other.

2.25 Comments on Current Study and Previous Studies

The previous studies provide the researcher inestimable value and beneficial information which are considerable by the researcher and highly significant to present study. Some of the studies adopted descriptive method which is also used in current study.

On the other hand some researchers investigate writing skill or other specific types of writing , cohesion ,coherence or one type of cohesive devices ,

whereas this study examines both types of cohesive devices and focus on the academic writing as a significant matter at university level.

Other differences may be noticed in population, tools, procedures and the scope of the study, for instance some studies were conducted at secondary level and others had done at university level, the same domain of the current study, which examines the problems of using cohesive devices in the academic writing among students at Sudan University of Science and Technology

2.26 Summary of the Chapter

Chapter two has discussed the writing process, the academic writing, cohesion, coherence and classification of cohesive devices. Finally, it has also viewed relevant previous related studies.

Chapter Three

Research Methodology

3.0 Introduction

This chapter describes the methodology of the current study and how it is applied to research constructs which was covered in chapter one. It describes mainly the subjects, the research tools, validity and reliability in addition to the procedures that was followed. A test for students and a questionnaire for EFL teachers were the tools of data collection. The researcher used (SPSS) to analyze the research data.

3.1 Method of the Research

The study adopted descriptive analytical method. The data were obtained from responses of a test designed for EFL students at Sudan University of Science and Technology. The data were also obtained from a questionnaire distributed to the teachers of English language in different universities in Khartoum State. Data were analyzed through Statistical Packages of the Social Sciences (SPSS); descriptive statistics such as mean standard deviation were calculated to examine the variability of the scores of the participants as in the results. This chapter views the description of the following:

-Population of the study

-Sample of the study

-Tools of the study

-Validity and reliability of the study

3.2 Population of the Research

The population of the study targets two main groups: the first group represents second year students who study English language in Faculty of languages at Sudan University of Science and Technology. The second group of population is composed of some universities teachers who teach English language in different universities in Khartoum State.

3.2.1 The Sample of the Students

The firs sample of the study includes (80) students at Sudan University of Science and Technology (SUST) see table (3-1). The subjects include male and female students (unintentionally), their age ranged from 18-20 years old, (40) of them were male and (40) were female, all of them at second year and they have similar background regarding their previous education.

Table (3-1) Frequency and distribution of sample of students according to their gender:

Gender	Number of respondents	Percentage
Male	40	50%
Female	40	50%
Total	80	100%

Table (3-1) above shows the number of first group, as it is shown in the table, the students from Sudan University of Science and Technology, they are (40) male students represent 50% of the total number of respondents. Female students represent also 50% of the total number of respondents.

3.2.2 The Sample of the Teachers

The second sample of this study consists of (104) teachers at Sudanese Universities in Khartoum State. They teach English language in different faculties and universities and they held different academic qualifications (see table 3-2).

Table (3-2): Frequency and distribution of sample of teachers according to their qualifications:

Academic qualification	Number of teachers	Percentage
Ph.D.	13	12.5 %
M.A	45	43.3 %
P.G.D	24	23.0%
B.A	22	21.2%
Total	104	100%

Table (3-2) above shows the teachers participated in the study and their academic qualifications. It indicates that (13) of university teachers have Ph.D. degree which constitute 12.5%, (45) have master degree which constitute 43.3%, (24) have Post Graduate Diploma which represent 23.0% and (22) have Bachelor degree which represent21.2% of the total number of the participants.

3.3 Research Tools

The researcher adopted for conducting this study two tools, the first tool was a written diagnostic test to students (WDT).The second tool was a questionnaire for (104) EFL as a university teachers in different universities ,Who they have different jobs and period of experience see table (3-3 and 3-4).

3.3.1 Students' Test

Since the students were the major target of the study, therefore, the test was given more emphasis to investigate and explore their knowledge, problems of using cohesive devises in the academic writing. The test was administered to (80) students at Sudan University of Science and Technology, Faculty of languages. Students were asked to answer questions related to cohesive devices, and then the fourth question was about writing essay. The first question was to choose a word from a box to join sentences .The second question was to identify the functions of some cohesive devices by matching the connective words with their function, it consisted of ten items. The third question was to choose the correct option by drawing a circle around the correct answer. .It consisted of ten connectors some of them were grammatical and others are lexical. The fourth question was about writing essay (see appendix1), students were asked to write an essay on one of the given topics .They were three topics as follow:

1-Travelling.

2-Food for all.

3-Telecommuting "working from home".

3.3.2 Teachers' Questionnaire

The questionnaire used in this study was to find out about teachers views regarding teaching and learning of English and it is also relevant to the questions and hypotheses of the study .It was administered to total sample of (104) ELT teachers at some Sudanese Universities. It consisted of two parts; the first Part (A)included personal Information about the subjects. This part consisted of three questions .Question one asked teachers to write down their names, question two asked them to choose the degree that they have held, question three gave teachers options to determine their years of experience.

The second part (B) consisted of (15) statements, the scale used in the questionnaire was the five points likert scale. The five options were given to the statement as follow:

1. Strongly agree.
2. Agree.
3. Not sure.
4. Disagree.
5. Strongly disagree.

The statements of the questionnaire are pertinent to characteristics of the academic writing and cohesive devices (see appendix2).

Table (3-3) Frequency and distribution of sample of teachers according to their jobs:

Job	Number of teachers	Percentage
Associate professors	10	9.6 %
Assistant professors	13	12.5%
Lectures	54	51.9 %
Teaching assistants	27	26.0%
Total	104	100%

Table (3-3) above indicates that (10) of the university teachers are associate professors which represents 9.6%, (13) of them are assistant professors which represents 12.5% , (54) of them are lectures which represents 51.9% and (27) of them are teaching assistants which represents 26.0% of the total number of the participants.

Table (3-4) Frequency and distribution of sample of teachers according to their period experience:

Years of Experience	Number of teachers	Percentage
1-5	45	43.3%
6-10	34	32.7%
11-15	15	14.4 %
Above 16	10	9.6 %
Total	104	100%

Table (3-4) above shows teachers' years of experience and the number of teachers who participated in the study. (45) teachers their experience from (1-5) years , they represent 43.3% ,(34) teachers their experience from(6-10) which constitute 32.7, (15) teachers their experience (11-15) years which represents 14.4% .(10) teachers who work above16 years constitute 9.6 of total number of participants .

3.4 Validity and Reliability

3.4.1 Validity

Validity had been defined as the degree to which a test or measuring instrument actually measures .However, recent views of validity seem not to be on the instrument itself but on the interpretation and measuring of the scores derived from the instrument, accordingly Whiston (2005) view validity as "the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of tests"

To assure the validity of the tools .The questionnaire and the test were given to a number of experts to give their opinions and recommendations with regard to their suitability. Experts gave their opinions about the clarity of the

items and to their relevance to the questions in addition to the language used to set up the test and the questionnaire. Some of them made some amendments in the test and some statements in the questionnaire .The researcher responded to these suggestions and made required modifications and amendments. After that the tools were analyzed statistically.

3.4.2 Reliability

Reliability is commonly associated with accuracy and stability, it is defined as the degree of consistency or repeatability of research measures, Joppe (2000) defines reliability as the extent to which results are consistent over time and accurate representation of the population under study is referred as reliability and if the results can be reproduced under a similar methodology. Hence the research measurement is considered to be reliable. and Crammer (1990) suggest that the reliability level is acceptable at 0.80 and above.

The researcher took a sample of students to answer questions of the test and a sample of teachers to fill the questionnaire .The result showed that the instruments were reliable .Then SPSS program calculated reliability for teachers' questionnaire and students' test.

3.4.2.1 Alpha-Cronbach Coefficient

Cronbach's alpha is the measure of internal consistency (reliability),the value of the reliability and validity lies in the range between (0-1).In this study the validity calculated by using the following equation:

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

3.4.2.2 Statistical Reliability and Validity for Students' Test:

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha –Cronbach coefficient Equation as the following: for calculating the validity and reliability of the test from the above equation, the researcher distributed the test at respondents to calculate the reliability co-efficient using Cronbach coefficient. The results have been shown in the following table. To ascertain the reliability of the test Cronbach's Alpha measure was used. The reason for using this measure, that it is more flexible and it is often the most appropriate reliability estimate for language testing research and language test development projects. The results have been showed in the following table:

	Reliability	Number of the questions
Cronbach's Alpha	0.87	4

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

The above table shows that the validity of the test is very high (0.87). This indicates that if we repeat the test again, the same results will be given.

3.4.2.3 Statistical Reliability and Validity for the Questionnaire

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed questionnaires to respondents to calculate the reliability coefficient using the Alpha Cronbach Coefficient; the results have been shown in the following table:

	Reliability	Validity
Cronbach's Alpha	0.85	0.92

It is noticed from the results of the above table that all reliability and validity coefficients for the samples individuals about each questionnaire's item. This indicates the high validity and reliability of the responses. So, the

questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3.5 Procedures

The researcher designed data collection methods, the test was conducted to the students in the mentioned university, the participants were informed with the test, time for it was not strictly enforced, but due to class schedule constraints, the answered papers were collected from all subjects. The researcher distributed the questionnaires to the teachers of English language. Finally, the researcher provided discussion of the results in later chapter.

3.6 Summary of the Chapter

This chapter provides full description of the methods and techniques which the researcher used to conduct this study .First it shows this study is descriptive analytical, then it described the population and sample of the study, students and teachers .Next it displayed the tools of the study, these are the test to students and teachers' questionnaire. Finally it illustrated the procedures which were followed by confirming the validity and reliability of the tools.

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through diagnostic test and the questionnaire. The results are displayed in charts and critically discussed with a purpose of answering the research questions and testing hypotheses.

4.1 Analysis of the First Tool (Diagnostic Test)

This study is a descriptive; the researcher uses the statistical method, known as the statistical package for the social sciences (SPSS) to analyze the data obtained from the participants who involved in this study. In order to analyze the data, the following statistical tests have been considered.

1. Reliability Co –efficient: was used to check the reliability of the test.
2. Descriptive statistics which includes valid, frequencies and percentage were used to describe the basic features of the data collected.

4.2 The Responses of the Test

The responses to the diagnostic test of the (80) students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related the objectives and hypotheses of the study. Each statement in the test is analyzed statistically and discussed. The tables will support the discussion, and each table will be followed by a comment.

Question One: Choose a word from the box to join sentences:

Table No (4.1) the Frequency Distribution for the Respondents' Answers of Question No (1)

Answers	Frequency	Percentage
Pass Q1	28	35%
Failure Q1	52	65%
Total	80	100

Fig No (4.1)
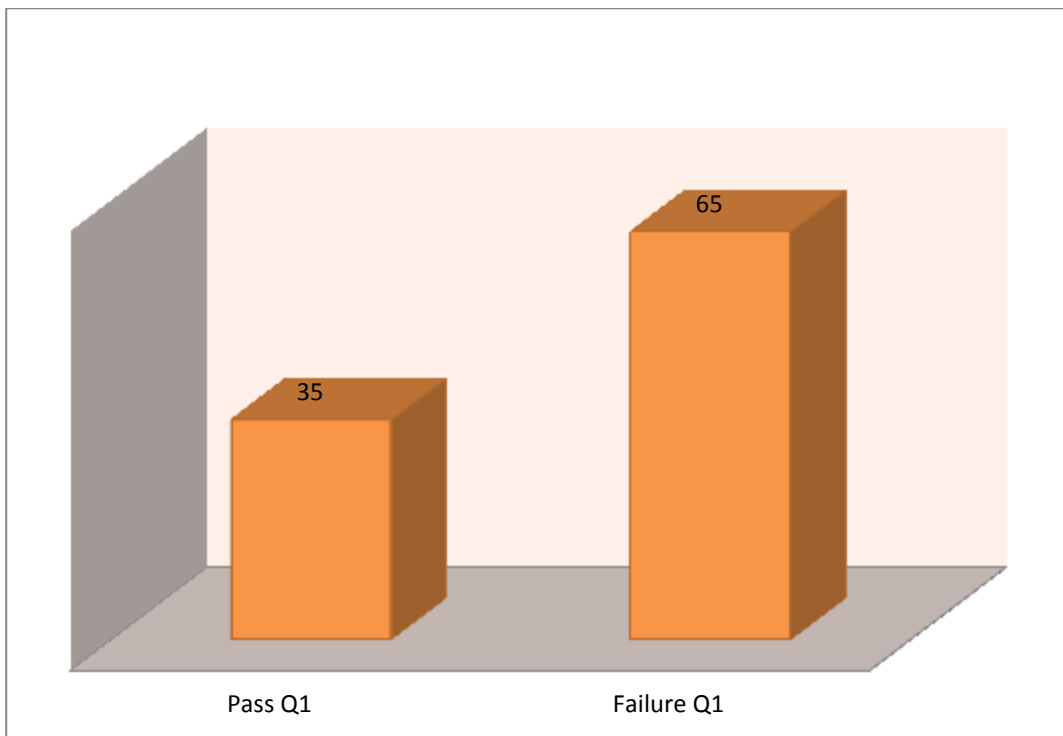
Regarding to the above table No (4.1) and figure (4.1) display that there are only (28) students in the sample of the study with percentage (35) pass the question number one, while the majority of the students (52) with percentage (65) failed to pass the question, this result leads to the acceptance to the hypothesis related to the question number one.

Question Two: identify the functions of connectives word by matching the items on the left to the box on the right. An example has been done for you

Table No (4.2) the Frequency Distribution for the Respondents' Answers of Question No (2)

Answers	Frequency	Percentage
Pass Q2	09	11.25%
Failure Q2	71	88.75%
Total	80	100

Fig No (4.2)
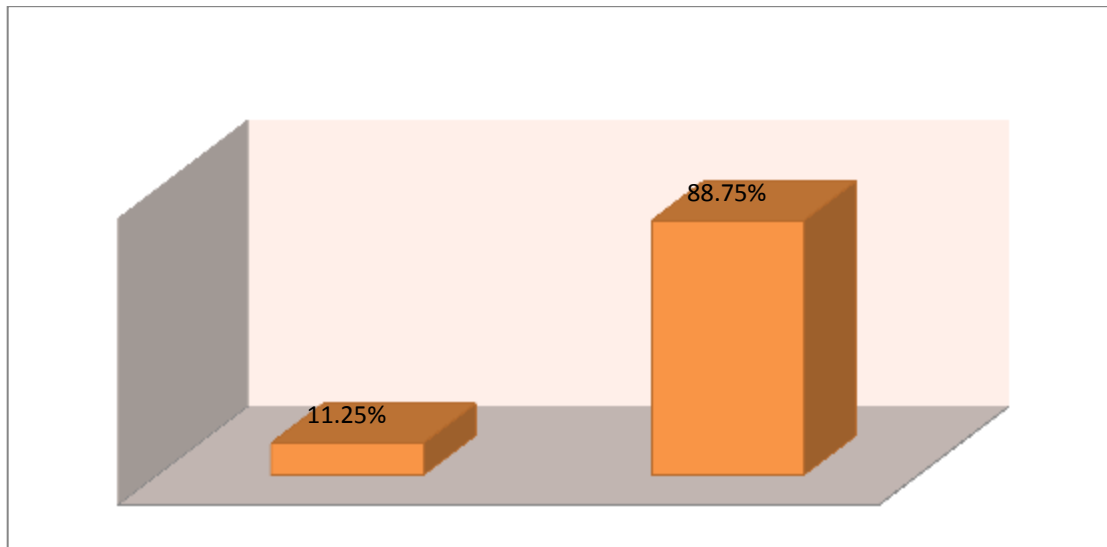
Regarding to the above table No (4.2) and figure (4.2) explain that there are only (9) students in the sample of the study with percentage (11.25) pass the question number two, while the majority of the students (71) with percentage (88.75) failed to pass the question, this result leads to the acceptance to the hypothesis related to the question number two.

Question Three: Draw a circle round the correct answer:

Table No (4.3) the Frequency Distribution for the Respondents' Answers of Question No (3)

Answers	Frequency	Percentage
Pass Q3	27	33.75
Failure Q3	53	66.25
Total	80	100

Fig No (4.3)

Regarding to the above table No (4.3) and figure (4.3) display that there are only (27) students in the sample of the study with percentage (33.75) pass the question number three, while the majority of the students (53) with percentage

(66.25) failed to pass the question, this result leads to the acceptance to the hypothesis related to the question number three.

Question Four: write an essay on one of the following topics. (Use cohesive devices as possible):

Table No (4.4) the Frequency Distribution for the Respondents' Answers of Question No (4)

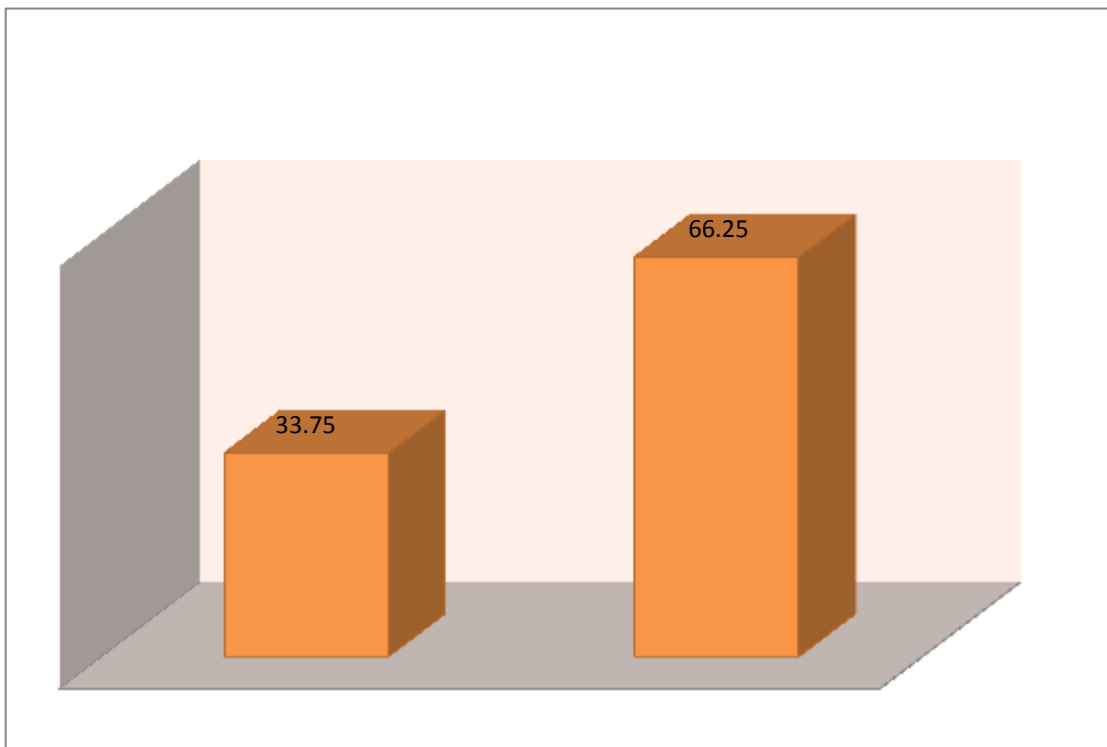| Answers	Frequency	Percentage
Pass Q4	35	43.75
Failure Q4	45	56.25
Total	80	100

Fig No (4.4)
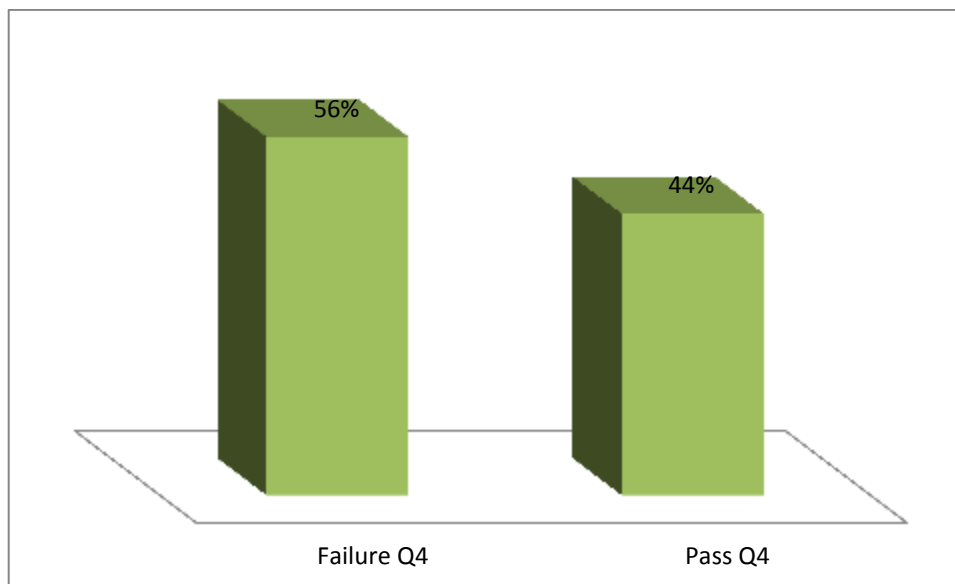
Regarding to the above table No (4.4) and figure (4.4) illustrate that there are only (35) students in the sample of the study with percentage (34.75) pass the question number four, while the majority of the students (45) with percentage

(56.25) failed to pass the question, this result leads to the acceptance to the hypothesis related to the question number four.

Table No (4.5) the Frequency Distribution and Decisions for the Respondents' Answers of all Questions.

Questions	Correct		Wrong		Decision
	Frequency	Percentage	Frequency	Percentage	
Question 1	28	35	52	65	Accept
Question 2	09	11.25	71	88.75	Accept
Question 3	27	33.75	53	66.25	Accept
Question 4	35	43.75	45	56.25	Accept

This table presents the summary of the results for the question number one, it is clear that the number of the students who failed to pass the question is greater than the number of students who passed it with percentage (65) so we accept our hypothesis of the study which is related to question number one.

The table No (4.5) presents the summary of the results for the question number two. It is clear that the number of the students who failed to pass the question is greater than the number of students who passed it with percentage (88.75) so we accept our hypothesis of the study which is related to question number two.

The above table No (4.5) presents the summary of the results for the question number three. It is clear that the number of the students who failed to pass the question is greater than the number of students who passed it with percentage (66.25) so we accept our hypothesis of the study which is related to question number three.

The above table No (4.5) presents the summary of the results for the question number four. It is clear that the number of the students who failed to pass the question is greater than the number of students who passed it with percentage (56.25) so we accept our hypothesis of the study which is related to question number four.

Table No (4.6) one Sample T – TEST for the questions of the study.

Questions	N	SD	t- value	DF	p- value
1	80	3.5	12.2	80	0.00
2	80	1.85	7.3	80	0.00
3	80	1.44	8.4	80	0.00
4	80	2.43	15.7	80	0.00
For all	80	1.57	11.9	80	0.00

The calculated value of T- TEST for the significance of the differences for the respondents' answers in the question number one was (12.2) which is greater than the tabulated value of T- TEST at the degree of the freedom (80) and the significant value level (0.5%) which was (3.5). This indicates that there is no statistically significant difference at the level (0.5%) among the answers of the respondents. This means that hypothesis is accepted.

The calculated value of T- TEST for the significance of the differences for the respondents' answers in the question number two was (7.3) which is greater than the tabulated value of T- TEST at the degree of the freedom (80) and the significant value level (0.5%) which was (1.85). This indicates that there is no statistically significant difference at the level (0.5%) among the answers of the respondents. This means that hypothesis is accepted.

The calculated value of T- TEST for the significance of the differences for the respondents' answers in the question number three was (8.4) which is greater than the tabulated value of T- TEST at the degree of the freedom (80)

and the significant value level (0.5%) which was (1.44). This indicates that there is no statistically significant difference at the level (0.5%) among the answers of the respondents. This means that hypothesis is accepted.

The calculated value of T- TEST for the significance of the differences for the respondents' answers in the question number four was (15.7) which is greater than the tabulated value of T- TEST at the degree of the freedom (80) and the significant value level (0.5%) which was (2.43). This indicates that there is no statistically significant difference at the level (0.5%) among the answers of the respondents. This means that hypothesis is accepted.

4.3 Verification of the Study Hypotheses

In this section the researcher will verify the study's hypotheses with reference to the results obtained from students' performance in the test in order to see to what extent the hypotheses were confirmed or rejected. It is worth mentioning here that, this study was basically based on three objectives, in addition to three hypotheses were generated and discussed in this study.

4.3.1 Hypothesis One: It was assumed that the use of cohesive devices in the academic writing has positive effect on students' writing.

From the analysis of the student's tool, it was found out that this hypothesis was confirmed by the students' performance in the first question in the test.

4.3.2 Hypothesis Two: It was hypothesized that the lack of using cohesive devices in the academic writing causes problem. The frequency and percentage of the second question in the test were proved and confirmed this hypothesis.

4.3.3 Hypothesis Three: It was speculated that EFL teachers can help students overcome the problems.

The results obtained from the analysis of the third question in the test was confirmed this hypothesis.

4.4 Discussion of the Test's Results

In this section the researcher wants to shed lights on the results obtained from subjects who involved in the present study and discuss them according to their performance in the test. As shown in question No (1) in the test, the results confirmed that (EFL) students face many difficulties in dealing with "filling gab"; this is obviously seen in the students' performance regarding the first question in the test, where the frequency and the percentage of the students who failed in this question was greater than those who passed it.

As far as the second question in the test was concerned, the results indicated that (Match A with B) is fairly difficult for the students to identify the functions of the connective words. The results which displayed in the question number three in the test demonstrated that Sudanese (EFL) students are unable to choose the correct answer in the question of (draw a circle) and they also failed to recognize the correct answer as whole. There were only (27) participants who passed this question, while the rest of students failed to do so. The results displayed in question number four in the test demonstrated that the Sudanese (EFL) students at University of Science and Technology are also unable to write an essay and there are many grammatical and lexical mistakes.

4.5 Analysis of the Second Tool (the Questionnaire)

The researcher distributed the questionnaire on determined study sample (104), and constructed the required tables for collected data. This step consists of transformation of the qualitative (nominal) variables (strongly agree, agree, not sure, disagree, and strongly disagree) to quantitative

variables (1, 2, 3, 4, 5) respectively, in addition to the graphical representations.

4.6 The Responses to the Questionnaire

The responses to the questionnaire of the 104 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

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

Table No (4.7) The Frequency Distribution for the Respondents' Answers of Statement No. (1) The appropriate use of cohesive devices affects the quality of the academic writing.

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	104	100%

Fig No (4.5)
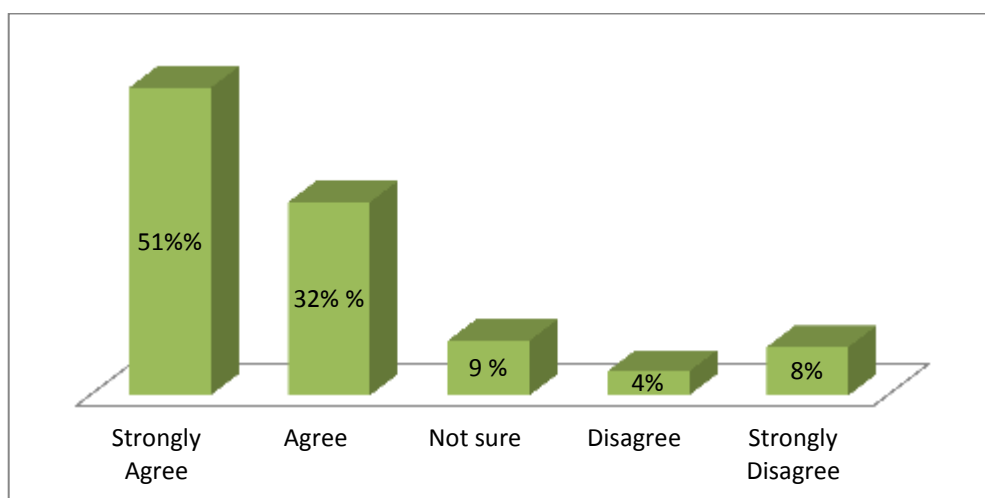
Figure No (4.7) The Frequency Distribution for the Respondents' Answers of Statement No (1) the appropriate use of cohesive devices affects the quality of the academic writing.

With reference to table (4.7) and figure (4.5) regarding the statement "the appropriate use of cohesive devices affects the quality of the academic writing" it is clear that participants responses to strongly agree is (49.0%), agree turned out to be (30.80%), not sure is (8.7%), disagree is (3.80%), whereas strongly disagree is only (8) respondents with percentage (7.7%) this demonstrates that the use of appropriate cohesive devices affects the quality of the academic writing.

Table No (4.8) The Frequency Distribution for the Respondents' Answers of Statement No(2) explicit use of cohesive devices helps students construct comprehensive ideas in their academic writing.

| Valid	Frequency	Percent
Strongly Agree	53	50.9%
Agree	14	13.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	25	24.0%
Total	104	100%

Fig No (4.6)

87
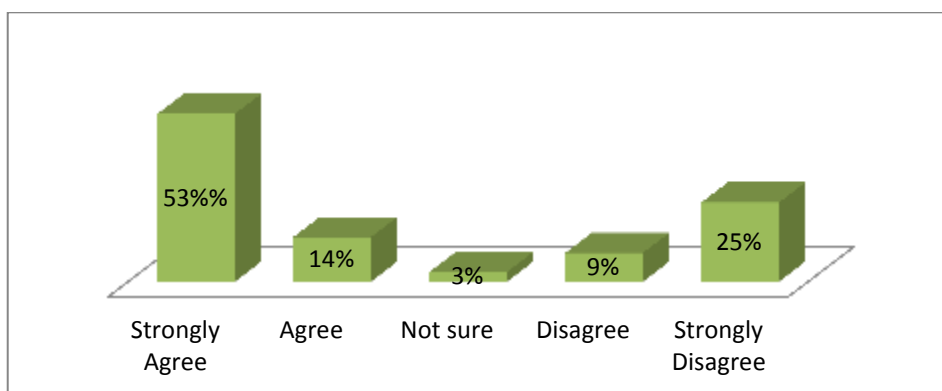
Figure No (4.8) the Frequency Distribution for the Respondents' Answers of Statement No (2)) Explicit use of cohesive devices helps students construct comprehensive ideas in their academic writing.

With reference to table (4.8) and figure (4.6) regarding the statement "explicit use of cohesive devices helps students construct comprehensive ideas in their academic writing " it is clear that participants responses to strongly agree is (50.9%), agree turned out to be (13.5%), not sure is (2.9%), disagree is (9) respondents with percentage (8.7%), whereas strongly disagree is (24.0%) this demonstrates that explicit use of cohesive devices helps students construct comprehensive ideas in their academic writing.

Table NO (4.9) The Frequency Distribution for the Respondents' Answers of Statement No (3) "Clarity and unity in the academic writing are implemented by correct choice of cohesive devices"

Answer	Number	Percent
Strongly Agree	56	53.8%
Agree	14	13.5%
Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
Total	104	100%

Fig No (4.7)
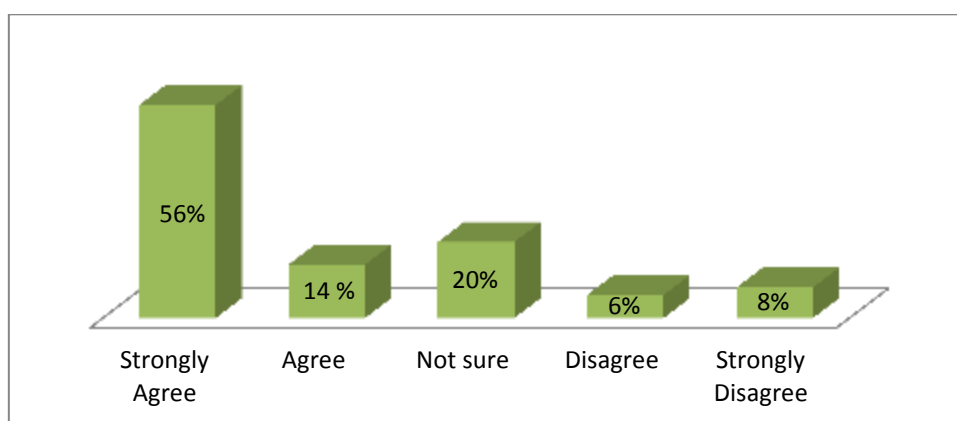
88

Figure NO (4.7) the Frequency Distribution for the Respondents' Answers of Statement No (3)"Clarity and unity in the academic writing are implemented by correct choice cohesive devices"

With reference to table (4.9) and figure (4.7) regarding the statement "Clarity and unity in the academic writing are achieved by correct choice of cohesive devices". "It is clear that participants responses to strongly agree is (53.8%), agree turned out to be (13.5%), not is (19.2%), disagree is (5.8%), whereas strongly disagree is only (8) respondents with percentage (7.7%) this demonstrates that Clarity and unity in the academic writing are implemented by correct choice cohesive devices.

Table No (4.10) The Frequency Distribution for the Respondents' Answers of Statement No (4) grammatical devices are essential elements in the academic writing.

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%
Not sure	3	2.9%
Disagree	9	8.7%
Strongly Disagree	1	1.0%
Total	104	100%

Fig No (4.8)
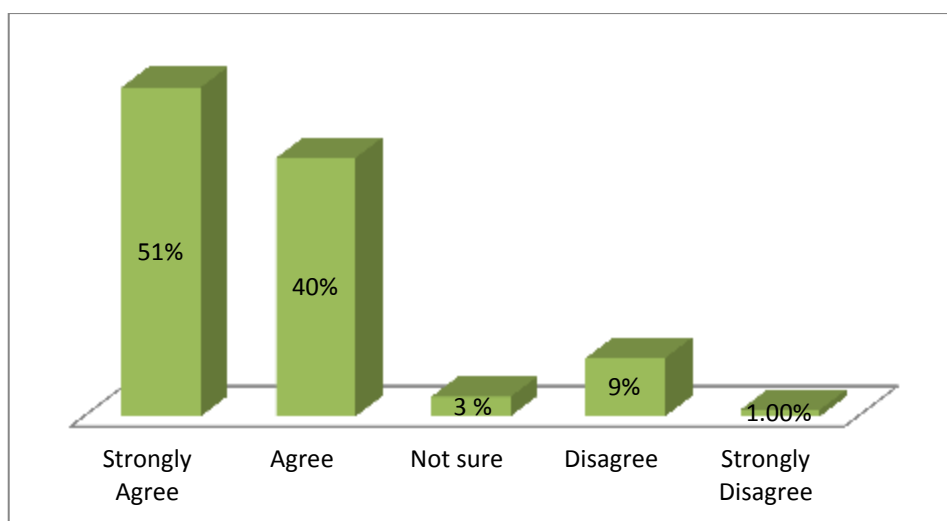
Figure No (4.10) the Frequency Distribution for the Respondents' Answers of Statement No. (4) Grammatical devices are essential elements in the academic writing

With reference to table (4.10) and figure (4.8) regarding the statement "Grammatical devices are essential elements in the academic writing". It is clear that participants responses to strongly agree is (49.0%), agree turned out to be (38.5%), not sure is (2.9%), disagree is (8.7%), whereas strongly disagree is (1.0%). This demonstrates that grammatical devices are essential elements in the academic writing.

Table No (4.11) The Frequency Distribution for the Respondents' Answers of Statement No(5)Using reference words enhances the relation between written discourse and helps students explain their opinions in a clear language.

Answer	Number	Percent
Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
Total	104	100%

Fig No (4.9)
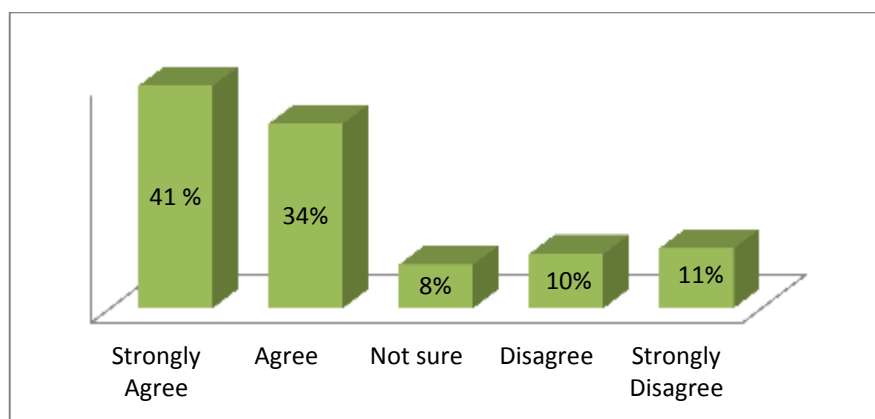
Figure No (4.9) the Frequency Distribution for the Respondents' Answers of Statement No (5)Using reference words enhances the relation between written discourse and helps students explain their opinions in a clear language.

With reference to table (4.11) and figure (4.9) regarding the statement "Using reference words enhances the relation between written discourse and helps students to explain their opinion in a clear language". It is clear that participants responses to strongly agree is (39.4%), agree turned out to be (32.7%), not sure is (8) respondents with percentage (7.7%), disagree is (9.6%), whereas strongly disagree is (10.6%). This demonstrates that using reference words enhances the relation between written discourse and helps students explain their opinion in a clear language.

Table No (4.12) The Frequency Distribution for the Respondents' Answers of Statement No (6) Wrong use of substitution affects the coherence of sentences.

Answer	Number	Percent
Strongly Agree	52	50%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	19	18.3%
Total	104	100%

Fig No (4.10)
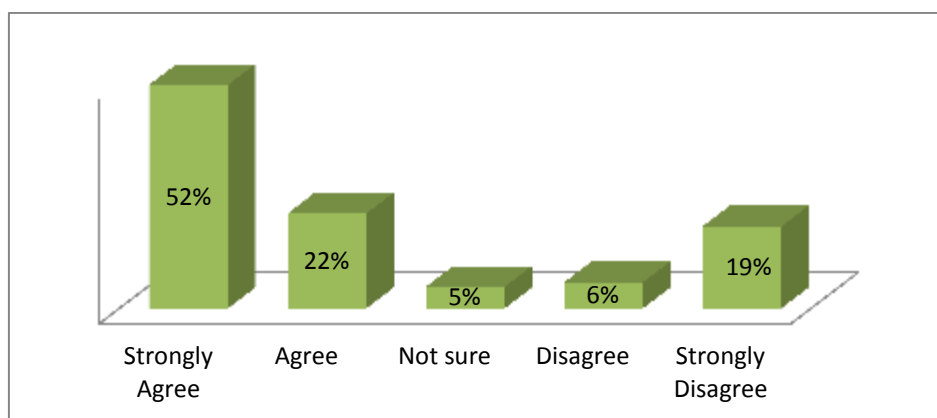
Figure No (4.10) the Frequency Distribution for the Respondents' Answers of Statement No. (6)Wrong use of substitution affects the coherence of sentences.

With reference to table (4.12) and figure (4.10) regarding the statement "Wrong use of substitution affects the coherence of students".

It is clear that participants responses to strongly agree is (50%), agree turned out to be (22) respondents with percentage (21.2%), not sure is (4.8%), disagree is (5.8%), whereas strongly disagree is (18.3%). this demonstrates Wrong use of substitution affects the coherence of sentences.

Table No (4.13) The Frequency Distribution for the Respondents' Answers of statement No.(7)Proper employment of conjunctions helps students perform the academic writing in an organized way.

Answer	Number	Percent
Strongly Agree	36	34.6%
Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
Total	104	100%

Fig No (4.11)
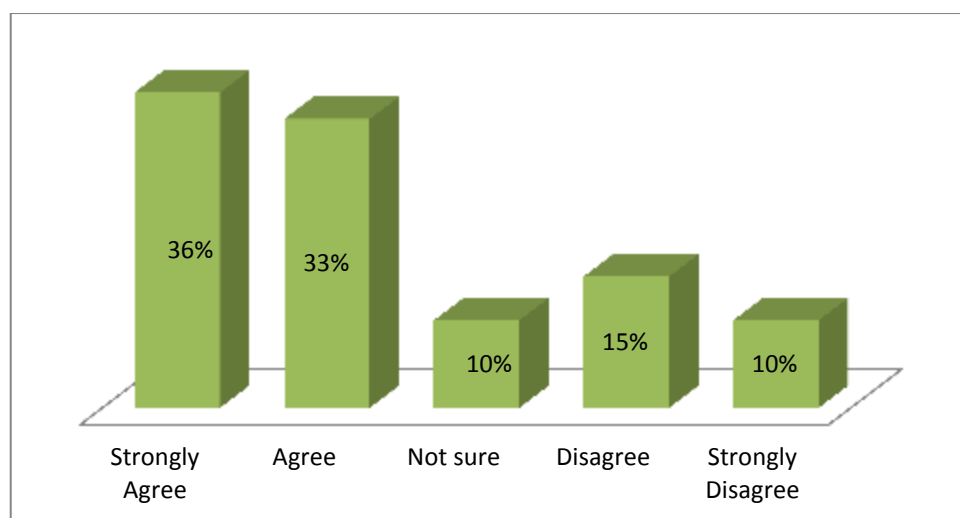
Figure No (4.11) The Frequency Distribution for the Respondents' Answers of statement No. (7)Proper employment of conjunctions helps students perform the academic writing in an organized way.

With reference to table (4.13) and figure (4.11) regarding the statement "Proper employment of conjunctions helps students perform the academic writing in an organized way". It is clear that participants responses to strongly agree is (34.6%), agree turned out to be (31.7%), not sure is (9.6%), disagree is (14.4%), whereas strongly disagree is (9.6%) this demonstrates that Proper employment of conjunctions helps students perform the academic writing in an organized way.

Table (4.14) The Frequency Distribution for the Respondents' Answers of statement No (8) well use of temporal conjunctions indicates students' awareness of relationship between topics and events in a chronological order.

Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	49	47.1%
Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
Total	104	100%

Fig No (4.12)
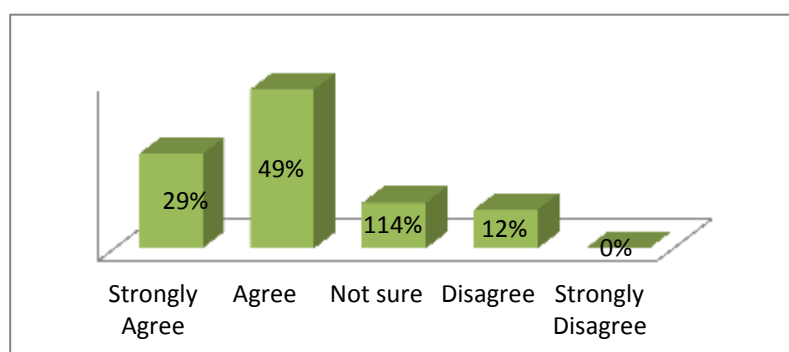
Figure No (4.12) The Frequency Distribution for the Respondents' Answers of statement No. (8)Well use of temporal conjunctions indicates students' awareness of relationship between topics and events in a chronological order.

With reference to table (4.14) and figure (4.12) regarding the statement "Well use of temporal conjunctions indicates students' awareness of relationship between topics and events in a chronological order". It is clear that participants responses to strongly agree is (27.9%), agree turned out to be (47.1%), not sure is (13.5%), disagree is (11.5%). This demonstrates that well use of temporal conjunctions indicates students' awareness of relationship between topics and events in a chronological order.

Table No (4.15) The Frequency Distribution for the Respondents' Answers of statement No (9) Utilizing ellipses has great impact on the academic writing.

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	18	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	104	100%

Fig No (4.13)
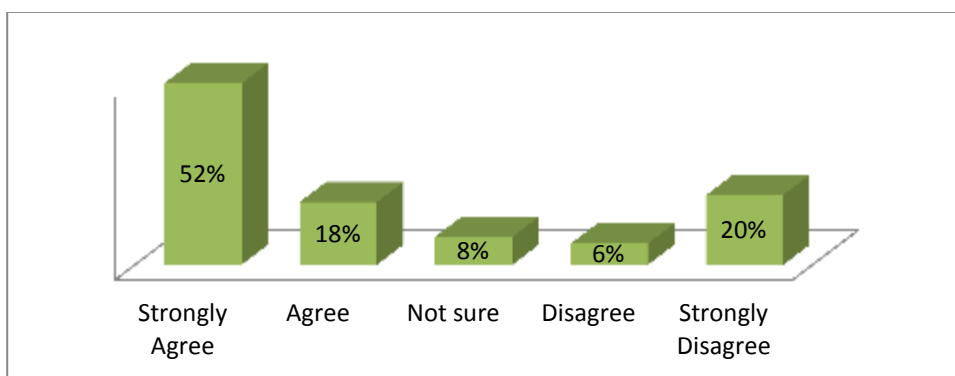
Figure No (4.13) the Frequency Distribution for the Respondents' Answers of Question No. (9) "Utilizing ellipses has a great impact on the academic writing".

With reference to table (4.15) and figure (4.13) regarding the statement" utilizing ellipses has great impact on the academic writing". It is clear that participants responses to strongly agree is (50.0%), agree turned out to be (17.3%), not sure is (7.7%), disagree is (5.8%), whereas strongly disagree (19.2). This demonstrates that utilizing ellipses has great impact on the academic writing.

Table No (4.16) The Frequency Distribution for the Respondents' Answers of statement No (10) Employing lexical devices in the academic writing creates a unified and cohesive text.

Answer	Number	Percent
Strongly Agree	34	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	104	100%

Fig No (4.14)
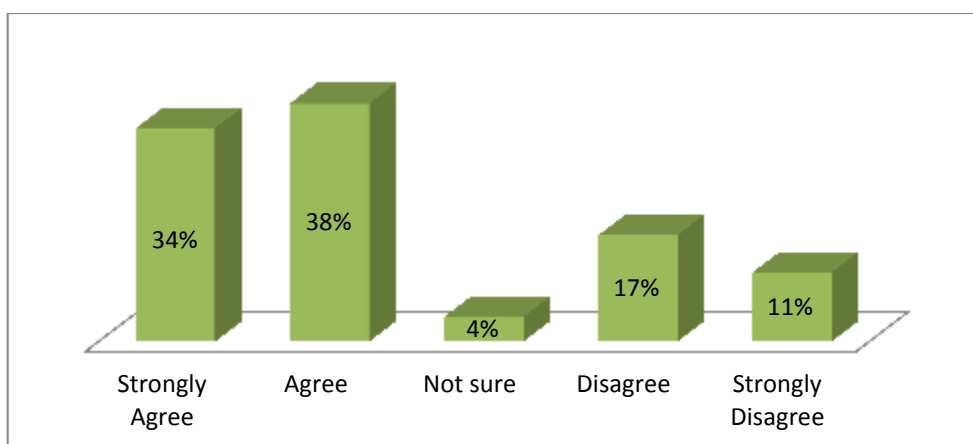
Figure No (4.14) The Frequency Distribution for the Respondents' Answers of Question No(10) Employing lexical devices in the academic writing creates a unified and cohesive text.

With reference to table (4.16) and figure (4.14) regarding the statement "employing lexical devices in the academic writing creates a unified and cohesive text". It is clear that participants responses to strongly agree is (32.7%), agree turned out to be (36.5%), not sure is (3.8%), disagree is (16.3%), whereas strongly disagree is (10.6%) this demonstrates that employing lexical devices in the academic writing creates a unified and cohesive text.

Table No (4.17) The Frequency Distribution for the Respondents' Answers of statement No(11)) Formality in the academic writing can be achieved through association of lexical items and fulfilled by using collocation.

Answer	Number	Percent
Strongly Agree	33	31.7%
Agree	38	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	104	100%

Fig No (4.15)

96
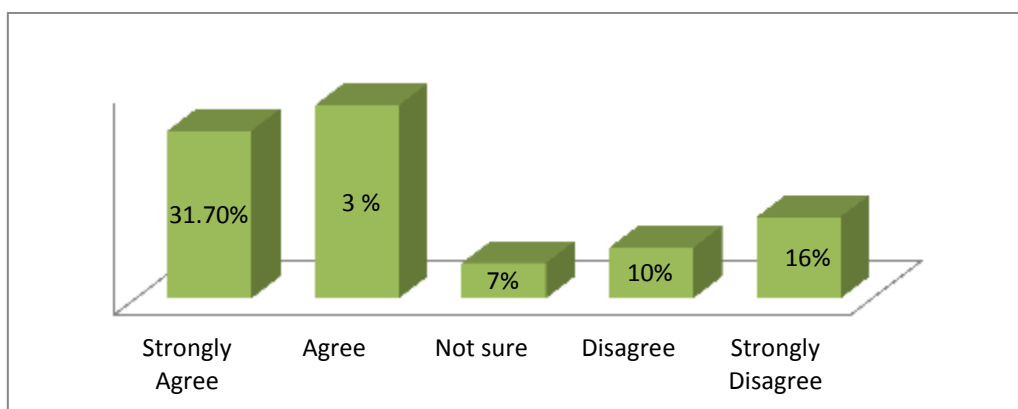
Figure No (4.15) The Frequency Distribution for the Respondents' Answers of statement No (11)) Formality in the academic writing can be achieved through association of lexical items and fulfilled by using collocation.

With reference to table (4.17) and figure (4.15) regarding the statement "Formality in the academic writing can be achieved through association of lexical items and fulfilled by using collocation". It is clear that participants responses to strongly agree is (31.7%), agree turned out to be (36.5%), not sure is (6.7%), disagree is (10) respondents with percentage (9.6%), whereas strongly disagree is (15.4%) this demonstrates that Formality in the academic writing can be achieved through association of lexical items and fulfilled by using collocation.

Table No (4.18) The Frequency Distribution for the Respondents' Answers of Question No (12) Effective use of (reiteration) requires selecting appropriate vocabulary to write coherently.

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%
Not sure	19	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	104	100%

Fig No (4.16)

97
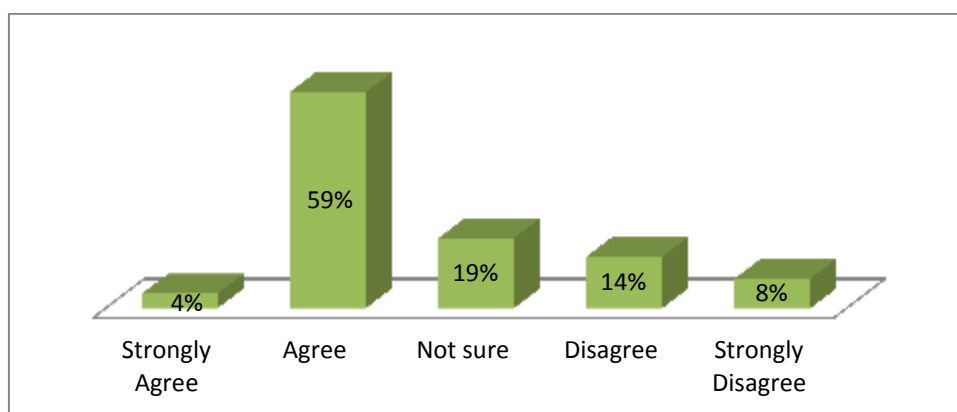
Figure No (4.16) The Frequency Distribution for the Respondents' Answers of Question No (12)Effective use of (reiteration) requires selecting appropriate vocabulary to write coherently.

With reference to table (4.18) and figure (4.16) regarding the statement "Effective use of reiteration requires selecting appropriate vocabulary to write coherently". It is clear that participants responses to strongly agree (3.8%), agree turned out to be (56.7%), not sure is (18.3%), disagree is (13.5%), whereas strongly disagree is (7.7%). This demonstrates that effective use of reiteration requires selecting appropriate vocabulary to write coherently.

Table No (4.19) The Frequency Distribution for the Respondents' Answers of statement No (13) Teaching cohesive devices can be fruitful in enhancing and developing the academic writing.

Answer	Number	Percent
Strongly Agree	39	37.5%
Agree	32	30.8%
Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	104	100%

Fig No (4.17)

98
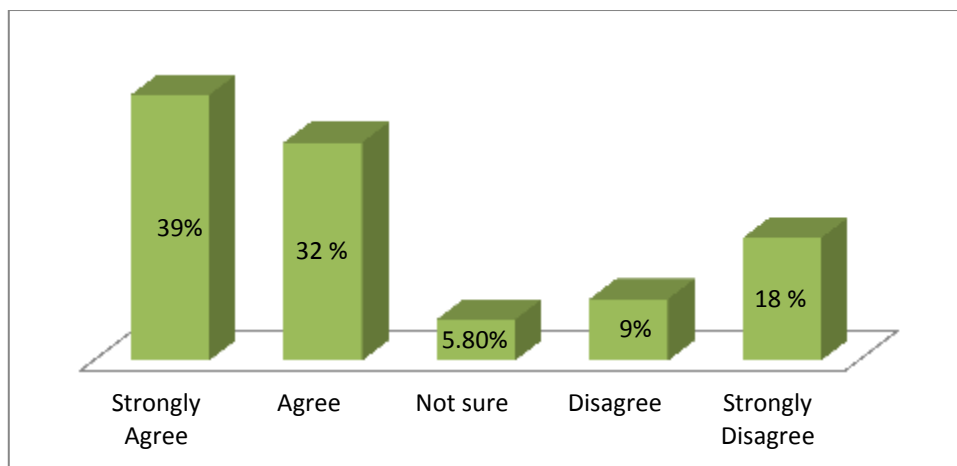
Figure No (4.17) The Frequency Distribution for the Respondents' Answers of statement No(13)Teaching cohesive devices can be fruitful in enhancing and developing the academic writing.

With reference to table (4.19) and figure (4.17) regarding the statement "Teaching cohesive devices can be fruitful in enhancing and developing the academic writing". It is clear that participants responses to strongly agree is (37.5%), agree turned out to be (30.8%), not sure is (5.8%), disagree is (8.7%), whereas strongly disagree is (17.3%) this demonstrates that teaching cohesive devices can be fruitful in enhancing and developing the academic writing.

Table No (4.20) The Frequency Distribution for the Respondents' Answers of statement No (14) practical knowledge of cohesive devices helps students write accurately.

Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	49	47.1%
Not sure	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
Total	104	100%

Fig No (4.18)
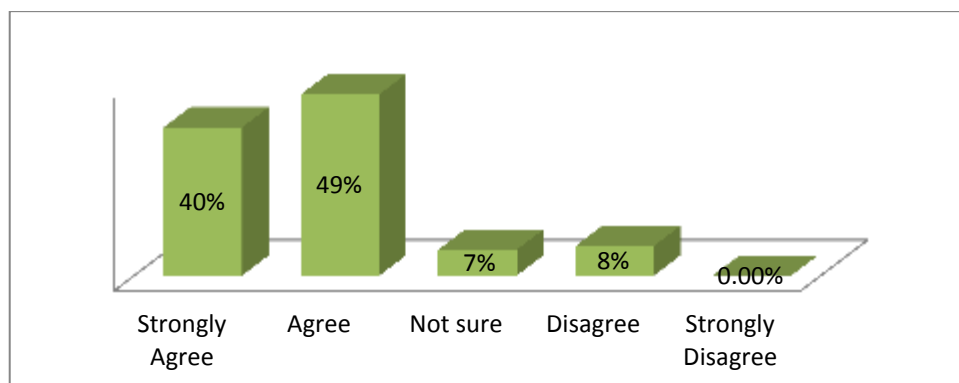
Figure No (4.18) The Frequency Distribution for the Respondents' Answers of statement No (14) practical knowledge of cohesive devices helps students write accurately.

With reference to table (4.20) and figure (4.18) regarding the statement "practical knowledge of cohesive devices helps students write accurately". It is clear that participants responses to strongly agree is (38.5%), agree turned out to be (47.1%), not sure is (7) respondents with percentage (6.7%), disagree is (7.7%).This demonstrates that practical knowledge of cohesive devices helps students write accurately.

Table No (4.21) The Frequency Distribution for the Respondents' Answers of Question No. (15)Cohesive devices play a vital role in realizing analytic purposes of the academic writing.

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	17	16.3%
Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
Total	104	100%

Fig No (4.19)
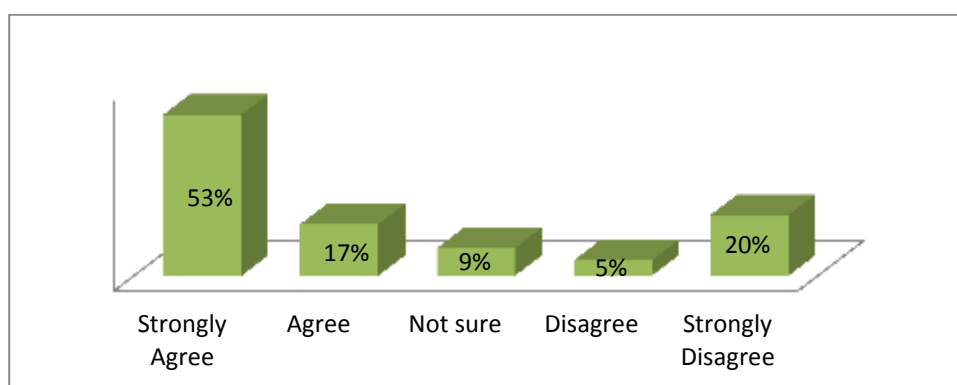
Figure No (4.19) The Frequency Distribution for the Respondents' Answers of Question No (15) cohesive devices play a vital role in realizing analytic purposes of the academic writing.

With reference to table (4.21) and figure (4.19) regarding the statement "Cohesive devices play a vital role in realizing analytic purposes of the academic writing". It is clear that participants responses to strongly agree is (51.0%), agree turned out to be (16.3%), not sure is (8.7%), disagree is (4.8%), whereas strongly disagree is (19.2%). This demonstrates that cohesive devices play a vital role in realizing analytic purposes of the academic writing.

Table (4.22) Chi-Square Test Results for Respondents' Answers of Hypothesis one: The use of cohesive device in academic writing has positive effect on students writing.

No.	Statement	mean	SD	Chi square	p-value
1	The appropriate use of cohesive devices affects the quality of the academic writing.	4.6	1.3 3	22	0.000
2	Explicit use of cohesive devices helps students construct comprehensive ideas in their academic writing.	4.4	2.3	24	0.000
3	Clarity and unity in the academic writing are implemented by correct choice of cohesive devices.	4.3	2.7	23	0.000
4	Grammatical devices are essential elements in the academic writing.	3.9	05.	26	0.000
5	Using reference words enhances the relation between written discourse and helps students explain their opinions in a clear language.	4.6	1.33	22	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " The appropriate use of cohesive devices affects the quality of the academic writing"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (2) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Explicit use of cohesive devices helps students construct comprehensive ideas in their academic writing".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (3) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Clarity and unity in the academic writing are implemented by correct choice of cohesive devices"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (4) was (26)

which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4).

This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Grammatical devices are essential elements in the academic writing"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (5) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Using reference words enhances the relation between written discourse and helps students explain their opinions in a clear language".

According to the previous results we can say that the first hypothesis of our study is accepted.

Table No (4.23) Chi-Square Test Results for Respondents' Answers of Hypothesis Two: The lack of using cohesive devices in the academic writing causes problem.

No.	Statement	Mean	SD	Chi square	p-value
1	Wrong use of substitution affects the coherence of sentences.	2.5	0.6	29	0.00
2	Proper employment of conjunctions helps students perform the academic writing in an organized way.	2.6	0.8	18	0.00

3	Well use of temporal conjunctions indicates students' awareness of relationship between topics and events in a chronological order.	2.4	0.9	22	0.001
4	Utilizing ellipses has great impact on the academic writing.	2.4	0.5	35	0.008
5	Employing lexical devices in the academic writing creates a unified and cohesive text.	2.6	0.8	18	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (1) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Wrong use of substitution affects the coherence of sentences "

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (2) was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Proper employment of conjunctions helps students perform the academic writing in an organized way"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (3) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "well use of temporal conjunctions indicates students' awareness of relationship between topics and events in a chronological order"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (4) was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Utilizing ellipses has great impact on the academic writing"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (5) was (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Employing lexical devices in the academic writing creates a unified and cohesive text"

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

Table No (4.24) Chi-Square Test Results for Respondents' Answers of the Hypothesis Three: EFL teachers can help students overcome the problems of using cohesive devices in their academic writing.

No.	Statement	Mean	SD	Chi square	p-value
1	Formality in the academic writing can be achieved through association of lexical items and fulfilled by using collocation.	2.7	0.4	25.6	0.00
2	Effective use of (reiteration) requires selecting appropriate vocabulary to write coherently.	3.0	0.7	27.5	0.00
3	Teaching cohesive devices can be fruitful in enhancing and developing the academic writing.	2.7	0.6	24	0.00
4	Practical knowledge of cohesive devices helps students write accurately.	2.5	0.4	22	0.00
5	Cohesive devices play a vital role in realizing analytic purposes of the academic writing.	3.00	0.7	23	0.000

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (1) was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this

indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Formality in the academic writing can be achieved through association of lexical items and fulfilled by using collocation"

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (2) was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Effective use of (reiteration) requires selecting appropriate vocabulary to write coherently".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (3) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement " Teaching cohesive devices can be fruitful in enhancing and developing the academic writing".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (4) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "practical knowledge of cohesive devices helps students write accurately".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the question No (5) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "Cohesive devices play a vital role in realizing analytic purposes of the academic writing"

According to the previous results we can say that the third hypothesis of our study is proved.

4.7 Summary of the Chapter

This chapter has covered the data analysis of the study and discussed the results of the test and ELT questionnaire. Diagnostic written test was administered to (EFL) Sudanese students at Sudan University of Science and Technology .It attempts to test the research hypotheses. The questionnaire was addressed to the teachers of English language at some Sudanese universities in Khartoum State. It assessed their opinions about the problems of using cohesive devices in the academic writing. It showed the data tabulated in figures and tables, and then interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

Chapter Five

Summary, Conclusion, Recommendations and Suggestions for Further Studies

5.0 Introduction

This chapter provides a summary of the study, conclusions, recommendations based on the findings and suggestions for further studies.

5.1 Summary and Conclusion

This study is an attempt to diagnose and examine problems of using cohesive devices in the academic writing in order to help produce a nicely linked piece of writing whether an essay or other types of writing at university level. To find answer to the pose questions, the study designed the test (WDT) and surveyed the teachers' viewpoints in relation to the issue in questions. Basically, the study sets out to examine the questions: Based on the objectives, the following research questions are posed to be answered throughout the study:

1- To what extent does the use of cohesive devices improve the quality of the academic writing?

2- To what extent does the lack of using cohesive devices cause problems for students in the academic writing?

3- To what extent can EFL teachers help students overcome the problems?

4- What are the problems facing the students in using cohesive device in the academic writing?

To achieve the set objectives, the study adopted: the descriptive analytical approach. This allowed the research instruments to complement each other. Hence, a diagnostic test and a questionnaire were used to address the research questions and objectives. The (SPSS) program and Alpha Cronbach were used for data analysis. A number of students from Sudan University of Science and Technology Faculty of languages took part in the test, namely second year students majoring English language.

The study found out that the teaching of cohesive devices can help university students improve their writing. The findings were in conformity with lots of works and researches carried out across the globe, particularly in Arab countries. The findings further have been in commensurate with the set questions and hypotheses of the study.

It was also found out the idea of mechanics of writing is not clearly manifested or included in previous levels syllabus, as a result of this some students produced bad piece of writing with inaccurate use of writing conventions. However, teachers in general were not trained to handle the teaching material effectively. Definitely this deplorable situation can run counter to the effective teaching and learning process.

It was also found that the idea of teaching the academic writing is completely indistinct either for the classroom practitioners or clearly presented in the syllabus. Therefore, a thorough treatment of this ailing situation should start right at the grass-roots to lay the foundation for comprehensive understanding and practicing of good writing at the university level.

Good use of cohesion devices can account for students' intelligibility. Cohesion and coherence can give the text its final shape, for example. 60% of

the respondents believe that cohesive devices are essential tools in furthering the textual meaning. No one of the respondents belittles the effect of cohesive devices in the academic writing. Yet it is one that is taken the light most of students unfamiliar with cohesion and coherence in the academic writing. In addition, they cannot identify the effect of using cohesive devices in it.

The lack of using cohesive devices may due to unfamiliarity with using cohesive devices in writing; some grammatical devices were not used in their writing such as ellipsis and substitution this because some students are not familiar with using them. On the other hand some lexical items were used more than other subtypes of lexical devices such as synonyms which were used more frequently compared to other lexical devices.

Teaching and learning vocabulary in classroom settings drawing on authentic learning materials can be exploited to further improve students writing abilities. 86% of the respondents are in favor of teaching vocabulary along the line with the writing mechanics.

5.2 Recommendations

Based on the findings of this study, the following recommendations are suggested:

1- To help perfect their teaching on the academic writing, tutors should seek to teach the different skills by drawing heavily on texts and materials from varied sources including the web. There are web-sites that are intensively backed with relevant material to the academic writing.

2-Tutors should encourage their students to browse the internet for original interesting material compare and contrast different texts with special attention to the use of cohesive devices and vocabulary.

3-Tutors should provide their students with authentic teaching and learning materials from the internet to patch up the gap found in the students' syllabus. This is the only way to make up for the loss found in the students' book. Idiomatic aspects of vocabulary and various types of cohesive devices can enhance writing ability and help in building good language structures.

4- Special attention should be given to the fact that all students are actually using their technological devices which can be harnessed to fit in the field of learning. Tutors should keep a close observation over their students' progress and may exchange their findings with their peers in a cooperative manner to enrich the teaching learning process.

5-Tutors should help their students to write more essays and should correct their output activities drawing their attentions to their weaknesses with the aim of helping them rectify and produce cohesive and coherent texts.

5.3 Suggestions for further studies

This study put forward the following suggestions for future researchers:

1- More practice on the use of cohesive devices in writing is required at all levels in general and university level in particular.

2- Much research is needed with respect to the type of English language syllabuses adopted strategies to design a curriculum includes enough amounts of cohesive devices with regard to their function and role in the academic w

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Sudan University of Science and Technology

College of Graduate Studies and Scientific Research

College of languages –English Department

Diagnostic Test

Answer all questions

Question one: Choose a word from the box to join sentences:

whereas ─ in addition to ─ and─ but─Because

1-Some students usually come very early…..they don't go to their classroom.

2- Dubai is a big trading center …….. it has a large tourist industry.

3- Khartoum is located in the center of Sudan……Port Sudan in the Eastern of the country.

4-I can play the piano …………guitar.

5- The weather is wet …………it rained last night.

Question two: Identify the functions of connectives word by matching the items on the left to the box on the right .An example has been done for you:

Objects to move	Functions	Connectives
1- conclude	Show cause	Because –due to
2- show contrast		Moreover – besides
3-summarise		Nevertheless- on the other hand
4-give examples		Instead – otherwise
5- adding ideas		To conclude – in conclusion
6- show results		In short – over all
7- show cause		For instance – such as
8-show alternatives		So –therefore

9-comparison		Rather-in simple term
10-highlighting		Similarly-comparing
11-reformulation		Mainly-particularly

Question three: Draw a circle around the correct answer:

1- My favorite place on the campus is the lawn. I usually go with my friends to relax there. The word " there: refers to:

(a) campus   (b) friends   (c) lawn   (d) relax

2- I wanted to be friendly ….Invited them to my house for dinner

(a) or   (b) but   (c) so   (d)that

3-For dessert, I offered them a choice of chocolate cake ……….. Date pie

(a) and   (b) such   (c) so that   (d) or

4- The summer is hot ……….humid in my hometown.

(a) but   (b) more   (c) and   (d) beside

5- I hate big cities ….they are full of noise.

(a) above   (b) next to   (c) and   (d) because

6-wait for green light ………you cross a street.

(a)after   (b) while   (c) or   (d) before

7-My neighbors were having a party ……. I was trying to sleep

(a) after   (b) until   (c) since   (d) while

8- She felt better ……………….she took the medicine

(a) and   (b) even   (c) as soon as   (d) though

9- My pen is lost .I have to get another ………………for the exam.

(a)pencil   (b)ones   (c) thing   (d) one

10- Have you been swimming?...................

(a)yes, I haven't   (b) No, I have   (c) yes I do   (d) yes I have

Question four: Write an essay on <u>one</u> of the following topics:

1- Travelling

2- Food for all

3- Telecommuting (working from home)

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Sudan University of Science and Technology

College of Graduate Studies and Scientific Research

College of languages –English Department

Teachers' Questionnaire

Dear…………………..

This questionnaire is a part of PhD study entitled " Exploring the Obstacles Encounter Students in Using Cohesive Devices to Develop the Academic Writing at Some Sudanese Universities "

I would be grateful for your assistance by participating and giving your opinions about the questionnaire statements .For doing so please put (√) in front of your choice .Your co-operation will be highly appreciated and the information you offer is the key towards the best.

Part One:

Personal data:

1- Name: (optional)…………..

2- Qualifications

a) PhD (   )   b) MA (   )   c) Post Diploma   d) BA (   )

3- Years of Experience:

a) 1-5 (   )   b) 6-10 (   )   c) 11-15(   )   d) above 16

4- Job Title

a)Associate professors (   )   b) Assistant professors(   )

c) Lecturers (   )   d) Teaching assistants (   )

Part Two:

Statements	Strongly Agree	Strong Agree	Not Sure	Disagree	Strongly disagree
1- The appropriate use of cohesive devices affects the quality of the academic writing.					
2-Explicit use of cohesive devices helps students construct comprehensive ideas in their academic writing.					
3-Clarity and unity in the academic writing is implemented by correct choice of cohesive devices.					
4- Grammatical devices are essential elements in the academic writing.					
5- Using reference words enhance the relation between written discourse and help students explain their opinions in a clear language.					
6- Wrong use of substitution affects the coherence of sentences.					
7- Proper employment of					

conjunction helps students to perform the academic writing in an organized way.					
8-well use of temporal conjunctions indicates students' awareness of relationship between topics, and events in a chronological order.					
9- Utilizing ellipses has great impact on the academic writing.					
10- Employing lexical devices in the academic writing creates a unified and cohesive text					
11- Formality in the academic writing can be achieved through association of lexical items and fulfilled by using collocation.					
12- Effective use of reiteration requires selecting appropriate vocabulary to write coherently.					
13- Teaching cohesive devices can be fruitful in enhancing and developing the academic writing.					
14-Practical knowledge of cohesive devices helps students to write accurately.					
15- Cohesive devices play a vital role in realizing analytic purposes of the academic writing.					