

# **Chapter one**

## **Introduction**

### **1-1 Overview :**

Grammatical cohesion refers to the different devices used to link sentences together within a text , to help the reader to interpret the meaning of items in the text, items that referred to, ones replaced and even the items that omitted . (Harmmer 2004) .

Halliday and Hassan (1976) established the basic categories of grammatical cohesion , by classifying them into broad concepts of reference , ellipsis, substitution and conjunction , which play important role in making up textuality as it is pointed out by McCarthy(1991, 35) " the feeling that something is a text and not just random collection of sentences". Moreover grammar is an important linguistic factor in combining sentences together , describing and analyzing text . From his own observation and experiences the researcher sees that the university student are in need to master this idea in their performance.

### **1-2 Context of the problem**

No doubt , improving EFL learners awareness, and performance of the four English language skills is very important because they help them to use language for various purposes .

English language skills are classified in two categories which are receptive skills ( listening and Reading ), and productive ( Speaking , and writing ) skills. Writing skill is a major skill, but it is so complex for EFL learners to learn it , Hayes and Flowers pointed out that, in their analysis of the complexity of Writing process , and its impact on cognitive levels . He states that

*" Writing is no longer considered a linear evaluation of successive draft , but recursive articulated development that triggers the process of understanding and creates meaning " (1981-55)*

Thus ,writing is not simple task for EFL learners because they write in a language which is not their mother tongue , and they are not able to master it .

EFL learners at Sudanese universities in particular face many problems in writing even those who are at advanced level . In his study Mohdy (2003: 70-71 ) states that

*" being learner of English as foreign language Sudanese students are poor writers in English "*

In the same way . Mukhtar, M added that

*" Sudanese university EFL learner s are incompetent in writing "*

Moreover , she clarifies that Sudanese EFL Learners usually write many statements that don't reveal specific information .as well as they don't use a lot of cohesive devices within the same sentence and between the sentences .

There are many studies that have examined cohesion and coherence in writing , but still there is a need to investigate them in depth so as to find out problems in this area and good solutions , the present study is going to investigate grammatical cohesion ,and its role in sentences combination ,moreover it is running behind why most of English language university

students don't use grammatical devices in their written discourse. This is the first hypothesis of this study that seeking to be confirmed.

Although the universities students of English have studied grammar and they know how to use the grammatical devices in a single sentence rather than between sentences or in the texts, however that kind of rules which work within the sentence can work between them Cook (1981-7) states that "*one of the possibility is that kinds of rules which operate within the sentences can operate between them as well : that grammar , to put it in other way , does not stop with a full stop but reaches over it .*"

Thus , EFL English learner at universities face many problems in using grammar in sentences combination or in full context , this is one of the hypotheses which this study seeks to confirm .

### **1-3 The Statement of the research problem**

As it has noticed that most of the students at university are unable to tie up their discourse grammatically through their written work such as exams or assignments . This study is going to investigate the problems of grammatical cohesion in English language university's students, English language written discourse .

### **1-4 The Study Questions**

This study will attempt to answer the following questions :-

1 To what extent do university students use sufficiently grammatical devices in their written discourse ?

2-In which grammatical devices do the students face more problems ?

3- To what extent do the English language syllabuses cover the use of grammatical cohesion in written discourse ?

4- To what extent are the teachers aware of the cohesion problems in the students written discourse ?

## **1-5 The Hypotheses of the study**

The hypotheses of this study are going to be as follows :-

- 1- The students of the study don't use sufficiently grammatical devices in their written discourse
- 2- The students face problems in using some grammatical devices .
- 3- The syllabuses which the students study don't cover all the uses of grammatical cohesion .
- 4- English language teachers aren't fully aware of these problems .

## **1-6 Objectives of the study**

The aims of this study are to investigate the university students use of grammatical cohesion devices into their written discourse , and it's affects in producing well cohesive written discourse , Moreover to find out some solutions to the problems and to improve students skills in tying up sentences together in their written discourse .

## **1-7 Significance of the Study**

The significance of this study comes out of the fact that producing well written discourse is one of the important skills that students need to master , because their evaluation is usually through writing

As it is observed that most of the students at Sudanese universities have problems in their written discourse particularly in using grammatical cohesion . The present study investigates the Grammatical Cohesion in university student written discourse .

There are many researches had been carried out in the same area such as the study of Gaibir , and Bramia (1995) who conducted some kind of discourse studies in which they wanted to find out whether the instruction can enhance learner's awareness of using cohesive devices .Yahya (2000) investigated the influence of cohesive devices on writing properties . M - Mukhtar (2010) investigated cohesion and coherence in university student text .Elamin (2011) analyzed English language learners use of cohesive devices

## **1-8 Limits of The Study:-**

This study is going to be limited to the Sudanese university students who are studying English language ,third year at two universities which are Sudan University of Science and Technology , regarding the use of grammatical cohesion in their written discourse

## **1-9 The Study Methodology:**

In this study the researcher is going to adopt descriptive analytical method. The instruments of data collection is going to be a test for the students and questionnaire for the teachers . To analyses the data the researcher is going to use SPSS computer program

## **1-11 The Structure of The Study :-**

The study contains five chapters . The first chapter discusses the introduction of the study . The context of the problem , the statement of the problem , the research question s, the hypotheses , the objective of the study , significance of

the study , limits of the study , methodology of the study , and definitions of the terms .

The second chapter reviews the literature that is related to the study . Moreover the previous studies in this field will be concern .

The third chapter of the study describes the methodology , the population of the study , and the instrument of data collection

The fourth chapter will be description and analysis of the data and the results . The fifth chapter of the study is the conclusion , summary , and recommendation .

## Chapter two

### Literature Review

#### 2-1 Conceptual Framework

##### 2-1.1 History of discourse analysis

There is great argument of the first appearance of the study of language beyond sentence level some of them see discourse analysis as new area of language study, however Cook (1989) considers it as one of the ancient areas of language, he states that

*“ it is not accurate to regard discourse analysis as something totally new without any kind of pedigree in the language study in the past . The first known students in the western tradition the scholar of Greece and Rome , were aware of these different approaches too ,and divided grammar from rhetoric , the former being concerned with language as isolated object , the latter with how words to achieve effect and communicate with people in particular context . is ironically some school of discourse analysis ---often thought of as the newest disciplines of language study ---employ the term of classic rhetoric ,one of the oldest , there have always been , throughout history studies of language under various guises .” ( Cook 1989 – p 14 )*

On the other hand some linguists consider discourse analysis the new discipline of language analysis, they claim that in the past the focuses were at the area of word formation (morphology) and language sound system (phonetic and phonology). however they consider Zille's Harries paper the first work of

discourse which is published in (1952 ) under title discourse . Harries was sentence grammarian who is interested in distributing linguistics element in language full context .

Another important point in the history of studying language beyond sentence level there was a sequence to produce coherent stretches of language (rules of use). Then, it is important to notice that earlier there was an attempt in discourse analysis where the emergence of other disciplines such as: semiotics, sociology, psychology...etc. These disciplines were influenced by the study of language in context and led from 1960's to 1970's to the work of Austin (1962), Hymes(1964), Halliday and Hassan(1976), Grice(1975), M.A.K. Halliday (1973), Sinclair and Coulthard (1977), Van Dijk (1972) and many others. McCarthy (1991) state that:

## **2-1-2 Definition of Discourse Analysis**

There are many definition of discourse analysis, here the researcher will provide some of them , generally Discourse analysis is the study of language written or spoken beyond sentence level . Moreover ( Fin 1988) defines it as

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

Moreover Cook 1989 states that

*“ discourse analysis examines how stretches of language considered in their textual , social and psychological context , become meaningful and unified for*



*their users “ Cook (1990- )*

Yule sees that discourse structure is very important. It focuses on the main elements that can form a well-stretched text. These between sentences Create cohesion . Another definition of discourse analysis is quoted from (Allen and Corder ( 1974: 200)

***“discourse analysis is taken to be the investigation into the formal devices used to connect sentences together ”***

Accordingly the study of cohesive device is very important to produce most of the student lake of using grammatical devices in their written work .

### **2-1-3 Text and Discourse**

The term text exist in both spoken and written language ,in the spoken one the speaker produces it and later become language in use if it recorded . Shiffrin points out that “ text is the linguistic content the stable semantic meaning of word , *expression and sentences , but not the inferences available to the depending upon context* in which words , expression and sentence are used ” ( shiffrin 1994 – 363 - 364 ) thus text is linguistic product of discourse that can be studied without reference to its contextual elements as evidence of linguistics rules

Moreover there are essential points is that text has some factors from the context which are relevant in the text interpretation e.g in storytelling , because text is not just a group of unrelated sentences , but it has some properties which distinguish it from something is not text .

Thus the cohesion and coherence are very important in text interpretation McCarthy points out that ” text is not container full of meaning which reader simply downloads. How sentence relate to one another and how units of meaning combines to create a coherent extended text is result of interaction between the readers world and text “ (McCarthy 2001 : 97 )

Thus in discourse and text are used interchangeably to refer to the study of language greater than sentence.

Halliday and Hassan provide the great clarification of concept of the text

*by stating that*

*" A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is sometimes envisaged to be some kind of super sentence , a grammatical unit that is larger than a sentence but is related to a Sentence in the same way that a sentence is related to a clause, a clause to a group and so on: by constituency, the composition of larger units out of smaller ones .But this is misleading .A text is not something that is like a sentence , only bigger; it is something that differs from a sentence in kind ....A text does not consist of sentences it is realized by , or encoded in , sentences.  
(Halliday and Hassan 1976:1-2).*

#### **2-1-4 The Concept of Texture and Textuality**

In the previous section we discussed text is not just a group of unrelated sentence but text is text which has certain linguistic features that make sentence related to each other grammatically and semantically. This linguistic factor

help in the text interpretation to reader ,these properties is known as texture

According to Halliday " *text has texture which distinguishes it from something is not text [...]. The texture is provided by the cohesive relations » (1976:2),*

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

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

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

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

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

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

**-Acceptability:** it concerns to the text receivers' attitude that the set of linguistic resources the text should provide the receiver an ability to perceive any relevance of the text in question. the information presented in the text. A text is said to be

informative, no matter to its

- **Informatively:** it refers to the extent to which the presented information is known or not to the text receiver; i.e., it refers to the newness or the givenness of
- **Situationality :** it refers to the factors that make up a text relevant to a situation of occurrence; i.e., it is crucial for cohesion where it can determine what is said, by whom, why, when and where.
- **Intertextuality:** it concerns the factors which make the use of one text dependent upon knowledge of one or more. A text, in fact, belongs to a wider receiver is actually able to encounter the intended message.

## 2-1- 5 Spoken Discourse versus Written Discourse

There are clear essential differences between spoken and written discourse in the term of regularities ,written discourse tend to be more formal than spoken one ,moreover there are some exception case such as in academic lectures and formal presentations ,on the other hand there are some informal written discourse such as in formal letter email .... Goody and watt (1968) point out that is of higher order , more logical , formal and complex than spoken one .

According to McCarthy and other discourse analyst Spoken discourse involves some problems which are absent in written discourse because in written discourse, the writer has usually a little time to think about what to say and how to say it. So, the spoken discourse involves a degree of spontaneity that is absent in the written language. For that, in spoken language, the speaker may make false starts or slips of the tongue which can be corrected in the ongoing speech.

When the speaker utters a given verbal account, it is most probably not

preplanned unless when the speech given is presented in terms of a lecture based on a written record. Furthermore, the spoken language can be adjusted according to the interlocutor by the use of some intonational and paralinguistic features available to the speaker. The speaker also can ensure comprehensibility by modifying the utterances then to communicative situation, wherever the interlocutor shows a sign of comprehension (Brown and Yule, 1983).

While, in the written discourse, the writer has also the right to add or omit some written language where it is necessary, as well as, he/she has the possibility to check some words in a dictionary wherever he need and to cross others too.

On the other hand in spoken language in spoken discourse the speaker can use facial expression , body language and the pitch of the voice to convey the meaning , attitude and the emotion moreover he / she can make immediate clarification when is needed . ( Wennerstrom 2001 )

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

*Spoken language, as has often been pointed out, happens in time, and must therefore be produced and processed on line. There is no going back and changing or restructuring our words as there is in writing; there is often no time to pause and think, and while we are taking or listening, we cannot stand back and view the discourse in spatial or diagrammatic terms ... (Cook, 1989:115 )*

Another difference between them in use of cohesive devices for instance we use first, second and third and other connector in academic essay , while in

conversation more often we use expression such as ( well, oh , amm, oh no ) in way of organizational structure ( Shifferin 1987 )

Although the differences found between written and spoken language, Nunan (1993) pointed that ,the spoken and written text share the same function of characteristics as to get things done , to provide information and to entertain. However, the difference between them is the context; i.e., The situation to what, how and when the text is performed .The written text

## **2-1-6 Grammar Within and Beyond Sentence level**

The grammatical form of the sentence and stretches of language in context , in which it occurs in lies in interaction between sentence grammar (syntax ) and text grammar , however the grammatical form of the sentence can work in wider context , Cook points out that

*( one of the possibility in English is that the kind of rules which operate in the sentence operate between them as well : that grammar to put it in another way, doesn't stop with a full stop but reach over it )*(Cook 19 )

Cohesion plays an important role in relationship between syntax and discourse , in where the concept of Them and Reme are very important in development and continuity of any discourse .

In written discourse the them usually the beginning of a sentence , while the rest of the sentence is called Reme , which provide the reader with much information about the theme . lets illustrate the flowing example

*The sun threw off the shadow from the southwest to northwest*

In this example the phrase (the sun) is the theme of the sentence while the rest of the sentence is rheme of the sentence which provides information about the theme ( the sun ), in which the theme is the topic of the clauses which always take place at the front of the sentence while the rheme came later as information about the theme .

The idea of theme and rheme is very important in structure of written discourse. In which the topic sentence is the theme of discourse which always tells the reader what the text is going to be about ,on the other hand the rest of discourse which is comment or information about the topic sentence consider as rheme of discourse .

### **2-1-7 Cohesion**

The notion cohesion is defined by Hoey ( 1996 :3 ) “ as the way certain words or grammatical feature of the sentence can connect to its predecessor and successors in text “ however McCarthy defines it as “ the surface marking of (1991 :34) in the same way (Tarnyikova 2009 :30) describes it as ( structure linkage between elements of a text ) in addition to that Cook considers it as fundamental quality of well written discourse

Halliday and Hassan point out that ( the concept cohesion is semantic one , it refers to relation of meaning exist within text ,and that define it as the text ) moreover they have identified five categories of cohesive devices ; conjunction , reference , ellipsis , substitution and lexical cohesion .

To illustrate that let examine this example by Halliday and Hassan (1976) “ wash and core six cooking apples put them in a fire proof dish ) the linguistic item “them” in the second sentence refer to previous one “ six cooking apples “

That the reader can't understand the second sentence without the pronoun :them”

Cohesion focuses on the relations within and between the sentences or “ sentence boundaries” but it is more clear between the sentences rather than within sentence

As the case of example above “ cohesion ties between the sentence stands out more clearly , because they are the only source of texture , whereas within the sentence there are structural relations as well ” ( Halliday and Hassan 1976 -09 )

For instance, «If you happen to see the admiral don't tell him his ship's gone down» in this sentence, ”His” and “Him” refer to “admiral” in the first half of the same sentence .Thus, the realization of cohesion within the sentence is governed by rules of pronominalisation; i.e., the use of a given pronoun to be referred to is determined by the sentence structure. For example a sentence such as “John took John's hat off and hang John's hat on a peg: cannot be accounted as a cohesive sentence unless we use some of the pronominal forms to be referred to the identity of the pronominal form. Then, let us consider that we are talking about the same

“John” and the same “hat”. Meanwhile, we get sentence structured as “John took his hat off and hang it on a peg” in which “his” referred to “John” and “it” referred to “hat” Halliday and Hassan (1976). The intersentence cohesion is the most important aspect in cohesion. Halliday and Hassan point out that:

*Cohesion relations have in principle nothing to do with sentence boundaries. Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it: but its location in the text is in no way determined by the grammatical structure the two elements, the presupposing and the presupposed, may be structurally related to each other or they may not.(Halliday and Hassan,1976:08)*



## **2-1-8 Types of Grammatical Cohesion**

Grammatical cohesion is classified by Halliday and Hassan into four types of reference, ellipses, substitution and conjunction.

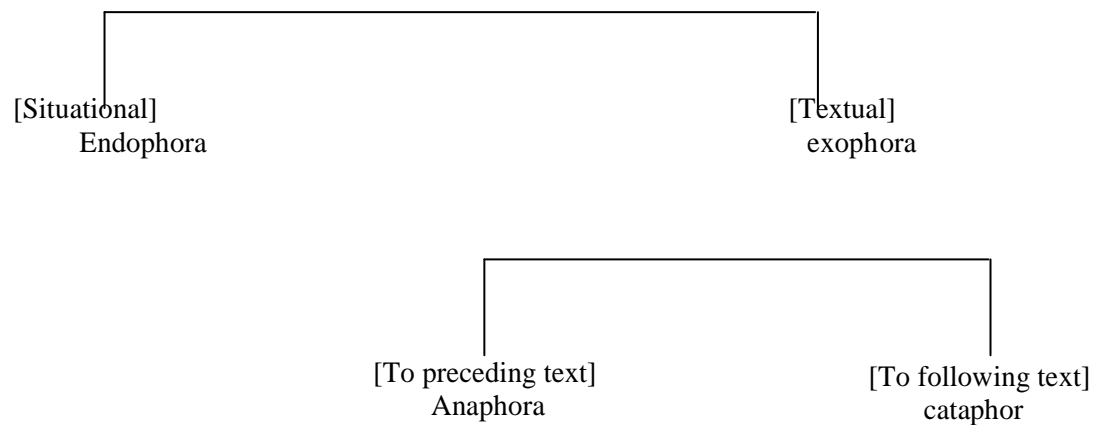
### **2-1-8-1 Reference**

The concept of reference traditionally was used in semantics to show the relationship between the word and real world, but recently is used as one type of grammatical cohesion as surface link within the sentence and between the sentences.

In their book cohesion Halliday and Hassan point out the reference features can be semantically interpreted without referring to some other features in the discourse, moreover they mentioned that reference items in English include pronoun pronouns such as ( subject I, you, we, he, she ) demonstrative ( this, that, those, these ) and the article (the, a, an) in addition to that writer sometimes use some expression to refer some element in the text for instance in the play of William Shakespeare Romeo and Juliet he used expressions as lovers and the couple to refer to Romeo and Juliet.

There are two types of reference in written discourse the first one is anaphoric in this case the writer refers back to some element which have already mentioned in the text, for example Jack is a school teacher and also he is a famous writer, the pronoun (he) in the second refer to ( Jack ) in first sentence, the second type of referent is cataphoric in this case the reader need to go forward to interpret referent items for instance "she was terribly afraid. All kinds of black memories of her childhood came up to her mind. She could not fight against them as had been her custom because simply Mary Brown was dying at that moment". This short discourse shows a number of cataphoric reference items

which involve looking forward to interpret what they refer to. In this example, all the pronouns (she /her) refer to Mary Brown. In this cataphoric reference, the referent has been withheld to the last sentence in order to engage the reader's attention



Halliday and Hassan has summarized the of reference in the three table

Table 1 personal reference

Semantic category and grammatical function

Existential	Possessive
Head	Modifier
Noun ( pronoun )	Determiner
I      me You We    us He    him She   her They them It    its One	Mine      my Yours     your Ours      Our His       his Hers      her Thiers    their Its        its ones

**Table 2 Demonstrative Reference**

Selective		Non- selective
Modifier / Head	Adjunct	Modifier
Determiner	Adverb	Determiner
This these  That those	Here ( now )  There then	     The

**Table 3 Comparative Reference**

Modifier :  Deictic/ Epithet	Sub modifier /  adjunct
Adjective	Adverb
Same identical equal  Similar additional  Other different else	Identically  Similarly likewise  So such  Differently  otherwise
Better , more ,ect  Cooperative adjective  and quantify	So more less  equally

### **2-1-8-2 Ellipsis**

Ellipsis is another part of grammatical cohesion McCarthy ( 1990 - 4) define it as ( omission of some elements that normally required by grammar , which writer assume they are obvious from context and there for need not to be raised ) in the same way Harrmars sees it as ( words that deliberately left out of

a sentence when the meaning is still clear ) (Harrmams 2004 -24 )

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

### **1- Nominal Ellipsis**

means ellipsis within the nominal group, where the omission of nominal group is served a common noun, proper noun or pronoun or a head word . for instance “ My sisters practice an awful lot of sport. Both (0) are incredibly energetic”. In this example, the omitted phrase is “My kids” . .

### **2- Verbal Ellipsis**

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

Have you finished yet ?

Yes I have

Here, the omission of the verbal group depends on what is said before and it is concerned with “have finished”

**Clausal ellipsis:** clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause's.: A: why did you only set three places? Paul's, staying for dinner, isn't' B: Is he? He didn't tell him (0). In this example the omission falls on the “Paul's ,staying for dinner”

### 2-1-8-3 Substitution

Substitution can be defined as word or phrase that is not omitted from the text but is replaced by another linguistic items

Halliday and Hassan ( 1976 )

For instance “ I left my pen at home do you have one” in this sentence (one ) substitute the word ( pen )

However Halliday and Hassan make clear distinction between reference and substitution in the way they function , in which substitution deals with wording in it used to avoid repetition in the text while reference deals with meaning relation .

*“ in the term of linguistics system reference is relation on the semantic level , whereas substitution is relation on the lexico grammatical level, the level of grammar and vocabulary or linguistic form .” Halliday and Hassan ( 1976 -89 )*

According to Kennedy (2003 ) there are three types of substitution ,nominal verbal and clausal one .

Nominal substitution acquire where the noun or nominal group been replaced by another noun such as ( one , ones ) for example “ there are good restaurants in this town lets try one” in this example the nominal group “ good restaurant ” is replaced by the word “one”.

The second type of substitution is verbal one where the verb and verbal group or phrase is substituted by another verb such as “ do ” for example ( we have a lovely time , so do I . here the verb (do) substituted the verbal group have a good time . the last type of

substitution is clausal one in type we use so or not for instance

“ he is not going to it

I don't think so

In this example the word so substitute the clause going to do it.

## **2-1-8-4 Conjunction**

According to Halliday and Hassan conjunction is one of the grammatical cohesion devices, but they are not like other cohesive devices in which they have their meaning by using or depending on other linguistic elements in the text . Nunan (1993) points out that they use features to refer to other part of the text in order to make relationship between the sentences. Moreover McCarthy made clear distinction between conjunction and other grammatical devices in way that they reach their meaning by saying “ conjunction doesn't a set off a reach meaning backward or foreword for it referent ” in addition to that Halliday and Hassan describe conjunction as

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

**(Halliday and Hassan, 1978: 227)**

Halliday and Hassan conjunction relation in the flowing table

	External/internal	Internal (unless otherwise specified )		
Additive	Additive , simple Additive and , and also Negative nor , and ... Not Alternate - or , or else Tive	Complex , expthatic : Additive Furth more , In addition Besides Alternative alternative Complex de-emphatic After- incidenentally Thought by the way	Apposition Expository that is , I mean , in other words Exemplify- for instance catory thus	Comparison : Similar likewise similar , in the same way Dismissal on the other hand by contrast
Adverse- Ative	Adversative ' proper ' : Simple yet , thought Only Contain- but ing 'and ' Emphatic however Nevertheless Despite this	Contrastive : Avowal in fact , Actually , a Mater of fact Contrastive (external Simple bit , and Emphatic however , The other At the sa time	Correction : Of meaning instead , Rather , on The contrary Of wording at least , Rather, I mean	Dismissal : Closed in any case, in e Case ,which- Ever way it is Open-ended in any case , Anyhow , a Rate , However is
Causal	Causal , general : Simple so , then , hen Therefore Emphatic consequence tly Because of Causal , specific : Reason for this reason Out Account of t Result as result , in consequence Purpose for this purpos With this in n	Reversed causal : Simple for , becau Causal specific : Reason in follows This basis Result arising out This Purpose to this end	Conditional (also extern Simple then Emphatic in that case In such an That being Generalized under the Circumst Reversed otherwise Polarity undr other Circumstances	Respective : Direct in this Respect in th Regard with Reference to Referred otherwise ,in Polarity other respect Aside frour t
Tempo- Ral	Temporal , simple ( external only ): Sequential then , nex After tha Simul- just then, Traneous the same ti Preceding previously Before tha Conclusive :	Complex(external on Immediate at once There Interrupted soon aft Time Repetitive next tim Another Occas Specific next da	Internal temporal : Sequential then nex Secondly Conclusive finally,in Conclusion Correlative formas: Sequential first...next Conclusive . . . fmally	'Here and now' : Past up to now , hithe Present at this point , her Future from now on , he Forward Summary : Summar- to some up , in s izingbricfly recump- to resume to ret



Simple finally , at Correlative formas:	Durative	Hour l meanw	tive to the point
Sequential first...next Conclusive at first ... t The end	Terminal	until th mome	

## 2-2 Review of previous and Related Studies

This section will discuss the studies related to cohesion and use of grammatical devices in EFL learner in particular the studies the investigated the importance of grammatical cohesion in producing well written discourse

**Simwinga J ( 1992)** conducted M A study entitle the relationship between cohesion and coherence an investigation on some university of Zambia . His study investigated cohesion and coherence in English written discourse by the student of English at university of Zambia . His study finds out that most of the student of the study are not able to produce coherent text .the doesn't concentrate on why the student unable to produce coherent .

**Biraima . M . F (1996)** Issued M A study under title Cohesive device in students it was analytical study of student performance of the student of EFL of English at Khartoum university . His study was focused on how instruction can enhance the learner awareness of cohesive devices rather than lake of knowledge of this issues . His came out with that there is no much statistical differences between the two groups in handling cohesive devices .

**Azzouz . B ( 2009)** conducted M A study under title discourse analysis of

grammatical cohesion in students writing at university of Menouri . His study aims to check whether student are familiar with use of grammatical devices in their written discourse . the study finds out that the use of the grammatical devices in the student written discourse is quite enough . in his study he doesn't mentioned any weakness and even he doesn't why the student handle the use of grammatical devices .

Mohammed . D .E(2009) held PHD at Omdurman Islamic university entitled The Impact of grammatical aspects and discoursail features on overall quality of EFL Academic Writing . He examined 125 student s written work as answer to examination at five national Sudanese universities . His study has shown that among 13 types of grammatical error identified by the study tenses occurred most frequently , followed by the proposition article . In the term of coherence reference is much percentage , conjunction moreover ellipsis and substitution are not used a lot .It looks that the study wasn't running behind why the student unable to handle such skill in writing .

**Mukhtar . M , M (2010 )** in her PHD investigated cohesion and cohesion in in Sudanese EFL student written discourse . the study is descriptive analytical study . to test that she used two objective test and essay writing to test student at three Sudanese university who at fourth year . the study has came out with that there are weaknesses in student writing due to their ignorance of cohesion and coherence moreover they don't cohesive devices appropriately.

Finally this section presented some previous studies that related to the present study . this study unlike the previous ones in that it will investigate the use of grammatical cohesion in student written discourse who are studying English language at two Sudanese universities which are Sudan University of science and technology and Ahfad university for women .

## **2-10 Summary of The Chapter**

This chapter has reviewed literature on concept of grammatical cohesion and its role in producing well written discourse . Moreover some previous studies have been reviewed .

## **Chapter Three**

### **Research Methodology**

This chapter describes the methodology that has been used in this research . Moreover it provides full description of the instruments which were employed to collect the data that needed .In relation to the data analysis , the reliability of these instruments have been confirmed.

#### **3-1 The Study Methodology**

In the study under investigation the researcher used mixed analytical descriptive method in order to answer the research questions .

This chapter described and explained the method and procedure of the research which used during data collection . Moreover it described the design of the study , sampling techniques, data collection and data analysis procedure . the data of this study have been collected by the researcher himself.

the study methodology was descriptive , experimental and analytical . It adopted quantitative which numerical data . the data collected then was displayed in tables and graphs showing related statistics .

#### **3-2 Sampling Techniques**

##### **3-2-1 The Study population**

Definition of population in full details helps other researchers to find out whether or not the study findings of the research are applicable to their contests.

For carrying out this study two groups of population were chosen the first group (A) the population of the students who are studying English language ,college of language at Sudan University of Science and Technology while group (B) are students at Ahfad University institute of languages Omdurman .

The researcher assumed that the findings of this study are applicable to the target population due to the facts that , the students have studied English language for two years at university which it was enough time to enable them to produce well coherent written discourse ,moreover they received good knowledge about grammatical devices or grammar in language beyond sentence level .

Since the nature of the research questions aimed to investigate grammatical cohesion in students written discourse , these subject were particularly chosen to answer some of the study questions.

The students who participated in this study , study English as foreign language ,at two Sudanese universities namely Sudan University of Science and technology , third year who spent two years studying English language at college of language .The second group were students at and Ahfad University for women , Omdurman , who spent two years learning English at Ahfad institute of languages . The researcher s assumed that they are suitable participants to investigate the problem of the present study .

The other part of population that was chosen to answer part of the study

questions were teachers at those two universities, by using questionnaire for the purpose of knowing teacher's point of views toward using grammatical cohesion in student writing .

### **3-1-2 Sampling of population**

For conducting this study two instruments are used :

- English written essays
- A questionnaire for teachers at Sudanese universities

### **3-2-1 The Student's Written work**

One of the instrument that used to collect the data was the student written discourse which were essays writing .

The task was part of the students final exam 2013 - 2014 at both universities . Using students written works was appropriate method for conducting this study for the reasons that they were real students written discourse , and in the same way the student didn't know that they were examined to check the use of grammatical cohesion in their written discourse , moreover they were examined in same situations for each group

### **3-2-3 Teachers Questionnaire**

The second instrument which the researcher used to collect the data was a questionnaire for the teachers at universities namely Sudan University of Science and Technology , and Ahfad university for women Omdurman . The aims of the questionnaire were to find out the weaknesses of using grammatical

devices in the students written work , and which type grammatical cohesion that the students face problems in using them , moreover it aimed to find out wither the syllabuses at Sudanese universities cover all grammatical cohesion via teachers responses according to their experiences .

The questionnaire consisted of 15 statements, each statement designed to check wither the teachers agrees with or nt.

The total number is 50 teachers for both Ahfad university for women and Sudan university of Science and Technology .

### **3-3 Data Collection Procedure**

Since the study concerned with grammatical cohesion in students written discourse , the English written essay which produced by the subject of the study at the end of 2014 as examination were chosen as source of the data for this study.

In the present study two sets of the data were collected .The first one was collected from teachers in two universities namely Ahfad University for Women and Sudan University of Science and Technology via questionnaire with aims of asking them about their own point of views toward students problems in using of grammatical cohesion ( Reference , co injunctions, Ellipsis , and substitution ) , teaching method and syllabuses , the teachers responded to each statements of the questionnaire either through agree , strongly agree or disagree , strongly disagree or mean . the researcher distributed the questionnaire by hand to the

subject of the study to make sure every teacher responded freely and to be around for any clarification for the statements .

The second source of the data was the student's written work at the two Sudanese universities namely Ahfad University for Women and Sudan University of Science and Technology .

The 60 written pieces work used for collecting the data for this study were essays which were answers of their final exam in 2014- 2015 the students were at the third year . The essays had to be well written text. Each student work was carefully read and checked looking for the use of grammatical devices ( Reference , conjunctions , Ellipsis and substitutions )

### **3-4 Data Analysis procedure**

Since the study investigated grammatical cohesion in students written discourse the analysis of the data was done according to Halliday and Hassan cohesion taxonomy which was utilized by many researcher such as (Onner ,1984 McCully Stotan ,Richard and Wolfffrom 1990 , Tierney Mosenthal 1983) .

From the student's written work the researcher counted correct use of each type of grammatical devices as follow :

- Reference - counted the total use of reference then the percentage of each type of reference ( pronouns and demonstrative )
- Conjunction – counted the total sum of conjunctions the percentage of :
- Additive conjunctions devices .
- Adversative conjunction devices.



- Causal conjunction devices .
- Temporal conjunction devices.
- Ellipsis - counted the total use of ellipsis then found out the percentage use of nominal and verbal one.
- Substitutions - counted the total use of ellipsis then found out the percentage use of nominal and verbal one.

To process the data and find out the result the researcher used SPSS computer program . Finally the results were shown in tables and graphs .

### **3-5 Validity of The Tools**

The term validity is defined by many linguist . Definition of the term validity gives the reader clear vision of what researcher should do to achieve his/her goal in the right way .let's take some quotations of definition of the term validity “ Validity refers to factors that the data collection tool measures what it supposed to measure” ( Best and Kahan 1986 ) for instance Halliday and Hassan cohesion taxonomy was unutilized by many researcher s ( onner ,1984 Mcculy Stotan ,Richard son and wolfffrom 1990 , Tierncy Mosenthal 1983) another definition by Gay ,Mills (2009., 154) who defined it as “ validity refers to the degree to which test measure what it supposed to measure “ in this study both face validity and content validity were applied . Face validity is define by Harries

(1969, 21) as “ the way the test looks to the examinees , test administrators , educators and the like ” in other words that a test is said to have face validity if it looks as it measure it suppose to measure .

Regarding content validity it has to be demonstrated that it measures comprehensive sample of language skill, structures ect ., with which the test is meant to be concerned . the test would have the content validity if only included a proper sample of the relevant structures which depend on the purpose of the test . to check the content we can consult experts who are familiar with language teaching and testing .

As for the test validity it was examined by the English language department teachers who have a greed to it validity for collecting the data of the research .

Regarding teachers questionnaire was examined to ensure both of its face validity and content validity , the questionnaire was reviewed by expert doctors e g Dr Mohammed altybe collage of language English language department Sudan University of Science and Technology and Dr Taje alsir Baashoom English Language Department college of Education Sudan University of Science who provided some comments that incorporated into the final version in addition to that the supervisor of the study checked the validity of the questionnaire to collect the data of the study

### **3-6 Reliability of The Tools**

The concept of the term reliability defined by the Lado (1962: 160) as the ( the

stability of the source to the same sample” that means a test is reliable if the testers get nearly the same source in the same test on different occasions .

The researcher chose the students written work as source for data rather than given them test , because when they write for their exams they usually write carefully with aims of producing well written ,which the researcher assumed it was reliable data because it their real work.

Reliability is expressed as “ reliability coefficient”. According to Gay Mills and Airasian the standard coefficient of the test is 1.00 and high reliability should be closed to 1.00 .

In the this study to calculate the reliability the researcher used Cranach’s alpha equation as shown below:

$$\text{Reliability coefficient} = \frac{n}{N-1} (1 - \text{Total variations questions})$$

N- 1                  variation college grades

Cranach alpha coefficient = (0.81), a reliability coefficient was high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient was (0.90), and this showed that there was a high sincerity of the scale and that w2asthe benefit of the study.

### **Table 3-1**

**shows the numbers of teachers and their responses to the questionnaire**

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
FL students in Sudanese universities are weak in producing well coherent written discourse .	17	20	2	1	0
	42.5	50.0	5.0	2.5	0.0
FL students in Sudanese universities don't use sufficient grammatical devices in their written discourse	9	28	2	1	0
	22.5	70.0	5.0	2.5	0.0
FL students in Sudanese universities don't usually use demonstrative as reference in their written discourse	7	23	7	2	1
	17.5	57.5	17.5	5.0	2.5
FL students in Sudanese universities face some problems in using pronouns to refer to other nouns or noun phrases in their written work .	14	15	6	4	1
	35.0	37.5	15.0	10.0	2.5
Conjunctions as cohesive devices are not used appropriately in EFL students written discourse in Sudanese universities .	12	23	4	0	1
	30.0	57.5	10.0	0.0	2.5
Additive cohesive devices( e g and ,for instance ) are not used appropriately in EFL students written discourse in Sudanese universities	6	23	6	4	1
	15.0	57.5	15.0	10.0	2.5
There are some weaknesses in using diversative cohesive( e g however ,but etc devices in EFL students in Sudanese universities written discourse	16	19	4	0	1
	40.0	47.5	10.0	0.0	2.5
Causal cohesive devices ( e g because ..) are not appropriately used by EFL students in Sudanese universities in their written discourse	3	20	9	5	3
	7.5	50.0	22.5	12.5	7.5
Temporal cohesive ( e g first to sum up ..) are rarely used correctly by the FL students in Sudanese universities in their written discourse	6	20	7	7	0
	15.0	50.0	17.5	17.5	0.0
FL students in Sudanese universities are unable to use ellipsis ( nominal , verbal or clausal ) in their written discourse	13	22	4	0	1
	32.5	55.0	10.0	0.0	2.5
FL students in Sudanese universities are unable to use substitution (nominal	13	19	5	1	2
	32.5	47.5	12.5	2.5	5.0

verbal or clausal ) in their written discourse					
FL students in Sudanese universities don't receive enough practice on grammatical cohesion	16 40.0	11 27.5	6 15.0	5 12.5	2 5.0
the weaknesses of using grammatical devices in EFL students in Sudanese universities are due to ineffective teaching methods	9 22.5	15 37.5	9 22.5	5 12.5	2 5.0
the syllabuses in EFL Sudanese universities don't cover all the uses of grammatical cohesion in written discourse	12 30.0	16 40.0	5 12.5	3 7.5	4 10.0
using grammatical devices is a real problems to EFL students in Sudanese universities which teachers usually come across	10 25.0	21 52.5	5 12.5	3 7.5	1 2.5

**Table 3-1**

**shows chi- square , df, sig and median of scales of the teachers questionnaire**

statement	Chi-Square	df	Sig.	Median	scale
FL students in Sudanese universities are weak in producing well coherent written discourse .	29.400	3	0.000	4.00	Agree
FL students in Sudanese universities don't use sufficient grammatical devices in their written discourse	47.000	3	0.000	4.00	Agree
FL students in Sudanese universities don't usually use demonstrative as reference in their written discourse .	39.000	4	0.000	4.00	Agree
FL students in Sudanese universities face some problems in using pronouns to refer to other nouns or noun phrases in their written work .	19.250	4	0.001	4.00	Agree
Conjunctions as cohesive devices are not used appropriately in EFL students written discourse in Sudanese universities .	29.000	3	0.000	4.00	Agree
Additive cohesive devices( e g and ,for instance ) are not used appropriately in EFL students written	37.250	4	0.000	4.00	Agree

discourse in Sudanese universities .					
here are some weaknesses in using adversative cohesive ( e g however ,but ect devices in EFL students in Sudanese universities written discourse	23.400	3	0.000	4.00	Agree
ausal cohesive devices ( e g because ....) are not appropriately used by EFL students in Sudanese universities in their written discourse .	25.500	4	0.000	4.00	Agree
temporal cohesive ( e g first to sum up ....) are rarely used correctly by the EFL students in Sudanese universities in their written discourse .	13.400	3	0.004	4.00	Agree
EFL students in Sudanese universities are unable to use ellipsis (nominal , verbal or clausal ) in their written discourse.	27.000	3	0.000	4.00	Agree
EFL students in Sudanese universities are unable to use substitution (nominal , verbal or clausal ) in their written discourse.	30.000	4	0.000	4.00	Agree
EFL students in Sudanese universities don't receive enough practice on grammatical cohesion	15.250	4	0.004	4.00	Agree
The weaknesses of using grammatical devices in EFL students in Sudanese universities are due to ineffective teaching methods .	12.000	4	0.017	4.00	Agree
The syllabuses in EFL Sudanese universities don't cover all the uses of grammatical cohesion in written discourse .	16.250	4	0.003	4.00	Agree
Using grammatical devices is a real problems to EFL students in Sudanese universities which teachers usually come across .	32.000	4	0.000	4.00	Agree
total	89.354	4	0.000	4.00	Agree

### 3-7 Summary of the chapter

In this chapter the researcher described the methodology of the researcher , the tools and procedures used for conducting the study .

The chapter provided full descriptions of population of the study and the selected sample. Moreover it gave full descriptions of the tool of the research .In addition to that it discussed the validity and reliability of the study tools and the procedure That followed for conducting the research

## Chapter four

### Data Analysis , Results and Discussion

This chapter discussed the analysis of the data and result and as well as general discussion of the data .

First analysis of the teacher's questionnaire, followed by the of the written work data analysis secondly the chapter will test the hypothesis finally general comment of the results .

As it was mentioned there were two sets of the data in this study data which were collected from teacher's questionnaire and students written discourse which produced by the subject of the study .first the dissection starts with teachers questionnaire .

#### 4-1 Analysis of Teachers Questionnaire

this section discusses the analysis of the data which were collected from teachers at two Sudanese university . The discussion was done by find out the Frequency then the percentage of each statement in the questionnaire .

**Table .4-1 EFL students in Sudanese universities are weak in producing well coherent written discourse**

Value	Frequency	Percent
Strongly agree	17	42.5
Agree	20	50.0
Neutral	2	5.0
Disagree	1	2.5
Strongly Disagree	0	0.0
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (42.5%) agree by (50%) Neutral by (5%) disagree by (2.5%) Strongly Disagree by (0.0%)

**1. Table 4-2 EFL students in Sudanese universities don't use sufficient grammatical devices in their written discourse**

Value	Frequency	Percent
Strongly agree	9	22.5
Agree	28	70.0
Neutral	2	5.0
Disagree	1	2.5
Strongly Disagree	0	0.0
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (22.5%) agree by (70.0%) Neutral by (5%) disagree by (2.5%) Strongly Disagree by (0.0%)

**Table 4-3 EFL students in Sudanese universities don't usually use demonstrative as reference in their written discourse**

Value	Frequency	Percent
Strongly agree	7	17.5
Agree	23	57.5
Neutral	7	17.5
Disagree	2	5.0
Strongly Disagree	1	2.5
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (17.5%) agree by (57.5%) Neutral by (17.5%) disagree by (5%) Strongly Disagree by (2.5%)

**2. Table 4-4EFL students in Sudanese universities face some problems in using pronouns to refer to other nouns or noun phrases in their written work**

Value	Frequency	Percent
Strongly agree	14	35.0
Agree	15	37.5
Neutral	6	15.0
Disagree	4	10.0
Strongly Disagree	1	2.5



Total	40	100.0
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The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (35%) agree by (37.5%) Neutral by (15%) disagree by (10%) Strongly Disagree by (2.5%)

**3. Table 5 Conjunctions as cohesive devices are not used appropriately in EFL students written discourse in Sudanese universities**

Value	Frequency	Percent
Strongly agree	12	30.0
Agree	23	57.5
Neutral	4	10.0
Disagree	0	0.0
Strongly Disagree	1	2.5
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (30%) agree by (57.5%) Neutral by (10%) disagree by (0.0%) Strongly Disagree by (2.5%)

**4. Table 6 Additive cohesive devices( e g and ,for instance ) are not used appropriately in EFL students written discourse in Sudanese universities**

Value	Frequency	Percent
Strongly agree	6	15.0
Agree	23	57.5
Neutral	6	15.0
Disagree	4	10.0
Strongly Disagree	1	2.5
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (15%) agree by (57.5%) Neutral by (15%) disagree by (10%) Strongly Disagree by (2.5%)

**5. Table 6** There are some weaknesses in using adversative cohesive( e g however ,but ect devices in EFL students in Sudanese universities written discourse

Value	Frequency	Percent
Strongly agree	16	40.0
Agree	19	47.5
Neutral	4	10.0
Disagree	0	0.0
Strongly Disagree	1	2.5
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (40%) agree by (47.5%) Neutral by (10%) disagree by (0.0%) Strongly Disagree by (2.5%)

**6. Table4- 7** Causal cohesive devices ( e g because ....) are not appropriately used by EFL students in Sudanese universities in their written discourse

Value	Frequency	Percent
Strongly agree	3	7.5
Agree	20	50.0
Neutral	9	22.5
Disagree	5	12.5
Strongly Disagree	3	7.5
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (7.5%) agree by (50%) Neutral by (22.5%) disagree by (12.5%) Strongly Disagree by (7.5%)

**7. Table 4- 8Temporal cohesive ( e g first to sum up ....) are rarely used correctly by the EFL students in Sudanese universities in their written discourse**

Value	Frequency	Percent
Strongly agree	6	15.0
Agree	20	50.0
Neutral	7	17.5
Disagree	7	17.5
Strongly Disagree	0	0.0
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (15%) agree by (50%) Neutral by (17.5%) disagree by (17.5%) Strongly Disagree by (0.0%)

**8. Table4- 9EFL students in Sudanese universities are unable to use ellipsis (nominal , verbal or clausal ) in their written discourse.**

Value	Frequency	Percent
Strongly agree	13	32.5
Agree	22	55.0
Neutral	4	10.0
Disagree	0	0.0
Strongly Disagree	1	2.5
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (32.5%) agree by (55%) Neutral by (10%) disagree by (0.0%) Strongly Disagree by (2.5%)

**9. Table 4=10 EFL students in Sudanese universities are unable to use substitution (nominal , verbal or clausal ) in their written discourse**

Value	Frequency	Percent
Strongly agree	13	32.5
Agree	19	47.5
Neutral	5	12.5
Disagree	1	2.5
Strongly Disagree	2	5.0
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (32.5% ) agree by (47.5% ) Neutral by (12.5%) disagree by (2.5%) Strongly Disagree by (5%)

**10.EFL students in Sudanese universities don't receive enough practice on grammatical cohesion**

Value	Frequency	Percent
Strongly agree	16	40.0
Agree	11	27.5
Neutral	6	15.0
Disagree	5	12.5
Strongly Disagree	2	5.0
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (40%) agree by (27.5%) Neutral by (15%) disagree by (12.5%) Strongly Disagree by (5%)

**11. Table 4-12 The weaknesses of using grammatical devices in EFL students in Sudanese universities are due to ineffective teaching methods**

Value	Frequency	Percent
Strongly agree	9	22.5
Agree	15	37.5
Neutral	9	22.5
Disagree	5	12.5
Strongly Disagree	2	5.0
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (22.5%) agree by (37.5%) Neutral by (22.5%) disagree by (12.5%) Strongly Disagree by (5%)

**12. Table 4-13 The syllabuses in EFL Sudanese universities don't cover all the uses of grammatical cohesion in written discourse**

Value	Frequency	Percent
Strongly agree	12	30.0
Agree	16	40.0
Neutral	5	12.5
Disagree	3	7.5
Strongly Disagree	4	10.0
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (30%) agree by (40%) Neutral by (12.5%) disagree by (7.5%) Strongly Disagree by (10%)

**13. Table 4-14 Using grammatical devices is a real problems to EFL students in Sudanese universities which teachers usually come across**

Value	Frequency	Percent
Strongly agree	10	25.0
Agree	21	52.5
Neutral	5	12.5
Disagree	3	7.5
Strongly Disagree	1	2.5
Total	40	100.0

The table and figure above show that the distribution of the sample by the statement as follows strongly agree by (25%) agree by (%) Neutral by (12.5%) disagree by (%7.5) Strongly Disagree by (2.5%)

## 4-2 Analysis of Student Written work

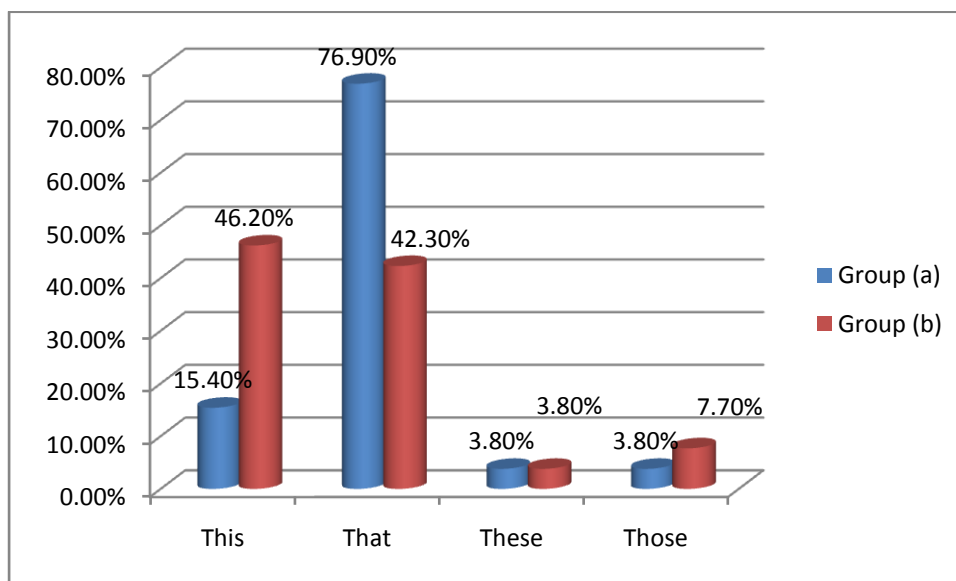
### 4-2-1Learners use of demonstrative

The table shows students use of demonstrative group (A) represent Ahfad University for women while group (B) represents the students at Sudan university of Science and technology

Valid	Group (a)		Group (b)	
	Frequency	Percent	Percent	Percent
This	4	15.4%	12%	46.2%
That	20	76.9%	11%	42.3%
These	1	3.8%	1%	3.8%
Those	1	3.8%	2%	7.7%
Total	26	100.0%	26%	100.0%

**Table4-14 3: shows students use of demonstrative**

the results for group (A) show use of these and that aren't used sufficiently, which is only (3.8%) which is poor percentage of use while this and that got high percent of usage (73%) for that while this gets (15.4%) of use of demonstrative

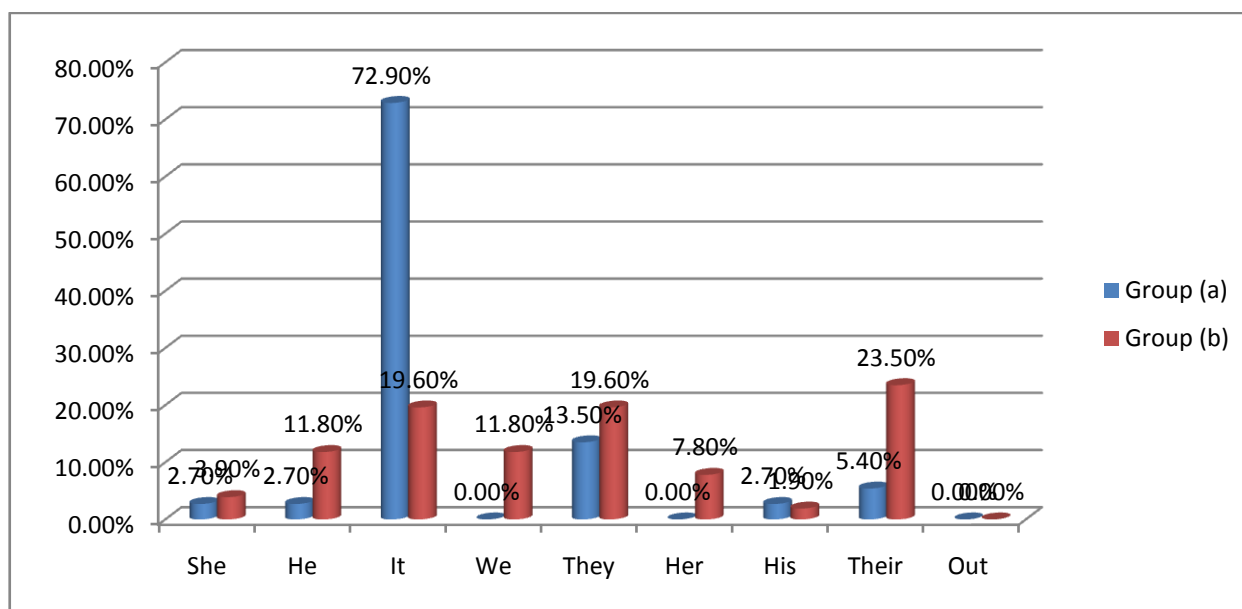


**Graph 4- 1 shows the student use of demonstrative**

#### **4-2-2Learners use of pronouns**

Valid	Group (a)		Group (b)	
	Frequency	Percent	Frequency	Percent
She	1	2.7%	2	3.9%
He	1	2.7%	6	11.8%
It	27	72.9%	10	19.6%
We	0	0.0%	6	11.8%
They	5	13.5%	10	19.6%
Her	0	0.0%	4	7.8%
His	1	2.7%	1	1.9%
Their	2	5.4%	12	23.5%
Our	0	0.0%	0	0.0%
Total	37	100.0%	51	100.0%

**Table 4-15 shows students uses of pronoun as reference**



**Graph4- 2shows students uses of pronouns as reference**

the result in table 4 and graph 2 show the student use of pronoun for group (A) the pronoun (it) got the high number of use (72.9%) followed by they (13.5%) while others pronoun are poorly used she (2.7%) and he(2.7%) them (0.0%) their (0.0%) his (2.7%)her(0.0%)

pronoun for group (B) the pronoun (their) got the high number of use (23.5%) followed by they (19.6%) while others pronoun are poorly used she (3.9%)and he(11.8%) them (0.0%) it (19.6%) his (1.9%)her(7.8%)

### 4-2-3Learner's use of additive cohesive devices

Valid	Group (a)		Group (b)	
	Frequency	Percent	Frequency	Percent
And	73	76.0%	32	60.4%
Or	4	4.2%	3	5.7%
In other word	0	0.0%	0	0.0%
For instant	0	0.0%	2	3.8%



Fore example	19	19.8%	4	7.5%
Then	0	0.0%	0	0.0%
On the other hand	0	0.0%	0	0.0%
In addition	0	0.0%	0	0.0%
Further more	0	0.0%	2	3.8%
Also	0	0.0%	10	18.9%
Such as	0	0.0%	0	0.0%
Total	96	100.0%	53	100.0%

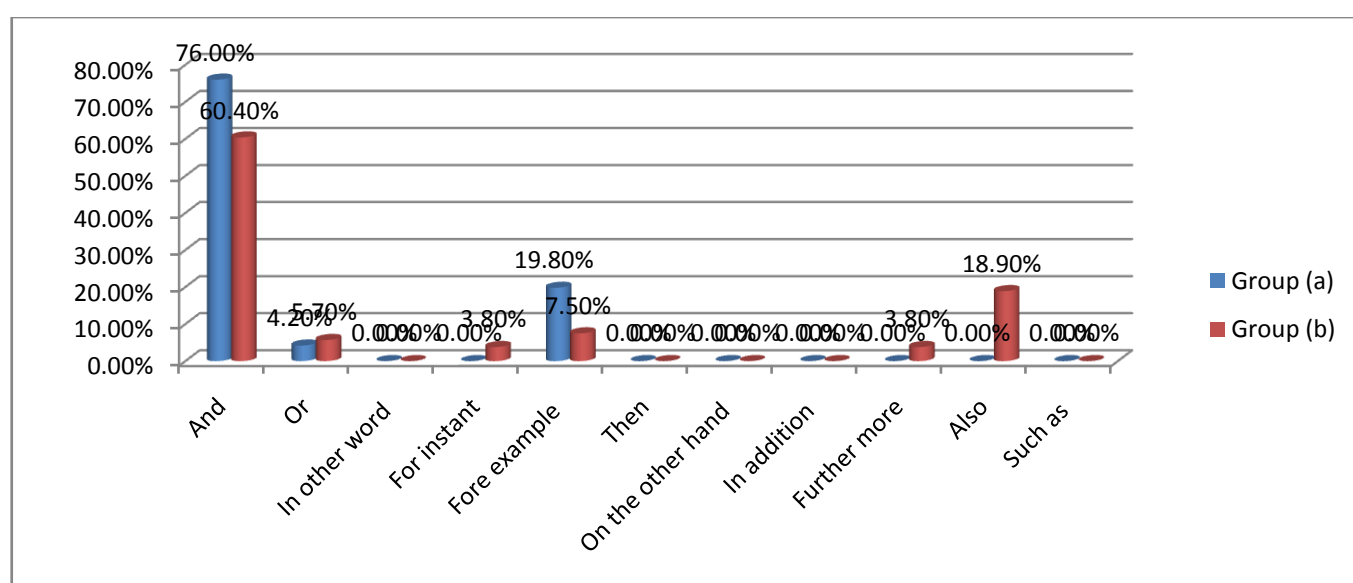
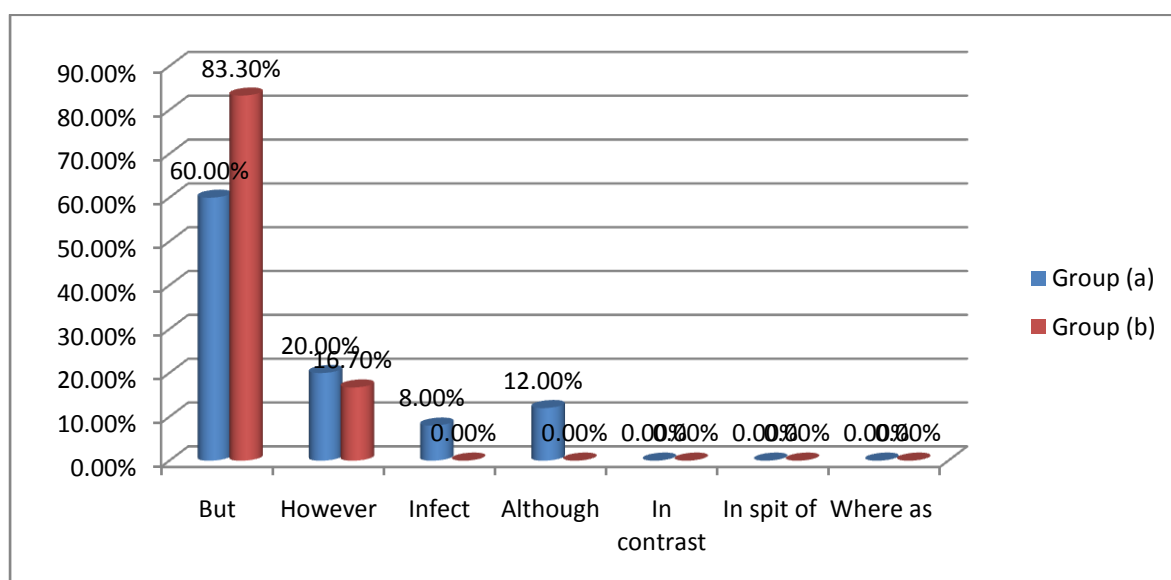


Table 5 and graph 3 show the use of additive device is (and ) in group (A) (76%) followed by for example (19.8%) or got (4.2%) while other devices aren't used (0%) for group (B) and is the highest use(60.5% )followed by also (18.9) while (3.8 %) for (for instance and further more ), for example (7.5% ) or is (5.7%) .other device aren't used in student written work (0%

## 4-2-4 Learner's use of adversative cohesive

Valid	Group (a)		Group (b)	
	Frequency	Percent	Frequency	Percent
But	15	60.0%	10	83.3%
However	5	20.0%	2	16.7%
In fact	2	8.0%	0	0.0%
Although	3	12.0%	0	0.0%
In contrast	0	0.0%	0	0.0%
In spit of	0	0.0%	0	0.0%
Where as	0	0.0%	0	0.0%
Total	25	100.0%	12	100.0%

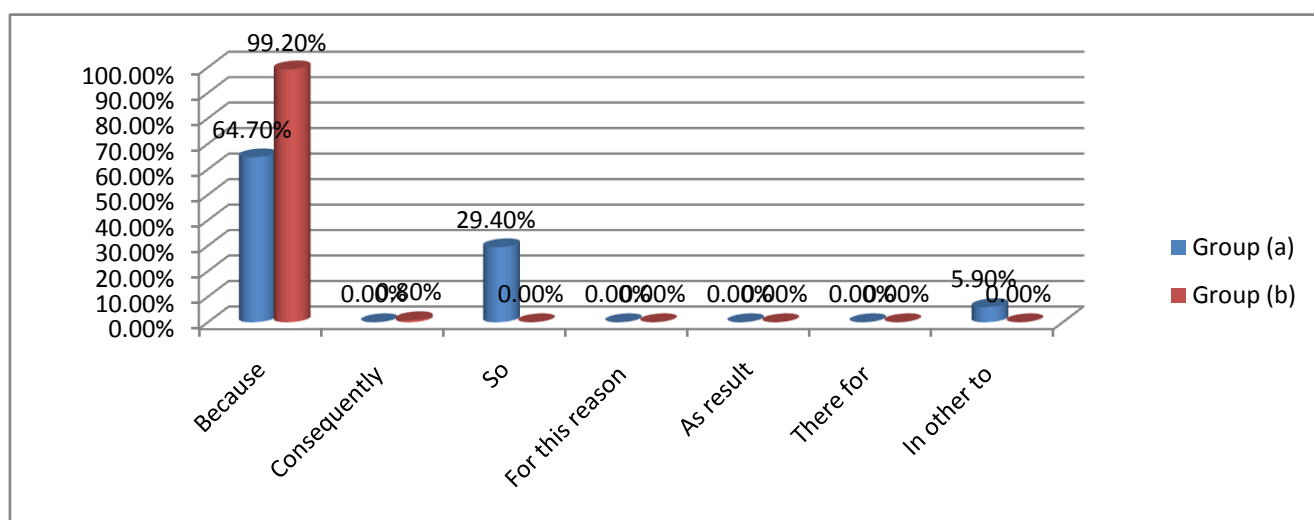


The results in table 5 and graph 3 for group (A) but got the highest percentage (60%) followed by however (20%) although (12%) in fact (8%) while other adversative devices aren't used (0%) in the student written work .

For group (B) but got the highest percentage (83.3%) and (16.7%) while others(in fact, although , in contrast , in spite of, and whereas ) are (0%)

## Learner's use of causal cohesive device

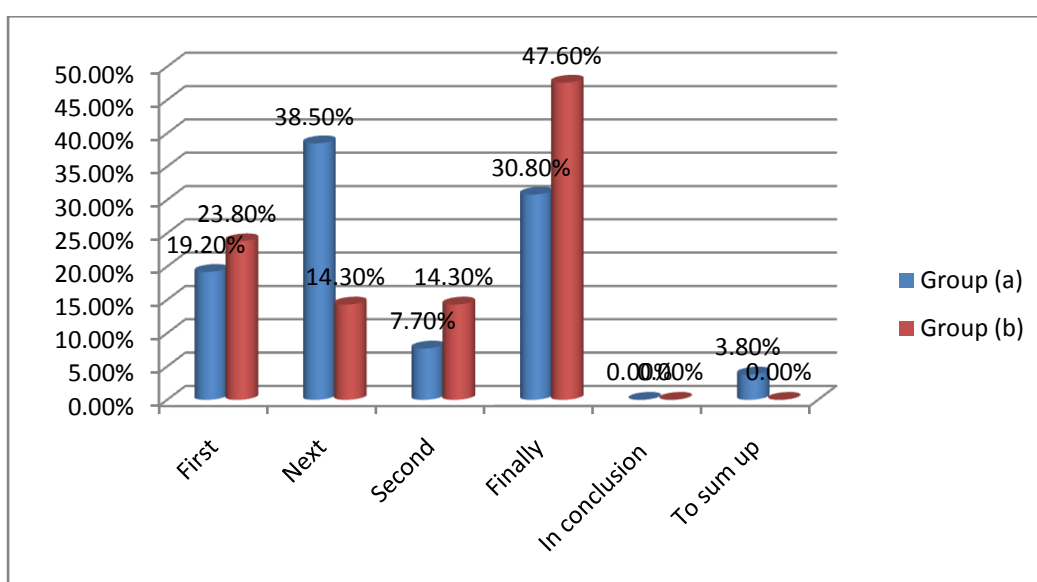
Valid	Group (a)		Group (b)	
	Frequency	Percent	Frequency	Percent
Because	22	64.7%	130	99.2%
Consequently	0	0.0%	1	0.8%
So	10	29.4%	0	0.0%
For this reason	0	0.0%	0	0.0%
As result	0	0.0%	0	0.0%
There for	0	0.0%	0	0.0%
In order to	2	5.9%	0	0.0%
Total	34	100.0%	131	100.0%



The result in table 7 and graph 5 for group as because (64.7%) consequently (0%) So (29.4%) for this reason (0%) as result (0%) there for (0%) in order to (5.9%) for group (B) as because (99%) consequently (0.8%) So (0%) for this reason (0%) as result (0%) there for (0%) in order to (0%)

## 4-2-5 Learner's use of temporal cohesive

Valid	Group (a)		Group (b)	
	Frequency	Percent	Frequency	Percent
First	5	19.2%	5	23.8%
Next	10	38.5%	3	14.3%
Second	2	7.7%	3	14.3%
Finally	8	30.8%	10	47.6%
In conclusion	0	0.0%	0	0.0%
To sum up	1	3.8%	0	0.0%
At the end	0	0.0%	0	0.0%
At last	0	0.0%	0	0.0%
Later	0	0.0%	0	0.0%
Total	26	100.0%	21	100.0%



The results in table 6 and graph 4 as first (19.2%) next (38.5%) second (7.7%) ,finally (30.8%) in conclusion (0%) to sum up (3.8%) at the end (0%) at last(0%) and later (0%) for group (B) the results as first (23.8%) next (14.3%) second (14.3%) ,finally (47.6%) in conclusion (0%) to sum up (0%) at the end (0%) at last(0%) and later (0%) .

## 4-2-5 Learner's use of ellipses

Valid	Group (a)		Group (b)	
	Frequency	Percent	Frequency	Percent
Nominal	0	0.0%	0	0.0%
Verbal	0	0.0%	0	0.0%
Clausal	0	0.0%	0	0.0%
Total	0	0.0%	0	0.0%

The result in the table show use of ellipses , nominal , verbal and clausal which aren't used in student written discourse (0%)

## 4-2-6Learner's use of substitutions

Valid	Group (a)		Group (b)	
	Frequency	Percent	Frequency	Percent
Normal	0	0.0%	0	0.0%
Verbal	0	0.0%	0	0.0%
Clausal	0	0.0%	0	0.0%
Total	0	0.0%	0	0.0%

The result in the table show use of substitution , nominal , verbal and clausal which aren't used in student written discourse (0%)

## 5-3 Verification of Hypotheses

In this section the hypothesis will be discussed .The first hypothesis stats that The students of the study don't use sufficiently grammatical devices in their written discourse , this hypothesis is true the results show that (42.2%) of the teachers strongly agree ,and (50%) agree while only one teacher disagree (2.3%) and (5%) neutral , in addition to that student work show lower percentage of grammatical devices for example ellipsis and substitutions are not seen in the student work .

The second hypothesis of the study is The students face more problems in using some grammatical devices the hypothesis was confirmed , the face problem in using ellipsis and substitution which are not used in their written work (90%) of the teachers strongly and agree whit this point ,also some types of conjunctions are poorly used.

The third hypothesis states that The syllabus which the students study doesn't cover all the grammatical cohesion this hypothesis is true (30%) of the teacher strongly agree and (40%) agree while just (12%) disagree and (7.5) neutral while (10% disagree .

The last hypothesis of the study is English language teachers don't aware of these problems this hypothesis is not true all of the teachers aware of the problem because of their responses to the questions they usually strongly agree and agree to the problems of grammatical devices .

#### **4-4 General Comment .**

**Reference** are not sufficiently in the students written work , for example demonstrative (these ,those ) are not appeared a lot , just about (3 to 4%)of use which are poor percentage while ( this and that ) are used more than the other , in the same way (85%)of the teachers agree with this point .On the other hand there is lack of using pronoun as reference in student written work table shows how poor use of pronoun more ever about (62%) of the teachers said there is a problem in using pronouns as reference ,that prove the second hypothesis of this study .

**Conjunctions** according to the results of the test and the questionnaire , the student at university face problems in using some conjunction , the most common device used in the student work are (and , but , because , for example and also ) while the other devices are not used that attributed to lack of knowledge of them moreover are hard to student to use them ,that may due to lack of practicing them.

**Ellipsis and substitutions** are not appeared in student written discourse .,moreover most of the teachers agreed that using substitutions and ellipsis is problem to the student , and that answers the second question of the study in which grammatical devices do student face many problems ? .

#### **Summary of the chapter**

This chapter discussed analysis of data , results findings and conclusion moreover it provided verification of the hypothesizes

## **Chapter five**

### **Summary, Conclusion, Recommendations, and Suggestion for Further study**

In this chapter a summary of the whole study will be provided , as well as present a conclusion for the results and findings of the study . Moreover some recommendations will be made out of the findings in addition to that the chapter will provide some suggestions for further studies .

#### **5-1 Summary of The Study**

This study attempted to investigate very important area of language learning ,which is written discourse which is related to writing skill . Special attention has been given to the use of grammatical cohesion in written discourse and the roles of grammatical devices in producing well coherent discourse.

The researcher dealt with this study through both descriptive and analytical methods. The study contained five chapters . the subject of the study were English university students at third year ,they were from two Sudanese universities namely Sudan University of Science and Technology and Ahfad University for Women .

To investigate the problem of the study the researcher used four questions these questions are

- 1 To what extent do the university students use sufficiently grammatical devices in their written discourse ?
- 2- In which grammatical devices do the students face more problems ?
- 3- To what extent do the English language syllabuses cover the use of grammatical cohesion in written discourse ?
- 4- To what extent are the teachers aware of the problems of using grammatical cohesion in the students written ?

Based on the study's questions , four hypotheses were used as follow

- 5- The students of the study don't use sufficiently grammatical devices in their written discourse
- 6- The students face more problems in using some grammatical devices .
- 7- The syllabus which the students study doesn't cover all the grammatical cohesion .
- 8- English language teachers don't aware of these problems .

To test these hypotheses the research used two instruments, the first instrument is the students written work which were their answers in examination were chosen randomly the second instrument is a questionnaire for teachers at the two university namely Sudan University of Science and Technology and Ahfad University for Women .

The analysis of the data of the study focused on use of grammatical devices in student written discourse , the study dealt with main cohesion categories (Reference, Conjunction ,Ellipsis ,and substitution ) as they were categorized by Halliday and Hassan .

The results presented in chapter four , which described the students use of grammatical devices in their written work ,. The results showed real weaknesses of using these devices according to their written work and the teacher's responses to the questionnaire .



## 5-2 Conclusion

According to the results of data analysis , the study reveals the following findings .

As relates to the first hypothesis which states that The students of the study don't use sufficient grammatical devices in their written discourse , this hypothesis was confirmed most of the teachers strongly agree with this point in addition to that their written work showed low percentage of using them . The second hypothesis says that The students face more problems in using some grammatical devices .this hypothesis was confirmed the results show the student face more problem in using ellipsis and substitution s and many types of conjunctions . the third hypothesis was confirmed by teachers responses that syllabuses at Sudanese universities don't cover all grammatical devices .The last hypothesis was not confirmed most of the teachers aware of problems of using grammatical devices .

### **The Main Findings of this Study Are :**

**The present study has came out with following findings :**

- 1- Students in Sudanese universities don't use grammatical devices sufficiently.
- 2- Students at Sudanese universities face more problem in using ellipsis and substitutions and some of types of conjunctions
- 3- Syllabuses at Sudanese universities don't cover all use of grammatical cohesion .
- 4- Teachers at Sudanese universities are aware of the problem of using grammatical cohesion in student written discourse .

To sum up according to the students written work and teachers questionnaire Sudanese universities students don't use much of grammatical devices in their written discourse .

### **5-3 Recommendations**

Based on findings of the study the researcher has made the following recommendations:

- 1- More practice should be given to writing most of the students unable to produce well coherent text .
- 2- Students in Sudanese university awareness of using grammatical cohesion should be increased ,that for their importance in producing well coherent text
- 3- English syllabuses designers should give more attention to grammatical cohesion in writing.
- 4- English language teachers should give much feedback to learner in their evaluation regarding grammatical cohesion.

### **5-4 Suggestions for further study**

Based on the study the researcher suggests the following studies

- 1- Investigation into grammatical cohesion in student spoken discourse.
- 2- Investigation into conjunction in student written discourse
- 3- Investigating problems of using ellipsis and substitution in written discourse
- 4- Investigations into Cohesion and coherence in student spoken discourse
- 5- Investigating difficulties of teaching grammatical cohesion

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# Appendices

## **Appendix (1)**

### **Teachers' Questionnaire**

**Dear: teacher**

This questionnaire is a part of my M.A study on the “An Investigation into Grammatical Cohesion in University English Language Students Written Discourse”.

I would be most grateful if you could just spare some of your valuable time to fill out this questionnaire. Please be assured that, the information elicited will only be used for academic purposes.

Thank you for your cooperation

**Motwakel Idreess Alaraki Ali**

**M.A candidate**

**College of languages**

**College of Graduate Studies**

**Statements:**

**Please tick (v) in the box which represents your opinion:**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1- EFL students in Sudanese universities are weak in producing well coherent written discourse .					
2- EFL students in Sudanese universities don't use sufficient grammatical devices in their written discourse .					
3- EFL students in Sudanese universities don't usually use demonstrative as reference in their written discourse .					
4- EFL students in Sudanese universities face some problems in using pronouns to refer to other nouns or noun phrases in their written work .					
5- Conjunctions as cohesive devices are not used appropriately in EFL students written discourse in Sudanese universities .					
6- Additive cohesive devices( e g and ,for instance ) are not used appropriately in EFL students written discourse in Sudanese universities .					
7- There are some weaknesses in using adversative cohesive( e g however ,but ect devices in EFL students in Sudanese universities					

written discourse .					
8- Causal cohesive devices ( e g because ....) are not appropriately used by EFL students in Sudanese universities in their written discourse .					
9- Temporal cohesive ( e g first to sum up ....) are rarely used correctly by the EFL students in Sudanese universities in their written discourse .					
10- EFL students in Sudanese universities are unable to use ellipsis (nominal , verbal or clausal ) in their written discourse.					
11- EFL students in Sudanese universities are unable to use substitution (nominal , verbal or clausal ) in their written discourse.					
12- EFL students in Sudanese universities don't receive enough practice on grammatical cohesion .					
13- The weaknesses of using grammatical devices in EFL students in Sudanese universities are due to ineffective teaching methods .					
14- The syllabuses in EFL Sudanese universities don't cover all the uses of grammatical cohesion in written discourse .					
15- Using grammatical devices is a real problems to EFL students in Sudanese universities which teachers usually come across .					



### **Sample of the student written**