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**The Importance of Cohesion and Coherence in Enhancing EFL Learners'
Writing Skill**

A Case of Second Year Students of English Field

University of Biskra

**A Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfilment for
the Requirements of the Master's Degree in Sciences of the Language**

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Declaration

I, HAMEL FATIMA ZAHRA, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

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Dedication

I dedicate this modest work to

My parents: *Have mercy on them.*

My sisters and brothers: *the ones who gave me love and care.*

My nieces and nephews: *the dear and beloved angels.*

My friends: *the persons who have always been a source of hope and motivation.*

Thank you all

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In the Name of Allah, Most Gracious, Most Merciful

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I am thankful for the teachers' of Written Expression for their participation in answering the questionnaire.

I also wish to convey my heartfelt thanks to all my teachers.

I never forget my brothers and my sister ; I am so grateful for all that they have done for me.

I must acknowledge as well my friends for their support to this research.

Abstract

Teachers of written Expression often look for what may help their students to produce coherent and cohesive essays. The present study aims at investigating the important role of coherence and cohesion in creating unified essays and to check the awareness of Second year students of these chains while writing. Thus, it is hypothesized that the suitable use of

coherence and cohesion would improve the students' essays. The hypothesis is tested by a descriptive study through the use of focus group (s) for the students and questionnaire for the teachers. The focus group (s) have been used in order to examine the extent to which students use coherence and cohesion in their essays and their areas of difficulty while dealing with these elements. The questionnaire has been used to survey teachers' attitudes toward this issue. The obtained results revealed that students are aware of the importance of the two elements since they employed all the types in their essays, but they failed to make a balance in the frequency of the devices. Besides this variance there is an inappropriate use of many ties.

List of Abbreviations

EL : English Language

EFL : English Foreign Language

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General Introduction

Writing in a foreign language (FL) is a difficult task for many students; mastering the Writing Skill requires different aspects like; content, spelling, language use, punctuation, coherence and cohesion. However, English as a Foreign Language (EFL) students often put most of their focus on content and neglect the other aspects, especially the aspect of coherence and cohesion. Students should take into consideration that writing is more than being a matter of putting ideas together, but rather the information should be presented to audience in organized format that reserves the discourse' meaning and value. Therefore, students should recognize the importance of coherence and cohesion in creating continuity in text and in producing effective writing. Coherence and Cohesion are the linguistic devices that link a sentence and a paragraph to its predecessor or successor in the surface structure of written works, through writing coherently and grammatical and lexical items.

1 Statement of the Problem

Although EFL teachers spend huge efforts and a lot of time teaching how to write a good essay, many students at advanced levels still produce non-coherent and non-cohesive essays; this kind of writing is mostly due to the misuse of connectors, the overuse of functional connectives, the poor variety of cohesive devices, and the inability of writing coherently. Thus, in order to write consistent essays EFL students are supposed to achieve the lexical appropriateness and grammatical accuracy in their essays. However; the integration between the two plays a significant role in creating meaningful unified and, formal essays.

2 Significance of the Study

Through this research, we try to provide some insights into the role coherent and cohesive devices play in producing consistent essays, and to come up with

recommendations that could be beneficial for EFL written expression teachers, so they can help students produce formal consistent essays. We also try to improve through it the EFL students' level.

3 Aims

The reason behind the interest in the subject is the belief that coherence and cohesion should be significant elements in writing instruction, and teachers should use specific terms to explain these concepts, and to give instructional feedback on students' errors.

4 Research Questions

This dissertation relies on the following questions :

1. How can teachers enhance EFL learners' writing by teaching coherence and cohesion ?
2. What techniques should teachers use to motivate their learners to improve the writing skill ?

5 Hypotheses

The present research is based on two hypotheses that shall be tested and verified through:

1. We hypothesise that EFL learners have problems with coherence and cohesion in writing essays.
2. We advance that teachers should use specific terms to explain these concepts and to give instructional feedback on students' errors, in order to produce a systematic and logical essays.

6 Methodology

The researchers intend to use the descriptive method as an approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information

from any material relevant to their field of interest which is a new and a fresh area in their section as far as they are concerned. In addition, they will use teachers' questionnaires and focus groups to cater for both theoretical and applied research. The results of the teachers' questionnaires and the focus groups will be included in the dissertation.

7 Research tools/ Methods

The main research tools are itemized below:

1. Teachers' Questionnaire (s)
2. Focus group (s)

7.1 Population

Since the Writing Skill is quite a difficult aspect of language, we have decided to choose (949) of second year students at the Department of Foreign languages in the section of English at Mohamed Kheider University of Biskra; for they have little knowledge of coherence and cohesion and their ability to hold an appropriate conversation.

7.2 Sample

In this research, we will be chosen at random (70) of second year students (Department of Foreign languages, section of English at Mohamed Kheider University) in order to answer the focus group (s) questions and (07) teachers' written expression to answer the questionnaire (s).

8 Research Limitations

Our present study focuses on uncovering the effectiveness of teaching coherence and cohesion to enhance the writing skill in EFL classes. However, this work is limited by some restrictions.

The limitations that we faced are as follows: in distributing the teachers' questionnaire and the interview of the focus group; the teachers were not cooperative with us due to the over distribution of the other candidates' questionnaires, and most of the students were tired because of the preparation of the exams. Another important limitation was the lack of primary sources for the second chapter, and thus we were obliged to use secondary sources. Finally, those limitations did not obstruct our study and the obtained results.

9 Structure of the Work

The present research is basically divided into three chapters; the first two chapters are devoted to the theoretical background and the third is devoted to the field work which tests the hypothesis of the study. The first chapter deals with the process of writing, its stages, its difficulties, and the approaches of teaching writing, as well as the role of teacher in this process. The second chapter treats the concepts of coherence and cohesion, their definitions, their types and strategies, EFL students' problem in dealing with coherence and cohesion, the way of teaching them, and their contribution to successful writing. The third chapter comprises the field work which is devoted to the analysis of the results obtained from teacher's questionnaires and students' focus group (s).

10 Literature Review

According to the research topic, the importance of coherence and cohesion in enhancing EFL learner's writing skill, there are many scholars and authors who contributed to the view of using coherence and cohesion in order to improve foreign or second language learning. We will try to bring up different theories and key terms.

A text must have surface cohesion as well as overall coherence, and sentences in a coherent text must "conform to the picture of one possible world in the experience

or imagination of the receiver” (Enkvist, 1978:126), and a message must provide adequate signals for the listener or the readers to make connections for the understanding of a text. As a result, the listener or the reader will try to interpret a sequence of sentences as being coherent, even when there is no explicit cohesive element to signal a relationship:

Within chunks of language which are conventionally presented as texts, the hearer/reader will make every effort to impose a coherent interpretation, i.e. to treat the language thus presented as constituting “text”. We do not see an advantage in trying to determine constitutive formal features which a text must possess to qualify as a “text.” Texts are what hearers and readers treat as texts. (ibid, 199)

Furthermore, Lovejoy and Lance (1991), in their study of written discourse, show that cohesion can be achieved through the operation of theme-rheme. This movement represents how information is managed. According to Lovejoy and Lance, *theme* is “the —point of departure‖ for the presentation of information,” and *rheme* “constitutes the information the writer wishes to impart about the theme” (256). These two elements are presented alternatively in a text to form a connected text. While *theme* conveys information that is initially introduced in discourse, *rheme* presents specific information regarding the theme. As this movement continues, ideas in a text or discourse are expected to flow along smoothly and are easier for the reader to understand. While old information (theme) is presented as background information in each statement, new information (rheme) is introduced to clarify the information in the theme.

From a textual perspective, Hoey (1991) examined how lexical cohesive elements would make a text organised. He examined how lexical features and syntactic repetition would contribute to cohesion. His study is focused on the text organisation which can be achieved through the inter-relationship between cohesion and coherence. Within this general framework, cohesion is regarded as an element that accommodates coherence. When a text is cohesive and coherent, it will enable the reader to process information more rapidly. Hoey claims that “cohesion is a property of the text and coherence is a facet of the reader’s evaluation of a text” (12).

Moreover, Johns (1986) divides coherence into two types: text-based and reader-based. By her definition, text-based coherence refers to an inherent feature of the text, which involves cohesion and unity. This type of coherence involves how sentences are linked and how text is unified. Reader-based coherence, on the other hand, requires successful interaction between the reader and the text. In this type, coherence is based on the degree of compatibility between the reader’s expectations and the intended meaning through the underlying structure of a text.

Although the study of discourse is an unwieldy area, it constitutes an important aspect of cohesion and coherence as a hierarchical organisation of the discourse. Lautamatti (1987) has examined how the reader is able to understand a text and the discourse theme or topic. Coherence, according to her, is based on a clear sentence topic. Using the terms *topic* and *comment*, she proposed an approach to the analysis of textual flow.

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Introduction

Writing has a crucial role while learning a foreign language. It is a complicated skill that requires students to exert a considerable effort and frequent practice to different types of texts. In addition, the role of teachers has a great part in facilitating the writing skill through selecting the appropriate approach to teach this skill, and to enhance EFL learners' writing skill. Moreover, teacher's feedback to students' production is very important in teaching writing; it is the key for improving and motivating them to create more effective pieces of writing.

1.1 Definition of Writing Skill

Writing is an act of communication, it is considered as a skill that needs study and practice to be developed (Oshima and Hogue, 1997). The ability to write is not naturally acquired; it is usually learned as a set of practices in formal institutions. Meanwhile, writing is an essential skill through which success can be attained in any academic contexts. Brooks (1960, p.167) says that: "writing is much more than an orthography symbolisation of speech, it is more importantly a purposeful selection and organization of expression". This means that writing is a group of organized expressions that form a whole, and convey specific meanings. Furthermore, Nunan (2003) defines it as a process of thinking to invent ideas, exploring and arranging them into statements and paragraphs, rather than a mere production of graphic symbols.

The ability to write a second/foreign language is becoming widely recognized as a crucial skill for educational, occupational and personal reasons. One of the main goals of learning to write is to pursue careers that involve extensive writing. Moreover, at the university level, writing is used as a tool for learning. However, some EFL learners view it as a difficult activity, since it requires different abilities such as: mastering grammar, vocabulary, punctuation and higher level of productive language than speaking, i.e. the written language

needs to be more explicit, accurate, appropriate, and effective than the spoken language. Hence, the writer has to structure and integrate information into cohesive and coherent paragraphs. In addition to that, any piece of writing should be generated and organise ideas into a readable text. Thus, sufficient knowledge about the language is required because:

The process of text generation, or encoding internal representations (ideas) into written text, may be disrupted by the need for lengthy searches for appropriate lexical and syntactic choices. Consequently, the written product may not match the writer's original intention.

(Weigle, 2002, p. 36)

Writers need to communicate their ideas clearly, and keep their readers in mind to enable them understand their compositions (Byrne, 1981). In addition to that, Nunan (1991) says that successful writing involves:

- Mastering the mechanics.
- Mastering and obeying conventions of spelling and punctuation.
- Using the grammatical system to convey one's intended message.
- Organising content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures.
- Polishing and revising one's initial efforts.
- Selecting an appropriate style for one's audience.

Writing is then considered as a sort of communication between writers and readers. Thus, an ability to express and organize ideas, and a prior knowledge about the topic are required in any piece of writing. Students need to have the opportunity to define and pursue writing aims that are important to them. They also need to use writing as an instrument of thought and learning across the syllabus, as well as in the world beyond their university studies. Hartley (2008) divides written texts into a hierarchy of three overlapping levels:

The first level is about **writing as a social process** since there is a close connection between texts production and writing purposes. The second one refers to **writing as a cognitive ability** since there is a close connection between the written product, and the reformulation of thoughts and ideas. The third and the last level is the process of **putting pen to paper** which is classified as the first and the highest level of writing processes.

In the same view, Briton (1975) distinguishes between three kinds of writing :

Transactional writing which is used to inform, advice or persuade. The second kind is **expressive writing** which reflects writer's immediate thoughts and feelings. While the third kind is the **poetic writing**, here the language is used as an art form and exists for its own sake. The present study is concerned with the second category of Briton or what he called **expressive writing** ; all of these kinds it is referred to as creative writing. Students in this case will use the language to express their ideas and personal experiences, in order to strengthen their language performances through encouraging them to write a clearly and understood writing without any confusion .

1.2 Writing and the Other Skills

1.2.1 Writing and Speaking

Speaking and writing are two different skills, but they are clearly productive skills in that they create language outcomes (as opposed to listening and reading, the receptive language skills), both require different teaching methodologies and pose different pedagogical difficulties. Vygotsky (1962, p.98) notes that "written speech is a separate linguistic function, differing from oral speech in both structure and mode of functioning". Learning to write is different from learning to speak in that "writing abilities are not naturally acquired; they must be culturally (rather than biologically) transmitted in every assisting environments" Grabe and Kaplan (1996, p.6).

It means that students have to make a lot of efforts and go through much practice to develop the different skills of composing. In fact, in creating a written text of any length (a paragraph or an essay in our case), the student is normally expected to choose and manipulate language forms that are more concise than those used in spoken contexts, but at the same time, "Written Expression" is more often complex in its syntax and more varied and richer in vocabulary.

The relationship between speaking and writing is very important in language teaching and learning. What follows is a summary of some other differences as seen by Brown (1994).

- Performance: Oral language is transitory and must be processed in real time, while written language is permanent and can be read and re-read as often as one likes.
- Production time: Writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments to maintain conversation.
- Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face to face contact, and thus necessitates greater explicitness on the part of the writer.
- Orthography which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (for example: stress, intonation, pitch, volume, pressing).
- Complexity in written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (for example: repetition of nouns and verbs).
- Formality: because of the social and cultural uses of which writing is ordinarily put, writing tends to be more formal than speaking.
- Vocabulary: written texts tend to contain a wider variety of words, and more lower frequency words, than oral texts.

1.2.2 Writing and Reading

Writing and reading are two essential skills which have very close relationship, reading is slowly creeping into the composition class; researchers like Raimes (1979), for example, suggest that teachers cannot restrict themselves solely to composition, they should also consider reading which is essential because it is the study of what has been written. Some reports reported by Krashen (1984) compared classes that did more reading than writing and he came to the conclusion that the reading group showed more progress than the writing classes (groups) in the writing test.

On the other hand, reading in the classroom is understood as the appropriate input for acquisition of writing skills because it is generally assumed that reading passages will somehow function as primary models for which writing skills can be learned or at least inferred. Krashen sees that writing competence derives from self-motivated reading (1984). "It is reading that gives the writer the "feel" for the look and texture of reader based prose". (Kroll, 1990, p.88).

Stotsky (1983) in a survey about L1 correlational studies found that:

- There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers.
- There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

1.3 The Effectiveness of Writing Skills :

Effectiveness of any piece of writing depends on organization, clarity, and appropriate word choice (Starkey, 2004).

1.3.1 Organization in Writing

Organization is the first step in the writing process. The information should be organized in a structured format to readers which help and guide the writer to be direct in the

writing process. According to Starkey (2004) organization helps the readers to show how the points are linked together and how they support your thesis. Starkey (2004, p.2) states that “The direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead.”

From the quotation above, we understand that organization directs readers through text and makes the intended message more explicit, it also guarantees the required sequence of thoughts because the direction of ideas and how they are combined together can contribute to supporting any piece of writing. Thus, readers will be convinced with what they read.

1.3.2 Clarity in Writing

The writer’s goal from any piece of writing is to convey the message behind the topic, but readers cannot successfully receive the intended message if the ideas are not clearly stated. Clarity has a significant role in the credibility of any written work, as well as it ensures that the meaning will be grasped as much as possible (Starkey, 2004). Starkey (2004) has introduced five factors that can guarantee clarity:

- **Eliminate ambiguity** avoidance of words and expressions that have multiple interpretations. Students should use the most suitable vocabulary for the topic so readers will not be confused, for example; the ambiguous sentence: When doing the laundry, the phone rang. Can be converted to clearer sentence: The phone rang when I was doing the laundry (Starkey, 2004, p.12).
- **Modifiers add precision** The accurate use of modifiers is very important because specific adjectives and adverbs can make more powerful effect than group of words, for instance; the football team practiced in the rain, instead we can say; the football team practiced in the torrential downpour (Starkey, 2004, p.13).
- **Powerful, Precise adjectives and adverbs:** introducing thoughts in a simple and precise form can lead readers to understand meaning. Good writing does

not depend on the use of blurred vocabulary; “to be effective words must be precise” (Kane, 2000, p.262), for example; the vague sentence: Janus needs to file his application soon, can be specified as: Janus needs to file his application by January 4 (Starkey, 2004, p.14).

- **conciseness:** avoid wordiness; there is no need to write a paragraph in order to express an idea that can be more explicit in one or two sentences, for example :

Because of the fact that. In most cases, just because will do.

Because of the fact that he was late, he missed his flight.

Because he was late, he missed his flight (Starkey, 2004, p.15).

1.3.3 Word Choice in Writing

The right choice of vocabulary has a great contribution in forming meaning, writers should rely on words that have the exact sense they want to express. For Kane (2000) and Starkey (2004) there are two aspects of a word's meaning that should be taken into consideration while choosing words: denotation and connotation; the former “is the basic or literal meaning of a word” (Starkey, 2004, p. 21); in other words, it is the first meaning a word indicates, whereas, the latter “is a word's implied meaning which involves emotions, cultural assumptions, and suggestions” (Starkey, 2004, p. 21); that is to say, it is the indirect meaning that a word can express. For instance; the word ‘white’ has one literal meaning and several implied ones: literally: Color, socially: Peace, and culturally: For Arabs expresses happiness (wedding), for Indians it expresses sorrow (funeral).

The wrong use of words can be a result of the use of synonyms because sometimes in order to avoid repetition, a word is substituted with its synonym which has other primary meaning, sources of the inappropriate use are; the use of slang language because it is thought to be formal, or the use of clichés words (clichés are a popular form of expression) because they considered original ones (Starkey, 2004).

1.3.4 Mechanics in Writing

Mechanics are rules that guarantee the effectiveness of any piece of writing; “the writing process comprises the mechanics by which writers create publishable products” (Sundem, 2007, p.41). Mechanics refers to the surface structure of language; how words are spelled and the way in which they are ordered (Kane, 2000); simply, it refers to the different rules of grammar, punctuation and capitalization.

Grammar represents the central component of the language system; without knowing the grammar rules it is impossible to use that language syntactically correct, different investigations lead “...writers to conceive grammar as essential component of language” (Celce-Murcia, 2001, p.23). In addition, mastering punctuation and capitalization is important in writing because the quality of written works judged are also by punctuation. In this respect, Harmer (2004) emphasizes that no matter how original are the ideas, and how they are arranged if they are not expressed in clear and accurate manner.

1.4 Types of Writing

Writing is not only a means of transmitting information, but also a means that serves different needs of people, since students’ writing is not limited by the classroom. Teachers have to take into consideration all the types of writing that students need in and out the class. According to Hedge (2000), the typical classification of writing types includes six types: Personal, study, public, creative, social and institutional writing.

1.4.1 Personal Writing

Writing is used as a means to satisfy one’s personal needs; it can be used as a kind of aide-memoires through which persons express their personal life, reserve their experiences and adventures, write about their daily life, record special events and occasions. Usually, people write about their personal thoughts with their first language, but if teachers encourage their students to use their second language while writing they will be more motivated to practice the language. Thus, if students are convinced, they will give their best, because personal things can make students intrinsically motivated.

1.4.2 Study Writing

This kind of writing is used in fields of education, it includes varied tasks that students are asked to do in order to be assessed; students may be asked to write essays, reports, reviews. In addition, students may do other different activities of writing in order to help themselves in the learning process; they can summarize lessons, paraphrase others ideas during homework, as well as taking notes during sessions.

1.4.3 Public Writing

This type of writing requires students to follow a specific organization and to be restricted to certain conventions, because this kind is addressed to special audience like organizations or institutions. Furthermore, it is demonstrated in letters of inquiry or complaint, or letters for editors.

1.4.4 Creative Writing

This type writing has two orientations; personal and social because writers can share their production with the public in order to contribute to the social development or they reserve the work for their selves, and exploit it to develop their writing skill and to build strong self confidence. Moreover, this type of writing is demonstrated in poems, stories, songs and drama; teacher should make special attention to students who have problem with those tasks because this kind of writing is supported only by talented individuals.

1.4.5 Social Writing

It is used to build new social relationships between strange people or to maintain previous relations among family members or friends. It includes the use of personal letters, text messages, e-mails, and notes of congratulation or sympathy.

1.4.6 Institutional Writing

It is used to write about language as specific purposes; it has tight connection with professionals, students can be specialized in their writing in different domains. It gives students chance to write about fields they are interested in, and provides them with a

vocabulary of own terms. Besides, it includes writing academic papers, legal contract, and advertising copies.

1.5 Approaches to Teaching Writing

1.5.1 The Controlled to Free-Approach

According to Raimes (1983), it is the approach that stresses three features: grammar, syntax and mechanics. This controlled-to-free approach is an approach that stresses accuracy and not fluency, in addition students are not supposed to make errors since they are imitating. Consequently, mistakes are not tolerated and this makes teachers' feedback and quickly.

1.5.2 The Free-Writing Approach

What characterizes this approach is the emphasis on content and fluency. Concern for "audience" and "content" are seen as important in this approach, especially since the free writings often revolve around subjects that the students are interested in, and those subjects then become the basis for other more focused tasks (Raimes, 1983).

1.5.3 The Paragraph Pattern Approach

It is the approach that stresses organization of language rather than accuracy of grammar and /or fluency of content. The paragraphs, the sentences and the supporting ideas, and cohesion and unity are the most important points that are dealt with.

1.5.4 The Grammar – Syntax – Organization Approach

As it is indicated in the title, this approach makes use of writing tasks that lead the students to pay attention to organization and at the same time work on grammar and syntax which are also necessary to carry out the writing tasks.

1.5.5 The Communicative Approach

The purpose of the piece of writing the student produces and the audience are the two main points the Communicative Approach stresses. Student writers are encouraged to ask themselves two questions:

1. Why am I writing this ?
2. Who will read it ?

So, the purpose, i.e, the communicative function of the text can be grouped according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case present arguments, and so on (Harris, 1993).

1.5.6 The Process Approach

The new philosophy in writing has begun to move away from emphasis on the written product to emphasize the process of writing. Students need to realize that what they first put down on paper is not the final product but the beginning. Brown points out that “the product is after all, the ultimate goal; it is the reason that we go through the process of pre-writing, drafting, revising and editing” (1994, p.322).

1.5.7 The Genre Approach

The Genre Approach to teaching writing focuses, as the term suggests, on teaching particular genres that students need control of to succeed in particular settings. The view of language that underlines a genre – based approach is that language is functional; that is, it is meant to serve functional purposes as Painter notes :

Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself.

(1989, p.21)

1.5.8 The Modern Approach to Teaching Writing

The Modern Approach to the teaching of writing is based on both the Communicative Approach and the Process Approach; i.e, the combination of both of them. According to Chan (1986), it is based upon three assumptions which relate to cognitive and social strategies :

1. People write to communicate with readers
2. People write to accomplish certain purposes.
3. Writing is a complex process.

1.6 Stages of Writing

Many researches support the view that any piece of writing should pass through different stages of adjustments and refinements until it is appropriate to be addressed to audience. Smith says “writing is an art, and like any good artist, good writer continues to work on a piece until it has the desired impact” (2003, p.13). However, all researchers agree that the process of writing follows different stages ; there are different views about the number of stages, but a typical model categorizes Four stages “prewriting; composing/ drafting; reviewing; and editing” (Tribble, 1996, p.39).

1.6.1 Prewriting Stage

It can be difficult for many students to start writing, and they may spend much of time staring at a blank piece of paper wondering what to write. Prewriting works as a warming-up period that urges students to write; it “helps students create images and ideas about the assigned topic” (Roberts, 2004, p.6); in other words, it helps students to build a general overview about the topic. Also, it is a way through which students reserve their thoughts; Carroll and Wilson said, it is a “way to plumb the writer's mind for ideas or as a way to focus an idea” (1993, p.30). Writers put whatever comes to their minds about the topic; without giving attention to their relation to the topic, to spelling, grammar, punctuation, or word selection (Brown and Hood, 1989).

Brown and Hood (1989) state that in the prewriting stage writers should focus on four factors which are the basics of the whole writing process:

Reader: They have to take into consideration the person they are writing for.

Purpose: They need to clarify the message they want to convey.

Content: They should understand the nature of the topic they are writing about.

Situation: It is preferred to consider the place and exploit the available time well.

Prewriting is a demonstration of the thinking way that students have whether random or sequential; if it is random the ideas will be thrown in a messy way, but if it is sequential the ideas will be written in a proper way (Carroll and Wilson, 1993). There are different types of prewriting strategies “Some prewriting activities are simply warm-ups, ways to get the brain in gear. Others help generate ideas, and still others assist the writer in focusing an idea” (Carroll and Wilson, 1993, p.32). Thus, Students need to have a repertoire of prewriting strategies from which they can choose the appropriate strategy that suits their way of thinking and their purpose.

Galko (2009) states some strategies that can be used in generating ideas:

- **Brainstorming :** Putting all the ideas without paying attention whether they are suitable, silly, complex, or whatever.
- **Free-writing :** expressing ideas as they are in mind.
- **Asking questions :** making different questions related to the topic; asking ‘who, what, where, when, and why’.
- **Mapping :** drawing a diagram; the topic should be placed in the middle and surrounded by the other ideas.
- **Listing:** The ideas are put in form of list under the general topic.

1.6.2 Drafting Stage

After planning the work it will be easier to start writing the first draft, “drafting means writing a rough, or scratch, form of your paper” (Galko, 2009, p.49); it is the real writing stage and the preliminary version of the work where students start putting ideas on the paper. It is a non-judgmental process; the ideas are placed in a messy and unplanned form, without giving attention to spelling, grammar, punctuation, or word selection (Brown and Hood, 1989).

Drafting is the stage where writers' primary focus is to select appropriate ideas and start developing them using the plan produced in the prewriting stage, here the structure is not considered because it may shift the writers' attention from the content which must gain the most attention, because it would be difficult to concentrate on making correct structure and developing the topic in the first draft. However, it is preferred to make remarks about problems encountered to be refined afterward (Kane, 2000). Hence, the aim of writers in this stage is completing the draft rather than producing perfect one because what is important is the quantity not the quality.

1.6.3 Revising Stage

Revising is the stage where writers take the role of readers, and go through reading slowly to check content and style; verify whether the goals are clearly stated and supported by good details, in appropriate way so readers can understand the intended message (Stark, 2003).

Fulwiler (1997) considers that poor writing is due to the poor and less patient revision where students lose the desire to complete their product and check it. In revising writers "reexamine what was written to see how effectively they have communicated their meanings to the reader" (Seow, 2002, p.317). Accordingly, writers see whether the intended message is clear to the audience or not. This stage should be an evaluation of the topic in a critical and objective way; writers have to examine their paper critically and make the necessary changes like reordering of parts, changing combination of sentences, expressing thoughts in another way, as well as eliminating wordiness and unnecessary ideas and details (Chesla, 2006).

1.6.4 Editing Stage

Editing is the final step before submitting the final draft to readers, it is important if writers want to introduce polished paper; "it is usually necessary if we want to end up with something satisfactory" (Elbow, 1973, p.38). Unlike revision which is general overview of the work, editing requires precise examination of each word and sentence the text consists of; writers make a great attention to grammatical accuracy, spelling, punctuation and correctness of form (Chesla, 2006). However, according to other researchers, like Hannell (2009) a good

editing do not stop at the process of checking punctuation and spelling, grammar, but it needs to examine the effectiveness and the appropriateness of the content, words choice, and sentence structure.

1.7 The Role of Teacher in Writing

The good teacher is like an actor who can play different roles at the same time and switch between them easily and in perfect way. Harmer (2004) mentions the significance of teachers' roles in the development of students' writing skill, on the other hand, he emphasizes three functions that teachers should give special focus during writing process; he states the following roles:

1.7.1 Teacher as Motivator

One of the important role teachers usually occupy in writing tasks is the role of motivator; teachers work hard for creating relaxing atmosphere. In addition, teachers can give some suggestions, especially for those who do not know how to start, or select some ideas for those who are confused with different thoughts. Furthermore, they should be supportive and caring and hearten students to think creatively and intelligibly (Harmer, 2004).

1.7.2 Teacher as Resource

Teachers are usually the primary resource students return to when they want to ask how write something or when they want to know information about something in the activity (Harmer, 2004).

Indeed, teachers do not know everything; and sometimes, student keep asking some sort of questions that carry complex knowledge that teachers may not have, the role of the teacher here is to provide them with guidance for instance showing them where they can find the piece of information they are looking for in a certain website or a title of a book (Harmer, 2001).

1.7.3 Teacher as Feedback Provider

One of the things students expect from their teachers is to supply them with feedback. The teachers are supposed to offer student with feedback, correction, handing out grades, and determining who passes to the next level. Moreover, Students should be given the opportunity to know what to be assessed and how (Harmer, 2001).

1.8 Teacher's Feedback

Providing feedback is one of the essential roles teachers play in teaching writing; through feedback teachers help students to see the topic from different perspectives as well as engaging them in a communicative task; so students can discover what professionals take into consideration while writing.

Coffin et al (2003) identify the purposes from feedback in the following points:

- Support the students work as well as motivating them.
- Focus students 'attention to specific aspects.
- Raise students' awareness of the academic writing conventions.
- Make an explanation of mark.
- Show areas of strengths and weaknesses.
- Suggest more appropriate ideas.

1.8.1 Correcting Feedback

This type of feedback concentrates on the correctness of form; teachers correct students' use of language in terms of grammatical accuracy, lexical appropriateness, patterns of organization and fluent discourse, and it is usually provided in the final version of written works. It is true that some student's final work seems like a first draft but teachers should avoid over-correction taking into consideration the sensitive nature of students and their role as motivators (Harmer, 2007), this does not mean that teachers have to lie in order not to hurt his student, but means correcting student's work in soft way.

1.8.2 Selective Correction

To avoid over-correction problems teacher may use selective correction in which teacher job is limited to the correction of spelling mistakes, tenses, word order, or punctuation. Students should be previously informed about the aspect that teacher is going to concentrate on while correcting, this can be beneficial because if students are included in making decision, they will be reinforced to do a task and they will give special attention to the areas of teacher's correction (Harmer, 2007). Hence, focusing each time on specific area will reinforce students' learning of the different aspects that any piece of writing should consist of.

1.8.3 Using Correcting Symbols

In this type teachers can use the technique of abbreviation, for example; the (S) for spelling mistakes, the (G) for grammatical mistakes and (T) for wrong verb tense; this technique is to write under a mistake its corresponding abbreviation (Harmer, 2007). Harmer (2004) suggests the following figure to illustrate the most frequently symbols that teachers often use while correcting written works. Also, students should have to memorize this list in order to understand the correction easily:

Symbole	Meaning	Example error
S	A spelling error	The <u>answer</u> is <u>abevious</u> .
WO	A mistake in word order	I <u>like very much</u> it.
G	A grammar mistake	I am going to buy somefurnitures.
T	Wrong verb tense	I <u>have seen</u> him yesterday.
C	Concord mistake (e.g. Subject and verb agreement)	People <u>is</u> angry.
⌞	Something has been left out	He told ⌞ that he was sorry.
WW	Wrong word	I am interested <u>on</u> jazz

		music.
{ }	Something is not necessary	He was not {too} strong enough.
? M	The meaning is unclear	That is <u>very excited</u> <u>photograph</u> .
P	A punctuation mistake	Do you like London.
F/I	Too formal or informal	Hi Mr Franklin, Thank you for your letter...

Table 1.1: Correction symbols (Harmer, 2004, p.120).

1.8.4 Reformulation

Reformulation is based mainly on a comparison; teachers rewrite the wrong sentence of students into other version which is more syntactically correct; it is more useful in the stage of drafting and the following stages of adjustment (Harmer, 2007).

1.8.5 Referring Students to Dictionary or Grammar Book

In some cases teachers propel students to use a dictionary or grammar book to check some words, using expression like 'check the dictionary'. The reason for consulting these materials is to reinforce the autonomous learning in one hand and to raise their awareness about the importance of exploiting the resources.

1.8.6 Ask Me

Teacher uses expressions like 'ask or consult me' because their feedback cannot be explained clearly in the paper; it needs to be addressed directly to the writer and this may result in a discussion (Harmer, 2007).

1.8.7 Remedial Teaching Commit

In remedial teaching teachers take examples of the common mistakes and put them in the board and ask the whole class to participate in order to fix them; it is useful way of correcting because students feel more comfortable when their mistakes are anonymously corrected (Harmer, 2007).

1.8.8 Responding Feedback

This kind of feedback is usually supplied during the different stages of writing in order to help students to make more refined drafts; Nation (2009, p.120) says “feedback is useful if it occurs several times during the writing process”. In responding teachers does not say what is right and what is wrong but they make comments, give suggestions in a guiding way not an evaluating or a judging one, and students have to understand the reason behind each comment and suggestion (Harmer, 2007). Like in correction teacher can respond to content in different ways; the most important ones are the following:

- **Responding to Work in Progress**

Responding to work in progress occur when students are doing written task in classroom, teachers turn around class in order to see how students are developing their topic and provide them with necessary feedback; “Feedback therefore emphasizes a process of writing and rewriting where the text is not seen as self-contained” (Hyland, 2003, p.177). Hence, discussion is more favorable because students feel they have personal attention, they are free to explain their opinions and that teacher do not consider the work wrong and they obliging them to change their ideas but he is trying to convince them with more appropriate thoughts.

- **Responding by Written Comments**

This kind of response works well when teachers ask their students to give their complete draft before they start working on the final one. In this type, teachers’ reaction is written down “writers should receive comments on the ideas in their writing (Are they enough? Are they relevant?)” (Nation, 2009, p.121). On the other hand, the teachers may be make comments of appreciation about good things in the work “Feedback should always be positive, first pointing out what students did well” (Johnson, 2008, p.160).

Conclusion

Writing is an important skill, it is not an easy task, but it is not so difficult. Writing Skill is most needed in academic activities, so it is one of the most challenging skills for many students. In producing any piece of writing, students have to go through different stages that enable them to transfer blank sheet of paper to final polished piece of writing which can be addressed to audience. In addition, teaching writing is a difficult task; teachers primary job is to select the approach that best fits their students' needs, teachers also have to switch between different roles in order to guide students during any writing task. Moreover, teachers' feedback should not be delayed to the final draft but it should be provided during the different stages, so students can learn the basics of effective writing from early stages.

Introduction

Coherence and Cohesion in linguistics have a significance role in building texture and giving meaning to the text. In this chapter, we will deal with the important relationship between Coherence and Cohesion. Also, we will speak about the type of grammatical cohesion and we will compare it with the strategies of coherence, and how to teach Coherence and Cohesion to the students of second year.

2.1 Defining Coherence

Coherence is product of many different factors, which combine to make every paragraph, every sentence and every phrase contribute to the meaning of the whole piece. Any piece of writing has coherence if it presents its arguments in a clear, possible and logical order. It avoids unnecessary digressions. In this sense, Enkvist defines coherence as "the quality that makes a text conform to a consistent world picture and is therefore summarisable and interpretable" (1990, p.14), and coherence is

primarily related to the nature and property of the text. Like Enkvist, Brown and Yule (1983) believe that coherence depends primarily on the interpretation of linguistic messages. As a result, the listener or the reader will try to interpret a sequence of sentences as being coherent. According to Hassan and Halliday (1976, p.183) coherence is a feature of the text that indicates “the property of hanging together”. The coherence of a text is central; it can be viewed as part of top-down planning and organization.

Coherence contributes to the unity of text (as piece of discourse) such as the individual sentences fall together and forms a meaningful whole. Celce-Murcia (2001, p.8) claimed that “this unity and relatedness is partially a result of a recognizable organizational pattern for the proposition and ideas in the passage”. But it also depends on the presence of Linguistic devices that strengthen global unity and create local connection. If a paper is easy to understand, this is mostly due to a coherent presentation of its contents. It follows a clear line in presenting facts and arguments and avoids statements which are incomprehensible for the reader. Coherent pieces of writing are selective in their presentation of content. They focus on the important issues and cut out what is irrelevant or incomprehensible for a reader. This requires that their authors:

- Know their subject well,
- Have an eye on their audience and tailor their writing to what their readers probably know beforehand and are able to understand.

Coherent writing creates a comprehensible context for the content presented, and presents it in a comprehensible order. Generally, the extent to which writing flows is referred to as coherence. Coherence is the result of tying information in any piece of writing so that the connections are apparent to the reader, especially in academic,

professional, and technical communication in many international contexts; coherence specifically results from honouring the new given contract between writers and readers.

In specific terms, coherence is achieved in three ways:

- Through the use of stock transition words or phrases that serve the specific function of indicating how a paragraph or sentence relates to the one before it.
- Through the use of pronouns that not only stand in for nouns but also carry the idea and the noun represents through a passage.
- Through the use of recycled words or through repetition, this connects paragraphs or sentences by making a transition from a given use of a word or phrase to a new use.

In short, then, coherence means creating a chain. Even if the paragraphs and sentences in our writing appear to be independent of one another, they are not. In a coherent piece of writing, each sentence relates clearly to the topic sentence or controlling idea, but there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps. A coherent piece of writing also highlights the ties between old and new information to make the structure of ideas or arguments clear to the reader. Along with the smooth flow of sentences, a paragraph's coherence may also be related to its length.

2.2 Defining Cohesion

Many researchers saw that, the concept of Cohesion was introduced by Halliday and Hasan. They try to investigate how sentences are linked in a text. For them, the various parts of a paragraph are connected together by cohesive ties:

A text has texture, and this is what distinguishes it from something that is not a text... If a passage of English containing more than one sentence is perceived as a text, there will be certain linguistic features present in that

passage which can be identified as contributing to its total unity and giving it texture (1976, p. 2).

According to Halliday and Hasan (1976), the writer is able to hold together meanings in the related sentences in a number of ways, and cohesion is created to establish the structure of meaning. They also claim that cohesion is the factor that indicates whether the text is well connected or merely a group of unrelated sentences. It should, however, be noted that though involved with meaning between sentences, cohesion does not deal with content of a text. Halliday and Hasan (1976) explicitly state that “cohesion does not concern what a text means; it concerns how the text is constructed as a semantic edifice” (26). That is, although cohesion usually plays a role in paragraph, it does not lead to the global flow of a text across paragraphs.

As defined in Halliday and Hasan (1976) Cohesion, therefore, is part of the text forming component in the linguistic system “it is the means whereby elements that are structurally unrelated to one another are linked together, through the dependence of one on the other for its interpretation” (p. 27).

Cohesion is an important and necessary element to create text, but it is added to other text-forming components. Also, cohesion plays the role of expressing the continuity that exists between one part of the text and another. This continuity is described as: “The cohesive relation themselves are relations in meaning, and the continuity which they bring about is semantic continuity” (Halliday and Hasan, 1976, p. 303).

In this respect, cohesion is given the following description by Halliday and Hasan “The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and define it as a text” (1976, p. 4). This kind of relation between the parts of text has an important role in its interpretation process. Through this continuity the receiver, reader or writer, will be able to get the missing elements which are absent in the processed text.

2.3 Cohesion and Coherence

Cohesion and coherence play a great role in shaping text and its texture; according to Halliday and Hassan (1976) , both of them are considered to be the main standards which build

a text as a whole, because texture of text is realized through these two fundamental units that set relations between and within parts of the text and differentiate a text from a nontext.

Therefore, cohesion and coherence are the two fundamental units that set relations between parts of the text and provide it with the meaning continuity that readers require to infer to and to interpret discourse. Moreover, they are highly related concepts, but at the same time, they present two main independent parts in controlling text either spoken or written. Baker makes clear distinction between them:

Like cohesion, coherence is a network of relations which organize and create a text : cohesion is the network of surface relations which link words and expression to other words and expressions in a text. And coherence is the network of conceptual relations which underlie the surface text (1991, p.241).

From the quotation above, we can understand that cohesion is used to achieve the unity of the structure, while, coherence is to achieve unity of the meaning. In addition, cohesion is accomplished through the use of cohesive devices, while, coherence is accommodate of expectation of sequential logical ideas, contributing to comprehension and the clear meaning of a text.

Also, Hoey (1991) cited in Baker views that cohesion deals with the surface level of text, whereas; coherence is concerned with the deep level. Cohesion is objective whereas coherence is subjective; that is to say; cohesion is property of the text while coherence is the reader's evaluation of the text (1991, p.241).

2.4 Types of Cohesion

Halliday and Hasan (1976) classify cohesion into two broad categories namely: grammatical and lexical cohesion. These lexico-grammatical devices are summarized in the following figure:

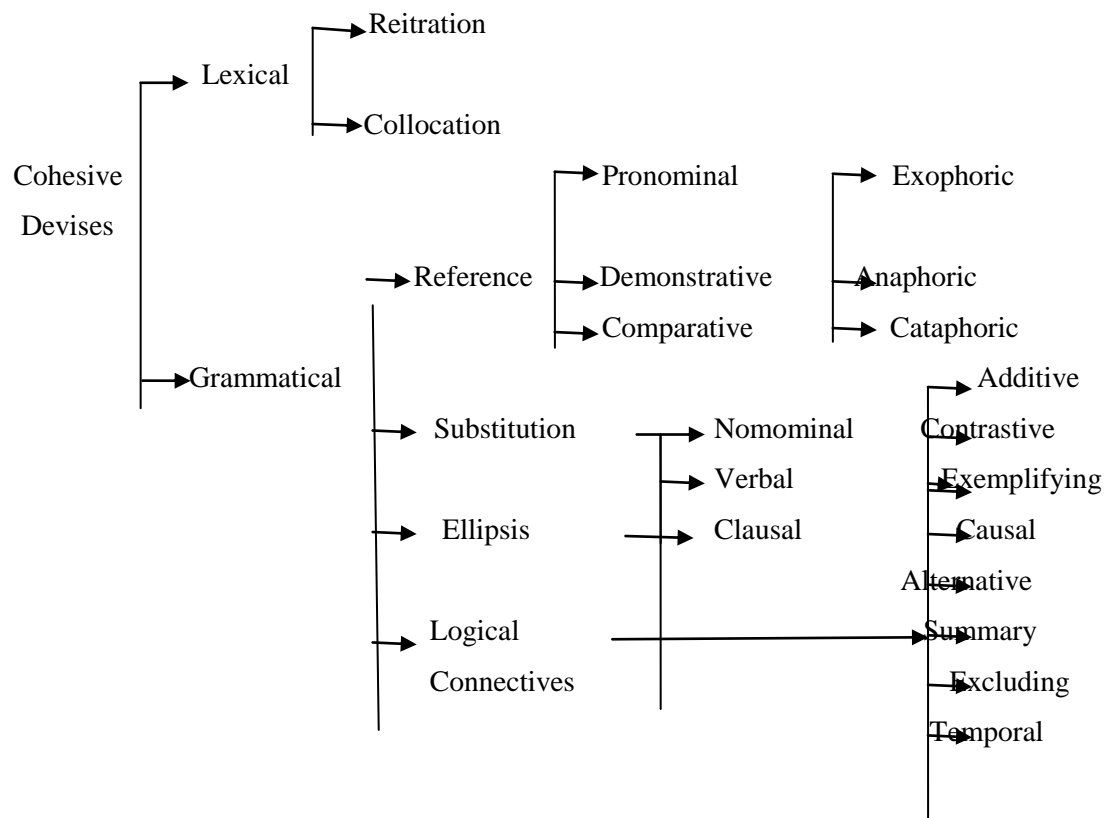


Figure 2.1: Types of Cohesion in English Williams (1983 cited in Kennedy, 2003, p.23)

2.4.1 Grammatical Cohesion

Grammatical cohesion is one kind of cohesion that is proposed by Halliday and Hasan (1976). According to McCarthy, it is “the surface marking of semantic links between clauses and sentences in written discourse, and between utterances and turns in speech” (1991, p.34). So, this kind of cohesion plays a particular role in creating cohesiveness between the sentences through grammatical means. Grammatical cohesion includes four types: reference, substitution, ellipsis, and conjunction.

2.4.1.1 Reference

According to Halliday and Hasan (1976), reference deals with semantic relationship, by contrast to substitution, which deals with grammatical relation. Reference items can function within a text in two different ways: exophoric and endophoric. They contrast between them, and suggest that exophoric reference is situational and the endophoric reference is textual. Though both exophoric and endophoric reference embody an instruction to retrieve from elsewhere the information necessary for interpreting a text, exophoric reference must be made to the context of situation whereas endophoric reference is realised by the position of the expressions in the text. This is shown in the following:

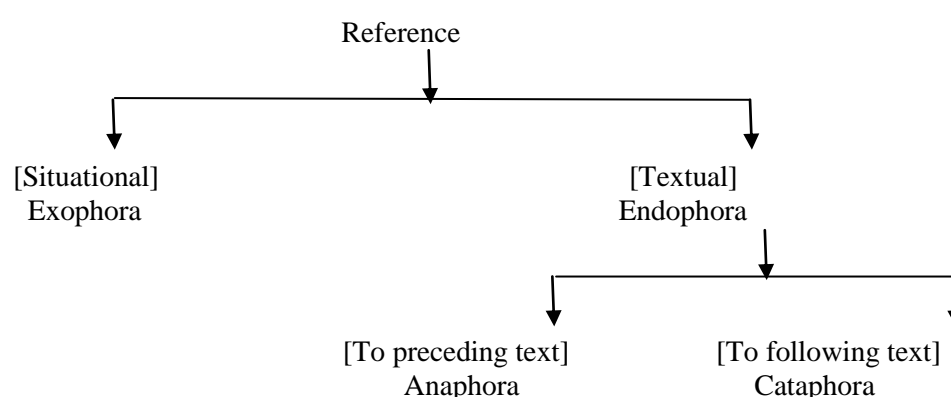


Figure 2.2 : Types of Reference (Halliday and Hasan, 1976, p. 33)

That is to say that, the reader interprets a referent in a particular text by looking to the referred item in the textual environment or out of the text. Endophoric reference can be either anaphoric or cataphoric. The anaphoric one can be only interpreted by looking backward to a previously mentioned item, for example, Susan dropped the plate. It shattered loudly. The pronoun *it* is an anaphor; it points to the left toward its antecedent *the plate*. However, the cataphoric one involves looking forward in the text in order to know the elements which the reference items refer to, for example, Because **he** was very cold, David put on his coat. The pronoun *he* is a cataphor; it points to the right toward its postcedent *David*.

- **Personal Reference**

It is defined by Halliday and Hasan as “reference by means of function in the speech situation, through the category of person” (p. 37). Also, Nunan (1993) explain that items of personal reference are expressed through pronouns, whether personal (as I, you, she, he, it, we, they) or possessive (as mine, yours, hers), and possessive determiners (as my, your, our). Examples: extracted from (Halliday and Hasan, 1976, p. 55).

-John has moved to a new house. *He* had it built last year. (*He* is personal pronoun).

-John’s house is beautiful. *His* wife must be delighted with it. (*His* is possessive determiner).

-That new house is John’s. I didn’t know it was *his*. (*His* is possessive pronoun).

- **Demonstrative Reference**

Halliday and Hasan (1976) demonstrate that “demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity” (p. 57). These items can be either near (*this, these, here, now*), far (*that, those, there, then*), or neutral (*the*). *Here* and *there* are adverbial demonstratives of place, whereas, *now* and *then* are adverbials of time. Examples:

-We went to the opera last night. *That* was our first outing for months.

-We’re going to the opera tonight. *This*’ll be our first outing for months.

- **Comparative Reference**

It is a kind of reference that is expressed indirectly by means of identity or similarity.

Halliday and Hasan classify the comparative reference into two types: general and particular.

- **General Comparison:** this type is used to express likeness and differences between items. Likeness is expressed by using adjectives like: *same, identical...etc*, and adverbs like: *likewise, similarly...etc*. Difference is also shown by using adjectives such as *otherwise, differently...etc*.

Examples taken from (Halliday and Hasan, 1976, p.78):

-It is *the same* cat as the one we saw yesterday?

-It is *a different* cat from the one we saw yesterday.

- **Particular Comparison:** this type does not express likeness or difference between items, but it focuses on the property of quantity or quality. It is realized by using enumeratives such as *more, fewer, less, further...*etc. It is also expressed by comparatives and adverbs like: *better, more...than*, etc. The following example is provided by the same authors (p. 81):

-‘Take some *more* tea,’ the March Hare said to Alice, very earnestly. ‘I’ve had nothing yet,’ Alice replied in an offended tone, ‘so I can’t take *more*.’

2.4.1.2 Substitution

It is defined by Halliday and Hassan (1976) as “substitution is a grammatical relation, a relation in the wording rather than meaning”. (p. 90). That is to say, the substitution is the replacement of one item by another. The substitute should have the same grammatical class as the item for which it substitutes. Since the substitute item may function as a noun, as a verb, or as a clause, there are three types of substitution: nominal; verbal, and clausal.

The following examples of these types are taken from (Nunan, 1993, p. 25):

- **Nominal Substitution** The substitute items are as *one, ones* and *same*.

-*There are some new tennis balls in the bag. These ones’ve lost their bounce.*

- **Verbal Substitution** It is expressed through *do*.

-A: *Annie says you drink too much.*

-B: *So do you!*

- **Clausal Substitution** It is realized by using substitute items as: *so, not*.

-A: *Is it going to rain?*

-B: *I think so.*

2.4.1.3 Ellipsis

Ellipsis and substitution are treated by Halliday and Hasan (1976) separately. However, later on, they are combined into a single category by describing ellipsis as a form of substitution; that is to say, the original item is replaced by zero. Concerning their use, Cutting

(2002) states that “Both substitution and ellipsis can be only used when there is no ambiguity as to what is being substituted or ellipsed” (p. 12). So, ellipsis is the process whereby items of a sentence that are predictable from context can be omitted. It includes three types: nominal, verbal, and clausal.

The following examples of each type are extracted from Hatch (1992, p.223) :

- **Nominal Ellipsis** There is an omission of nominal group.

-They're small; take two (cookies).

- **Verbal Ellipsis** The omission of the verbal group depends on a preceding verbal group.

-Were you typing? No, I wasn't (typing).

- **Clausal Ellipsis** It means ellipsis within the verbal group.

-I don't know how to work this computer. I'll have to learn how (to work the computer).

2.4.1.4 Conjunction

It is the fourth type of grammatical cohesion that differs from the other types (reference, substitution and ellipsis) in the point that it is cohesive not in itself but by the meaning it expresses. Halliday and Hasan (1976) classify conjunctions into four categories which express a number of semantic relations, they are: additive, adversative, causal and temporal. The following mentioned examples of each category are taken from Halliday and Hasan (1976).

- **Additive** It is divided into five types: additive (expressed by the use of *and*, *moreover*, *besides*, *in addition...*etc), negative (using cohesive devices such as *nor*, *and...not*, *not ...either,...etc*), alternative (is expressed by *or*), comparative (using expressions like: *in the same way*, *by contrast,...etc*), and appositive (for exposition or exemplification ; the following cohesive ties are used: *in other words*, *that is*, *for instance,...etc*). Example:

-My client says he does not know this witness. *Further*, he denies having seen her or spoken to her. (ibid, p. 246).

- **Adversative** This type is expressed by the following cohesive relations: but, however, yet, although, actually, any how ...etc. Examples:

-I'd love to join in. *Only* I don't know how to play. (ibid, p. 251).

-She failed. *However*, she's tried her best. (ibid, p. 252).

- **Causal** This category of conjunction includes reason (which is expressed by: for this reason, because of this, an account of this,...etc), result (by using expressions such as in consequence of this, consequently, so, therefore,...etc), purpose (by using items like: for this purpose, with this intention,...etc), and conditional (expressed by cohesive relations such as with regard to this, in that case,...etc). Examples:

-She felt that there was no time to be lost, as she was shrinking rapidly; *so* she got to work it once to eat some of the other bit. (ibid, p. 256).

-She wouldn't have heard it all, if it hadn't come quite close to her ear. *The consequence of this* was that it tickled her ear very much, and quite took off her thoughts from the unhappiness of the poor little creature. (ibid, p. 256).

- **Temporal** This type is concerned with describing actions which took place in a particular time. It is expressed by different conjunctions like: after that, next, at the same time, at this point, finally, at the end...etc. Examples:

-The Middle Ages have become the Renaissance, and a new world has come into being: our world. In what way is it 'our world'? *At this point* we run into some difficulty (ibid, p. 264).

In addition; of the four categories, Halliday and Hasan (1976, p.226) points out that:

“Conjunctive elements are cohesive not in themselves but indirectly by virtue of their specific meaning; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meaning which presuppose the presence of other components in the discourse”.

From the quotation, we understand that conjunctions are not only used to relate segments of discourse but also to express specific meaning. Kennedy (2003) summarizes the most common conjunction relationships in the following table:

Relationship	Examples of Logical Connectives
Addition/inclusion	And, furthermore, besides, also, in addition, similarly
Contrast	But, although, despite, yet, however, still, on the other hand, Nevertheless
Amplification	To be more specific, thus, therefore, consists of, can be divided into
Exemplification	For example, such as, thus, for instance
Cause-effect	Because, since, thus, as a result, so that, in order to, so, consequently
Alternative	Or, nor, alternatively, on the other hand
Explanation	In other words, that is to say, I mean, namely
Exclusion	Instead, rather than, on the contrary
Temporal arrangement	Initially, when, before, after, subsequently, while, then, firstly, finally, in the first place, still, followed by, later, continued
Summary/ conclusion	Ultimately, in conclusion, to sum up, in short, in a word, to put it briefly, that is.

Table 2.1 : Basic Conjunction Relationships in English
(Kennedy, 2003, p.325).

2.4.2 Lexical Cohesion

In order to create unified piece of writing in terms of lexical cohesion writers have to take care to their vocabulary. Lexical cohesion is defined by Halliday and Hasan (1976, p. 274) as “the cohesive effect achieved by the selection of vocabulary”. Lexical cohesion has essential role in shaping text and its texture, like many researchers Hoey (1991, p.10) cited in Tanskanen, 2006, p.42) agrees that:

Lexical cohesion is the only type of cohesion that regularly forms multiple relationships . . . If this is taken into account, lexical cohesion becomes the dominant mode of creating texture. In other words, the study of the greater part of cohesion is the study of lexis, and the study of cohesion in text is to a considerable degree the study of patterns of lexis in text.

Lexical cohesion is the basis of constructing text and giving it texture, it represents the large part of cohesion. It is divided by Halliday and Hassan into two main categories: reiteration and collocation:

2.4.2.1 Cohesion by Reiteration

Reiteration can be achieved in a direct or in indirect way; directly is through the restating the same item again, whereas, indirectly is through the use of other devices that can serve the same sense. According to Halliday and Hasan (1976, p.278) reiteration is :

a form of lexical cohesion which involves the repetition of a lexical item at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between –the use of a synonym, nearsynonym, or super ordinate.

Thus, reiteration can be achieved through the use of general nouns, repetition, synonyms/near synonyms, antonyms, and superordinates:

- **Cohesion by Repetition** It is the use of the same lexical item or another item that can reserve the meaning in a different parts of discourse “either in an identical or somewhat modified form and this is the basis for the creation of a

cohesive tie between the items” (Tanskanen, 2006, p.32), repetition is very important in creating unity and meaning to text because it would be a meaningless text if the main words of the content are not repeated. Tanskanen (2006, p.50) terms repetition in the identical form as “simple repetition”, and the repetition in the modified form as “complex repetition”.

The large extent of repetition can be noticed in non-narrative texts; the other kinds of texts writers should be restricted to some technical words in order to reserve the meaning of discourse. Also, large occurrence of repetition in some text is usually a result of the writing ability individuals have; many studies assert that the overuse of repetition is an indication that writers are non native or not proficient (Reynolds, 2001 cited in ALFarra, 2009).

- **Cohesion by General Nouns**

General nouns are a small set of nouns having a generalized meaning used to refer back to a previously mentioned lexical item through the use of the suitable noun, for example; person, people, man, woman for human nouns; thing, object for inanimate, concrete countable nouns; stuff for inanimate, concrete uncountable nouns; place for locations, etc. (Reynolds, 2001 cited in AL-Farra, 2009).

- **Cohesion by Synonymy/ Near Synonymy**

This type of the lexical relations is build by reasserting the same meaning through the use of another lexical item which have the same or similar meaning without changing the meaning of the text; this semantic relationship between a term and its synonym/near synonym creates unity to the text. According to Hedge (2000, p.115) synonymy is: "One linguistic item can be exchanged for another without changing the meaning of the sentence or utterance". Moreover; Salkie (1995, p.9) argues that mastering synonymy is essential for writing quality because “it can get boring if the same word is repeated, and this is one reason why synonyms are used instead”; in other words Salkie (1995) emphasizes that synonyms/near synonyms are signals of the coherence of text, because it could be impossible to make text relying on the small amount of vocabulary; there must be a variation in words so readers would not feel bored.

- **Cohesion by of Antonyms**

The role of antonyms is to build contrast between two things. Tanskanen (2006, p.59) argues that antonyms refer “to the relation between an item and another item which has an opposite meaning”.

- **Cohesion by Superordinate**

Superordinate is general word in the family tree of a particular word. It is defined by Halliday and Hasan (1976, p. 280) as “...any item that dominates the earlier one in the lexical taxonomy”, for example; the term ‘energy products’ can refers to ‘oil’ (Tanskanen, 2006, p.57).

2.4.2.2 Cohesion by Collocation

The term collocation was firstly introduced by Firth (1957, p.181 cited in Fan, 2009, p.111) as one of the levels of meaning; he defines it as “the company the words keep together ‘or’ the statements of the habitual or customary places of that word”. Therefore, it can be defined as group of words that regularly work together.

Collocation is considered the most problematical part of lexical cohesion; Nunan (1993, p.29) claims that: “Collocation can cause major problems for discourse analysis, because it includes all those items in a text that are semantically related. In some cases this makes it difficult to decide whether a cohesive relationship exists or not”. Thus, besides the difficult of its employment it also represents an obstacle in interpretation. Additionally, Tanskanen (2006, p.34) states: "collocation is also a very subjective relation: what is considered as a valid relation will inevitably slightly vary from one communicator to the next"; in other words, collocation may be understood differently by interlocutors.

In the types of collocation, there are different sorts of combination between the kinds of speech: nouns, adjectives, adverbs, verbs, prepositions, conjunctions, articles, pronouns and interjections but McCarthy and O' Dell (2005) suggest the more important combination in the following Adjectives + nouns, Nouns + verbs, Noun + noun, Verbs + expressions with prepositions, Verbs + adverbs, and adverbs + adjectives. On the contrary of all researchers

Tanskanen (2006) suggests a new categorization of collocation which is: ordered set, activity related collocation and elaborative collocation.

- **Ordered Set**

It is the first subcategory of collocation, and the easiest one to define if it is compared with the other subcategories. According to Tanskanen (2006, p.61) it “includes members of ordered sets of lexical items, for example, colours, numbers, months, days of the week and the like”.

- **Activity Related Collocation**

It refers to the items which are associated to each other in a particular activity. The relation between items is divided by Martin (1992 cited in Tanskanen, 2006, p.61) into two: “nuclear (extending and enhancing) and activity sequence relations”; these nuclear relations reflect the ways in which “actions, people, places, things and qualities configure as activities”, for example; the word meal and eat tends to collocate together under the same activity.

- **Elaborative collocation**

It is the most difficult type to be defined; it refers to pair of items that occur in the same environment, in which one item can be the detailed explanation of the other.

Tanskanen (2006, p.63) defines it as "a category for all those pairs whose relation is impossible to define more specifically than stating that the items can somehow elaborate or expand on the same topic", for instance; people use ‘Miller Lane Lecture room’ in order to expand ‘Cambridge’. McCarthy and O’ Dell (2005) argues that due to the complexity and the problematic nature of collocation researchers fail to give it a precise definition or typical categorization.

2.5 Strategies of Writing Coherently

Daniel .K(1995) outlines some strategies of Writing Coherently to achieve unity piece of writing :

2.5.1 The Use of Transitional Expressions

Transitional expressions within and between paragraphs and sentences can create connections that make it much easier for the reader to read along with the flow of any piece of writing. Student may use transitional expressions for several reasons, some of which are listed below, along with some appropriate expressions. Using these expressions wisely will help student develop his/her writing style; however, overusing them can be distracting.

2.5.1.1 To Show or Add Sequence

When adding a new idea to any piece writing, it should use specific words such as: again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too.

2.5.1.2 To Compare and Contrast

When comparing or contrasting someone else's ideas with own ones it should use: also, in the same way, likewise, similarly although, and yet, but, but at the same time, despite, even so, even though, for all that, however, in contrast, in spite of, nevertheless, notwithstanding, on the contrary, on the other hand, regardless, still, though, yet.

2.5.1.3 To Give Examples

Transitional examples are found between sections, paragraphs and within paragraphs : After all, an illustration of, even, for example, for instance, indeed, in fact, it is true, of course, specifically, that is, to illustrate, truly.

2.5.1.4 To Indicate Place

The purpose of indicate place is to show the position or location of one thing with another : above, adjacent to, below, elsewhere, farther on, here, near, nearby, on the other side, opposite to, there, to the east, to the left.

2.5.1.5 To Indicate Time

The purpose is to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place : after a while, afterward, as long as, as soon as, at last, at length, at that time, before, earlier, formerly, immediately, in the meantime, in the past, lately, later, meanwhile, now, presently, shortly, simultaneously, since, so far, soon, subsequently, then, thereafter, until, until now, when.

2.5.1.6 To Repeat, Summarize, or Conclude

More specifically, repetition and summarizing the information it is very helpful to create a good writing and conclude it with using some of these elements :all in all, altogether, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, to put it differently, to summarize.

2.5.1.7 To show Cause and Effect

A cause and effect paragraph develops an idea by explaining the causes of something or by showing the effects of something. The paragraph might move from cause to effects or from an effect to its causes : accordingly, as a result, because, consequently, for this purpose, hence, otherwise, since, then, therefore, thereupon, thus, to this end, with this object in mind.

2.5.2 Repeat Key Words or Phrases

Particularly in paragraphs in which we define or identify an important idea or theory, we should be consistent in how we refer to it. This consistency and repetition will bind the paragraph together and help the reader understand our definition or description.

2.5.3 Create Parallel Structures

Parallel structures are created by constructing two or more phrases or sentences that have the same grammatical structure and use the same parts of speech. By creating parallel structures, we make our sentences clearer and easier to read. In addition, repeating a pattern in a series of consecutive sentences helps our readers see the connections between ideas.

2.5.4 Consistence in Point of View, Verb Tense, and Number

Consistency in point of view, verb tense, and number are clever but important aspects of coherence. If we shift from the personal to the impersonal one, from past to present tense, or

from a single to plural, for example, we risk to make our paragraph less coherent. Such inconsistencies can also confuse our readers and make our arguments more difficult to follow.

2.6 Teaching Coherence

In the literature about coherence, there are no interesting suggestions for teaching coherence in isolation; suggestions are given in relation to other aspects. The teachers should encourage students to consider the semantic relations between their ideas through examining their topic sentences. Teachers push students to elaborate their ideas through discouraging frequent topic shifts or through making students examine the semantic relations underlying their ideas as a preliminary step to decide which cohesive devices are going to be used. Yule (1996) insists that teachers make their students identify the semantic relations underlying the texts they read before asking them to write appropriately. Students, he argues, cannot write something they cannot identify. This is an expected reaction.

There are many techniques to teach coherence. The most common one is that the teacher takes a text, then he/she changes some words (linking words) with wrong ones, and then he/she asks his students to choose the most appropriate one. Another technique is by teaching the terminology as an exercise on coherence and how it can be achieved.

2.7 Teaching Cohesion

Cohesion is a set of linguistic devices which connect ideas making explicit the semantic relations underlying them. The most commonly used typology of cohesive devices is provided by Halliday and Hassan (1976). This typology contains the following five cohesive devices: reference, substitution, ellipsis, conjunction, and lexical cohesion (all the examples used below are taken from Halliday and Hassan, 1976). To teach cohesive devices, Zamel suggests a number of activities which aim at helping students understand the semantic and the grammatical restrictions that govern their use. Sentence combining and close exercises are proposed as an alternative to the lists of transitions that figure in many textbooks (1983, p.25).

For the manipulation of longer stretches of discourse, she suggests the reordering of jumbled sentences and the addition of any necessary linkers. Such exercises may lead to a

number of differently ordered passages which require the use of different devices. In this way, learners are obliged to decide which linkers go with which type of semantic relations, and how to place them appropriately within the order of the sentences (1983, p.27). She also recommends that students be helped to observe that conjunctions are not always necessary, and that other linking devices, for example, lexical cohesion, pronouns, ellipsis and substitution, are equally or more important (1983, p.28).

For the same purposes, Zamel outlines three pedagogical approaches which represent, he says, "... three stages of awareness that connectives have a textual meaning and are not just surface-level fillers" (1983, p.321). These approaches are the reductionist, the expansionist and the deductionist approaches.

In the first stage/approach, students learn a list of only the most common connectives (and, but, also...etc.); the others will be learnt through exposure. In the second stage/approach, the previous list of connectives is replaced by a list of their paraphrases (in addition to this, because of this, as a result of/consequence of, as a reaction to this...etc.), which state more explicitly the nature of the relationships they are intended to signal. In the last stage/approach, learners are more concerned with the nature of the semantic relations underlying their writing than with the connectives themselves. They are obliged to state first (during the planning stage) those relations, so if it is of the same importance; they use (also, in addition, or besides), and if it is of a greater importance; they use (moreover or furthermore).

Conclusion

We conclude this chapter by saying that coherence and cohesion are important properties of the text that contribute to the organization of ideas for creating unity in text. Also, the relationship between them is understood to be the product of collaboration between the writer and the reader. Cohesion and coherence can help student writers to avoid producing a discursive or unorganised text. Because most student writers are quite concerned about grammar and syntactic errors in their writing, the teaching of cohesion and coherence will

enhance their understanding that writing a text is not simply writing with syntactic accuracy. They should develop awareness towards writing as a means of communication and, through explicit instruction, teacher feedback and essay revision, learn to craft reader-based, well-organised prose.

Introduction

The present research is about obtaining students' opinions and teachers' feedback about the use of coherence and cohesion will enable students to ameliorate their essays, and enhance their writing skill. Their views and opinions are very crucial to test the stated hypothesis, and the most appropriate tool to investigate them is through teachers' questionnaire and interviews learners.

Teacher' questionnaire tool is intended to investigate the teachers' feedback about the use of coherence and cohesion in the classroom and how they can enhance students' essays. The focus group tool is intended to investigate the students' opinions about the use of coherence and cohesion in the classroom to enhance their writing skill, and whether it is a successful technique that should be applied in the classroom.

3.1 Research Method

The choice of the method has been determined by the nature of the study. This work employs the descriptive method, because it can determine facts about the actual situation (why students do not have the ability to write coherently and cohesively in their essays), and thereby to clarify the use of coherence and cohesion, which can enhance their writing skill. In addition, they are one of the best techniques and appropriate solutions to deal with students' writing problems.

3.2 Data Gathering Tools

The objective of the data depends on the general objective of our research. It aims first at discovering and understanding how coherence and cohesion enhance and improve the students' writing skill. Also, it aims to provide insights into the students' perception and level of the writing skill. Therefore, we have opted for a questionnaire and focus group; both of these tools are devoted to investigate findings.

3.2.1 The Teachers' Questionnaire

The main tool of enquiring information is the questionnaire for seven (07) teachers' written expression to answer the questionnaire (s).

3.2.2 The Sample

The seventy (70) students who responded to the questions were randomly chosen among the total number of the second year students' population (494) at the University of Biskra. In the second year, The choice of the sample is attributed to the fact that students at advanced level are supposed to have acquired the necessary knowledge about writing aspects and emphasizes the importance of cohesion and coherence in any piece of writing.

The selection of such a sample was based on the consideration that second year students get bored from answering a lot of questionnaires of the other candidates. Besides, they were not very collaborating with us; maybe they were tired or because of the exams preparation.

3.3 Description of Research Tools

3.3.1 Description of Teachers' Questionnaire

This questionnaire consists of fourteen (14) questions which are arranged in terms of three types of questions (factual, open-ended, and close-ended questions). The target population has included all the teachers of written expression, because, they know students' writing level. We distributed (07) copies to (07) teachers. This questionnaire is divided into three main sections The questions : In section one, the questions are devoted to Teachers' Background Information, in section two, we was asking about Writing Skill, and in the section three, the questions about Teaching Coherence and Cohesion .

In short, the three types of questions which used in this questionnaire are :

- **Factual Questions** : these questions are used to gain background information of the participants such as teachers' work experience.
- **Open-ended Questions** : they allowed respondents to answer in their own words. The aim of using this type of question is to determine the responders' opinions towards the subject under study.

- Close-ended Questions : which are mostly used in this questionnaire, are questions that ask respondents to choose from pre-determined answers. In addition to this type, we have used follow-up questions in the form of clarification such as ‘justify your answer’. This type of questions helps obtaining clear and complete responses to open questions so that, the number of ambiguous responses is reduced.

3.3.2 Description of The Focus Group(s) Questions

The focus group(s) questions consists of nine (09) questions. They are either closed-ended questions requiring from the students to choose „yes” or „no” answers, or to pick up the appropriate answer from a number of choices or open-ended questions requiring from them to give their own answers. Seventy (70) students were randomly chosen among the total number of the second year students’ population (494) at the University of Biskra and we divided them into eight (07) groups, and asked them about their Writing Skill : good, average, poor, and about the most difficult Skill in learning , and if they find difficulties when they write an essay and if they have much time to do the stages of writing

The next question, when they write a piece of writing, do you find your writing coherent and cohesive ,and if their ideas are related to each other logically when they move from one paragraph to another , also we asked about their opinion of what is good writing, the next question , does the teachers of Written Expepression focus their comments on coherence and cohesion or not ; the final question was about the role of the teacher in the classroom and how it should be.

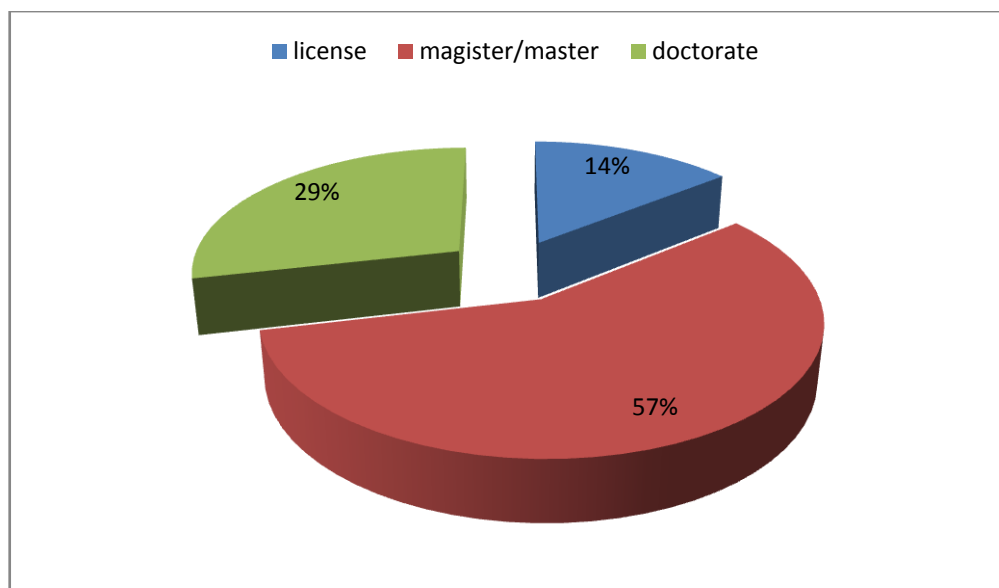
3.4 Analyses of Teachers’ Questionnaire

Section one : General Information

1. What is your degree :

Qualification	Number	Precentage
License	1	14 %
Magister /Master	4	57 %
Doctorate	2	29 %
Total	7	100 %

Table 3.1 : Teachers’ Qualification



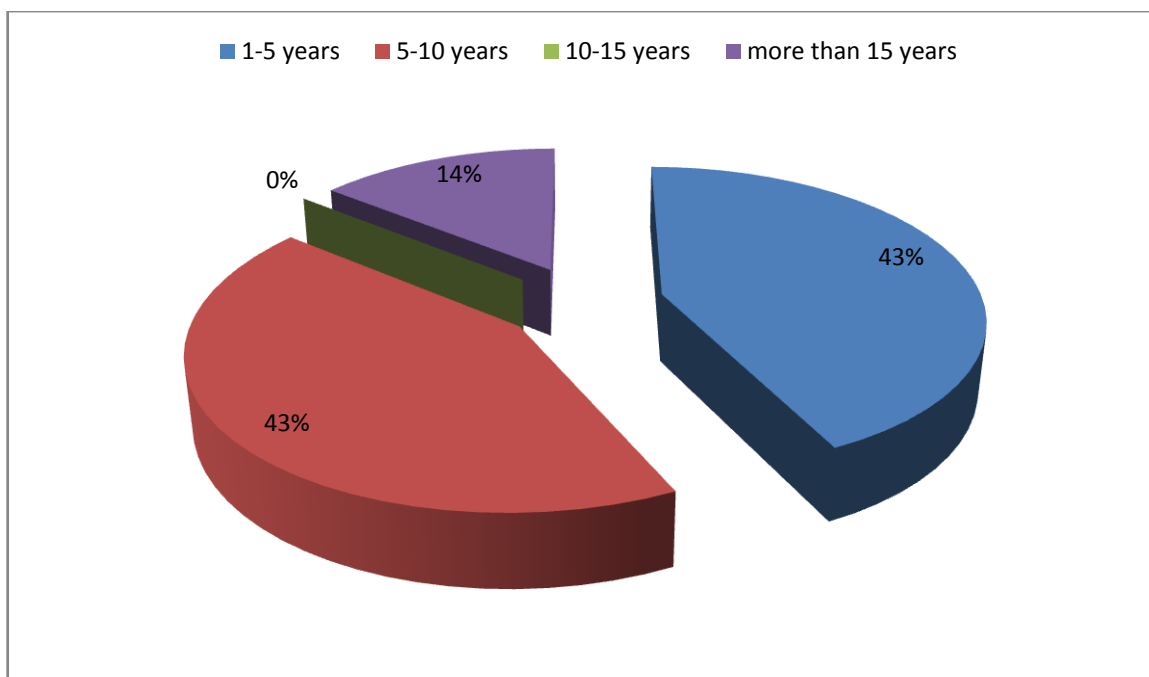
Graph 3.1 : Teachers' Qualification

To know more about the teachers' level, we have asked them about their degrees and qualification. All the teachers have accomplished Magister/Master degree except one teacher who holds license degree and two teachers hold doctorate degree.

2. How many years have you been teaching English at the University ?

Years of teaching English	Number	Percentage
1-5 years	3	43%
5-10 years	3	43%
10-15 years	0	0%
More than 15 years	1	14 %
total	7	100 %

Table 3.2: Number of English Teaching Years



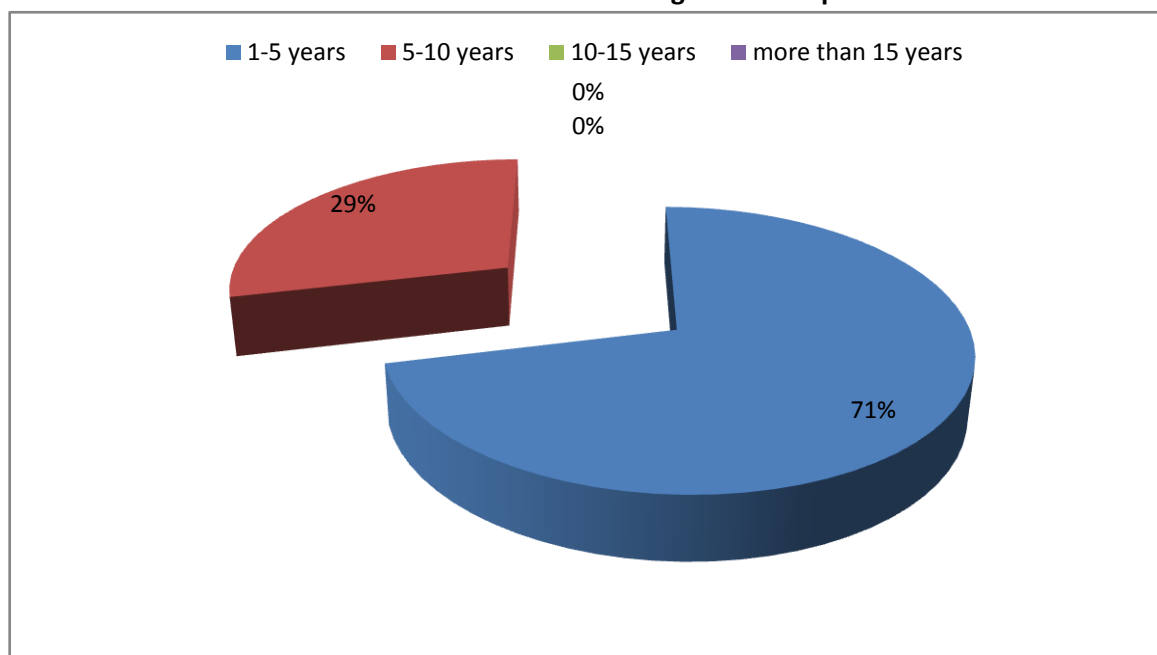
Graph 3.2: Number of English Teaching Years

From the table above, we notice that most teachers have a long experience in teaching English. However, there are others who are still novice teachers. So, we notice that the different levels of students are reflected by teachers' different experience.

3. How long have you been teaching Written Expression course at the University ?

Years of teaching English	Number	Percentage
1-5 years	5	71%
5-10 years	2	29%
10-15 years	0	0%
More than 15 years	0	0 %
total	7	100 %

Table 3.3: Number of Years of Teaching Written Expression.



Graph 3.3: Number of Years of Teaching Written Expression

According to the information in the table above, the majority of teachers (71%) have average experience in teaching writing. They have taught writing an average of 1-5 years; meanwhile only (29%) of them have taught writing more than 5-10 years.

Section Two : Writing Skill

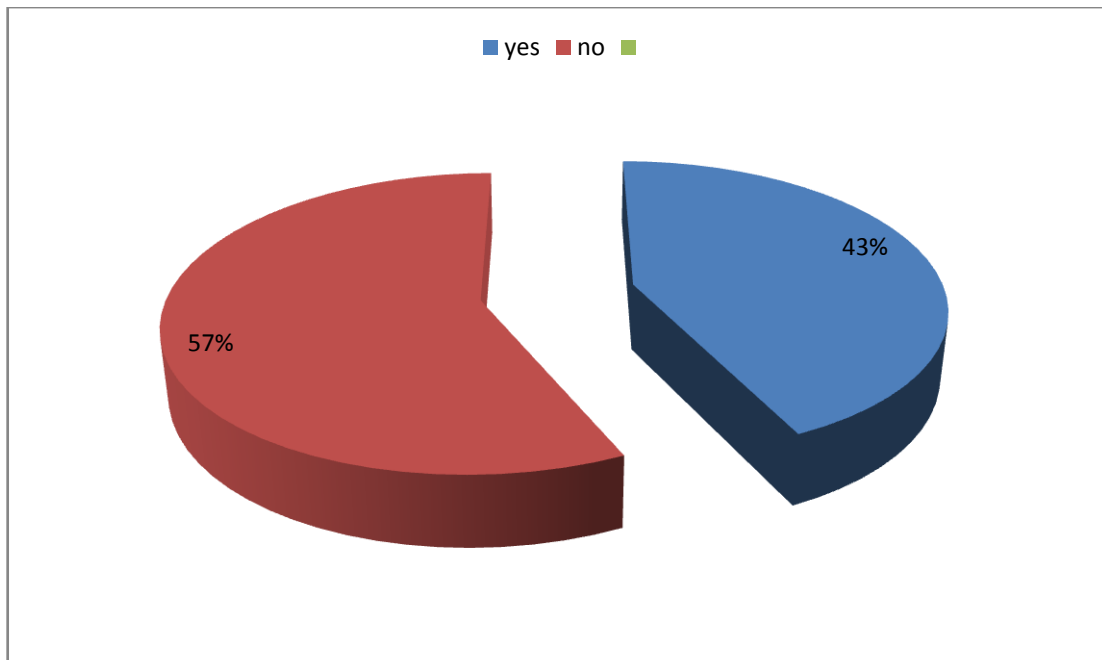
4. Is Writing an easy course to teach , and what are the challenges you face
concerning teaching written expression and students ?

Yes ☐

No ☐

Option	Teachers	Percentage
Yes	3	43%
No	4	57%
Total	7	100%

Table 3.4 : The challenges faced when teaching written expression.



Graph 3.4 : The challenges faced concerning teaching written expression.

Teachers' Explanation

From the table above we noticed that (57%) of teachers said the writing it is not an easy course to teach it, and (43%) of teachers said it is an easy course to teach it. All of comments of the challenges faced concerning teaching written expression as follows :

- It is very difficult to put into practice any type of methods or techniques because of crowded classes. Also, students do not have enough opportunities to write and analyse their written productions.
- Students have the lack of vocabulary, missuse of grammar, and mechanics and ideas.
- Students have lack of interest and low in English proficiency level.
- While teachers practice with their students, it should be to evaluate their writing. It takes time to work with all of them.

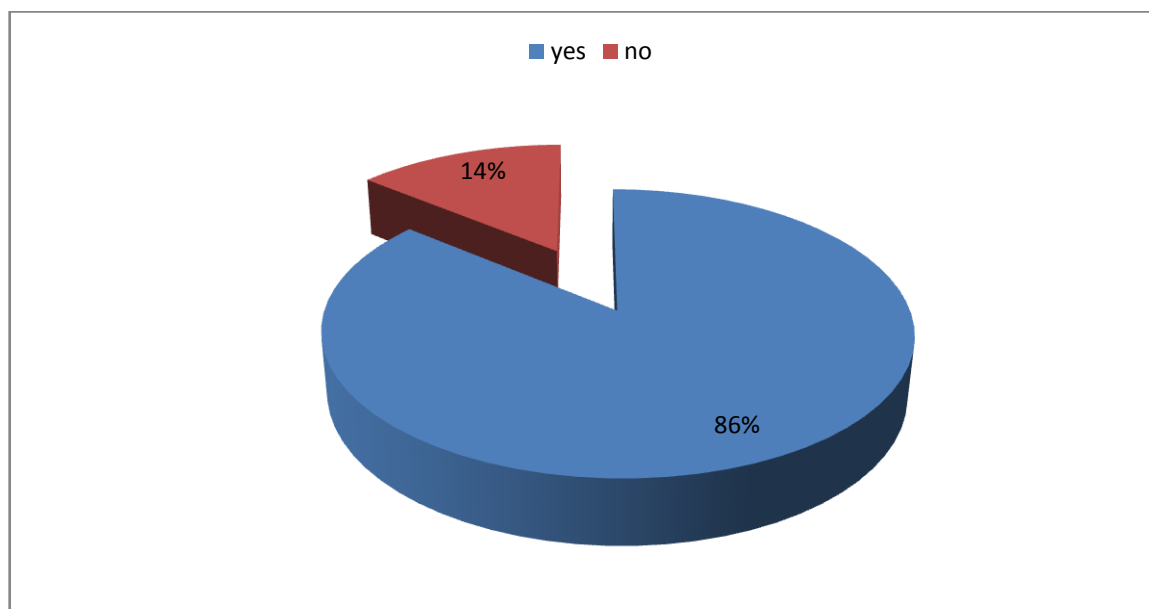
5. Is it difficult for students to master the writing skill ?

Yes ☐

No ☐

Option	Teachers	Percentage
Yes	6	86%
No	1	14%
Total	7	100%

Table 3.5 : Students' problems to master the writing skill



Graph 3.5 : Students' problems to master the writing skill

This question is about the teachers' opinion about the task of writing for second year students", whether it is an easy or a difficult task. Only 14% of the participants said that writing is a difficult task for second year students, the others 86% said that writing is an easy task. The answers to this question revealed that the majority of teachers believe that writing is an easy task though it needs more attention and practice.

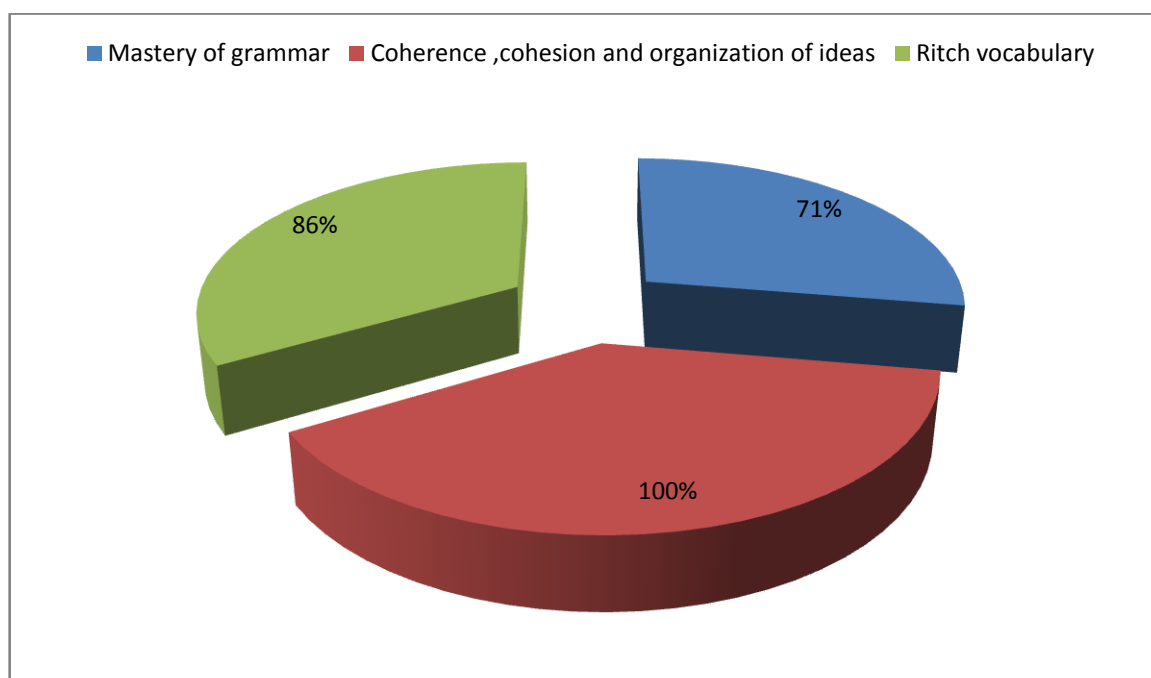
6. Good writing for you is : (you can choose more than one)

- a. Mastery of grammar ☐
- b. Coherence ,cohesion and organization of ideas ☐
- c. Rich vocabulary ☐

Features of good writing	teachers	percentage
Mastery of grammar	4	71%
Coherence ,cohesion and organization of ideas	7	100%
Ritch vocabulary	6	86%

Total	7	100%

Table 3.6: Features of Good Writing



Graph 06 : Features of Good Writing.

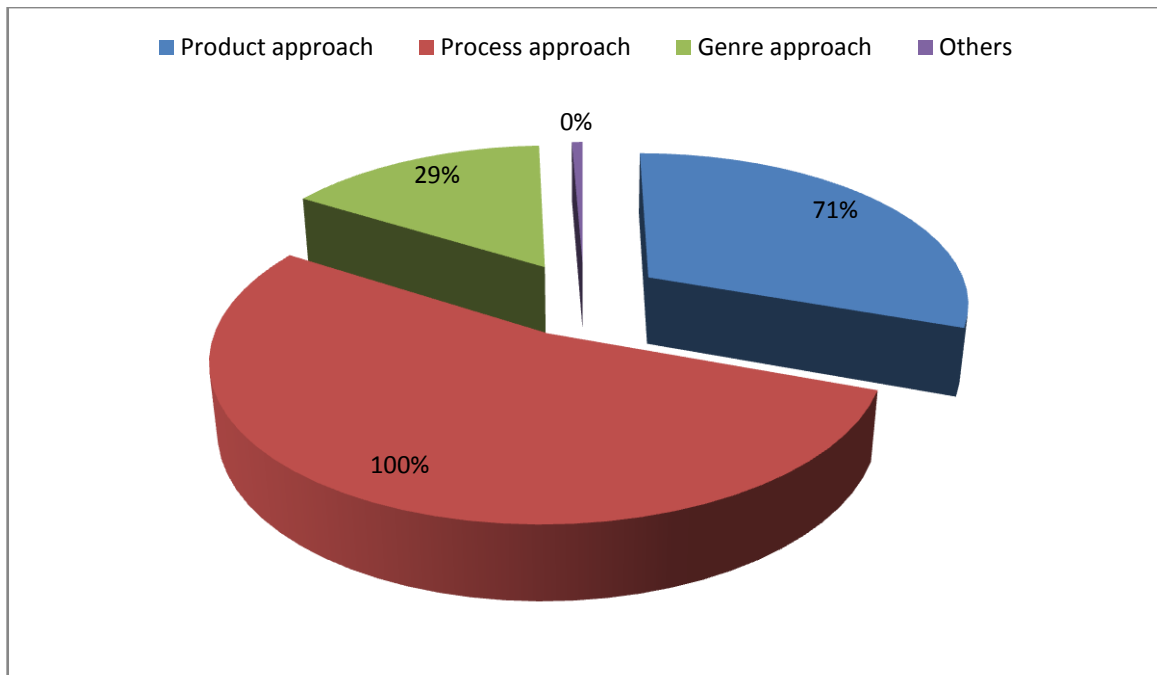
All teachers argue that good writing is the good organisation of ideas, coherence, cohesion and rich vocabulary. Meanwhile 100% of them claim that the mastery of grammar is regarded as a necessary characteristic of good writing.

7. What is the approach you use to teach writing ?

- a. The product approach ☐
- b. The process approach ☐
- c. The genre approach ☐

Approche of teaching	Nubmer	Percentage
Product approach	5	71%
Process approach	7	100%
Genre approach	2	29%
Others	0	00%
Total	7	100%

Table 3.7: Approach of Teaching Writing



Graph 07: Approach of Teaching Writing

Teachers' Explanation

The reported result indicates that the majority of teachers 100% tend to follow the process approach while teaching the written expression course. Teachers explain their choice as follows :

- The two approaches (product and process) are more practical and less complex, and in certain extent, they are fit the local situation.
- Also, teachers follow different steps when proceeding the lecture and usually use a combination of the two approaches depending on the written situation.
- The two approaches are giving a chance to guide their learners along the stage of writing and give a time to revise what is needed.
- Also, it tends to focus more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing.

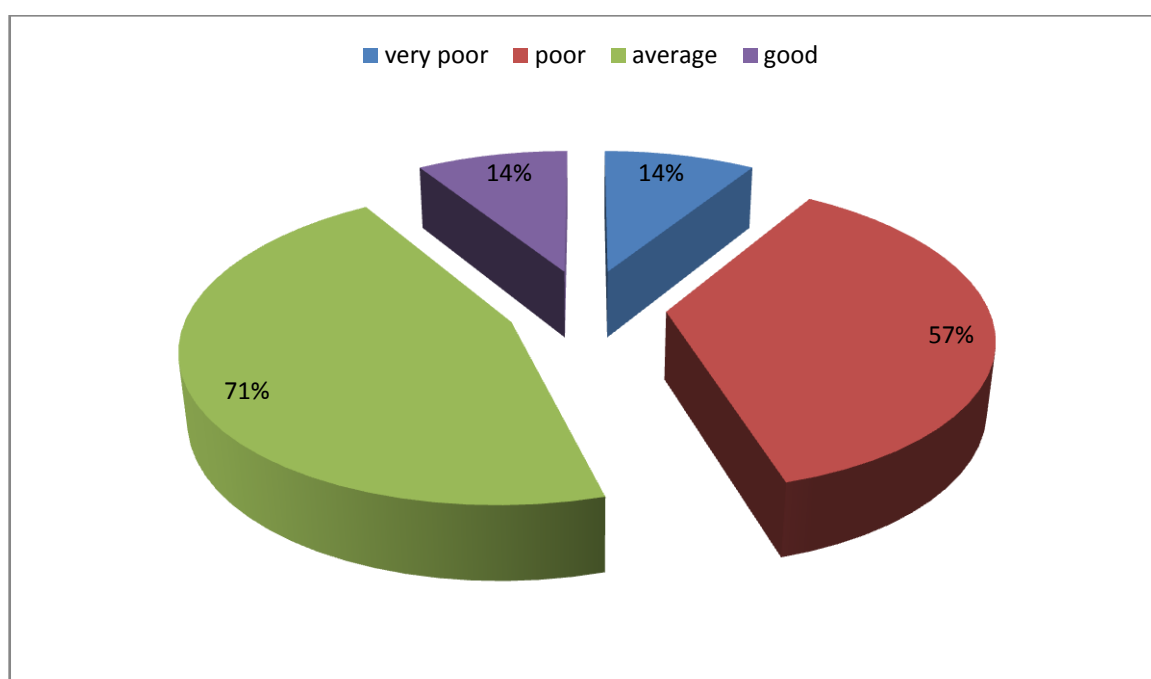
8. How do you evaluate your students' essays?

- a. Very poor ☐

- b. Poor ☐
- c. Average ☐
- d. Good ☐

Level of writing	Numbre	Percentage
Very poor	1	14%
Poor	4	57%
Average	5	71%
Good	1	14%
Total	7	100%

Table 3.8 : Students' level in writing



Gragh 3.8 : Students' level in writing.

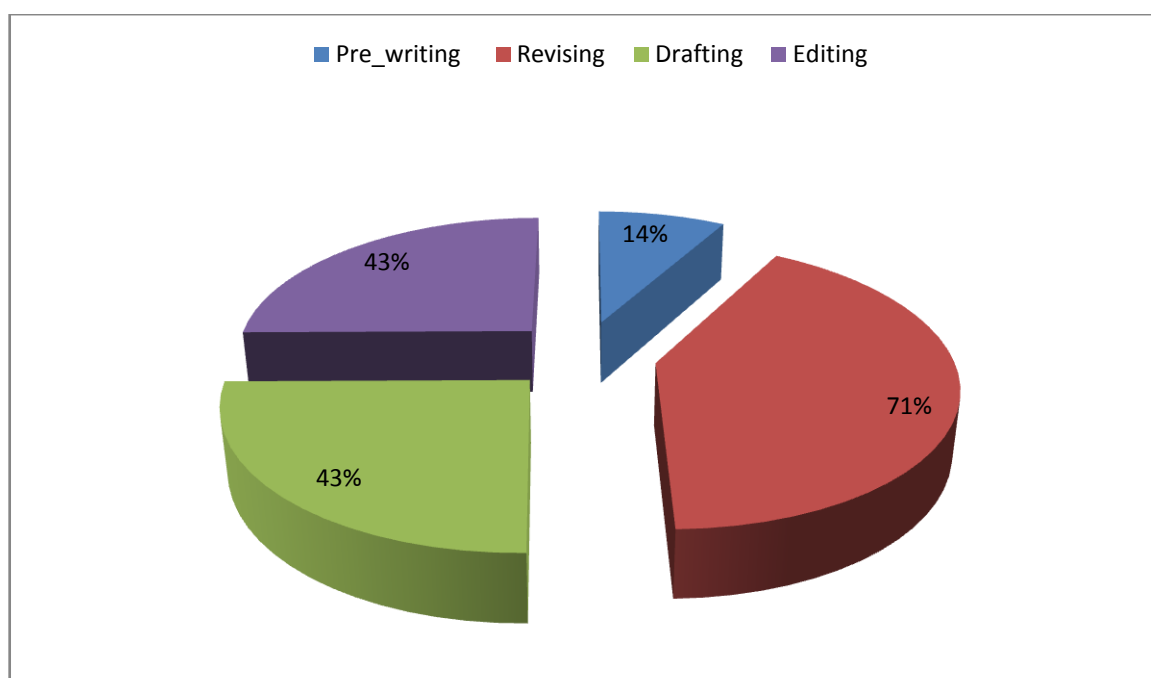
The results show that all teachers have graded their students' essays at the average level; in other words, students' level in writing is relatively accepted.

9. What part of the writing process is difficult for students ?

- a. Prewriting ☐
- b. Revising ☐
- c. Drafting ☐
- d. Editing ☐

writig process	Number	Percentage
Pre_writing	1	14%
Revising	5	71%
Drafting	3	43%
Editing	3	43%
Total	7	100%

Table 3.9: The difficult Part of the Writing Process.



Graph 3.9: The difficult Part of the Writing Process.

Teachers claim that their students face problems with the stages of writing. 71 % of students have problems with revising, while 43% of them face problems with drafting and editing. We conclude that most students have problems with revising, drafting, and editing because they have to organise or re-organise their ideas. Also, They struggle to develop their ideas fluently (poor ideation).

Section Three : Teaching Coherence and Cohesion

1. In your opinion, teaching cohernce and cohesion to students will help them to raise their proficiency in written expression ?

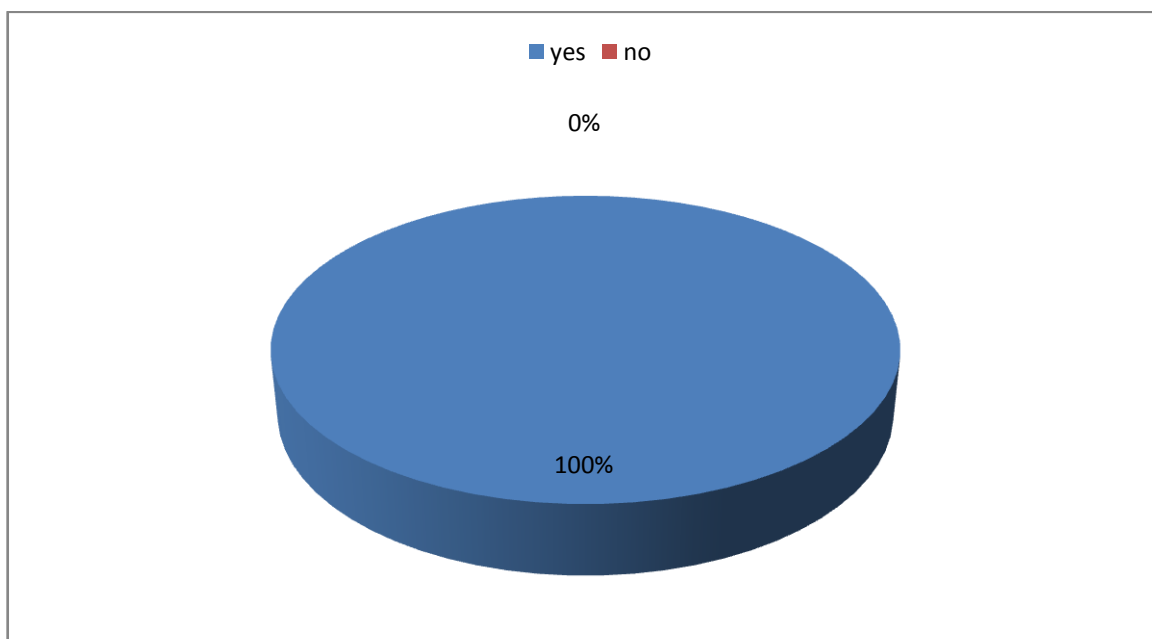
Yes ☐

No ☐

Teaching coherence and	Number	Percentage
------------------------	--------	------------

cohesion		
Yes	7	100%
No	0	00%
Total	7	100%

Table 3.10 : Teaching Coherence and Cohesion .



Graph 3.10 : Teaching Coherence and Cohesion.

All most teachers (100%) argue that we should teach coherence to the students to raise their proficiency in writing.

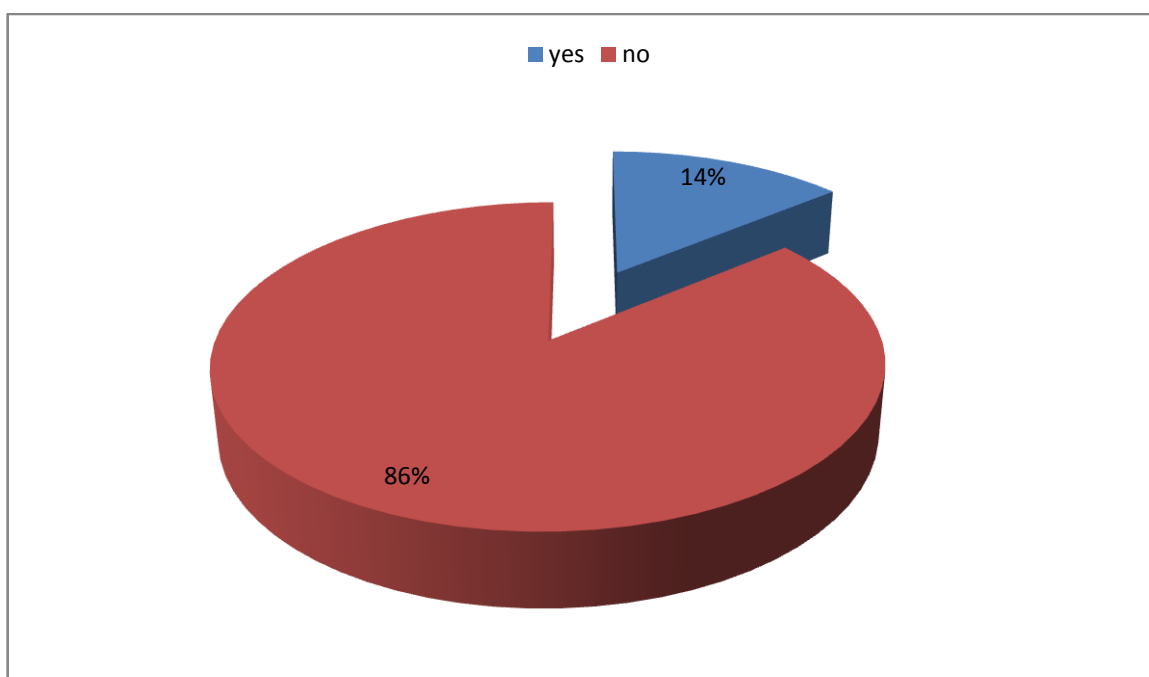
11. When you correct your student's pieces of writing, do you find their writing coherent and cohesive ?

Yes ☐

No ☐

Correction of pieces of writing	Number	Percentage
Yes	1	14%
No	6	86%
Total	7	100%

Table 3.11 : Correction of Students' Pieces of Writing



Graph 3.11 : Correction of Students' Pieces of Writing

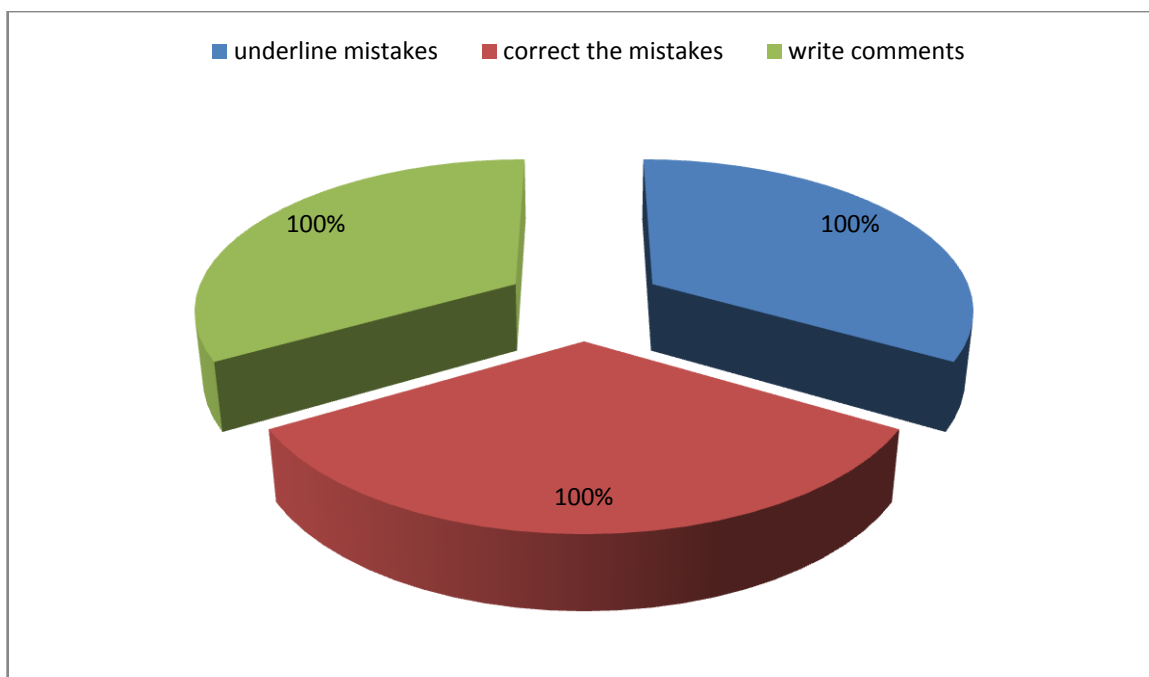
(86%) of the teachers argue that their students do not write coherently and cohesively. However, only (14%) who said that their students write coherently and cohesively.

12. The way of your correction is :

- a. Underline the mistakes ☐
- b. Correct the mistakes ☐
- c. Write comments ☐

When correcting you	Number	Percentage
Underline the mistakes	7	100%
Correct the mistakes	7	100%
Write comments	7	100%
Total	7	100%

Table 3.12 : When the teachers correct students' mistakes.



Graph 3.12 : When the teachers correct students' mistakes.

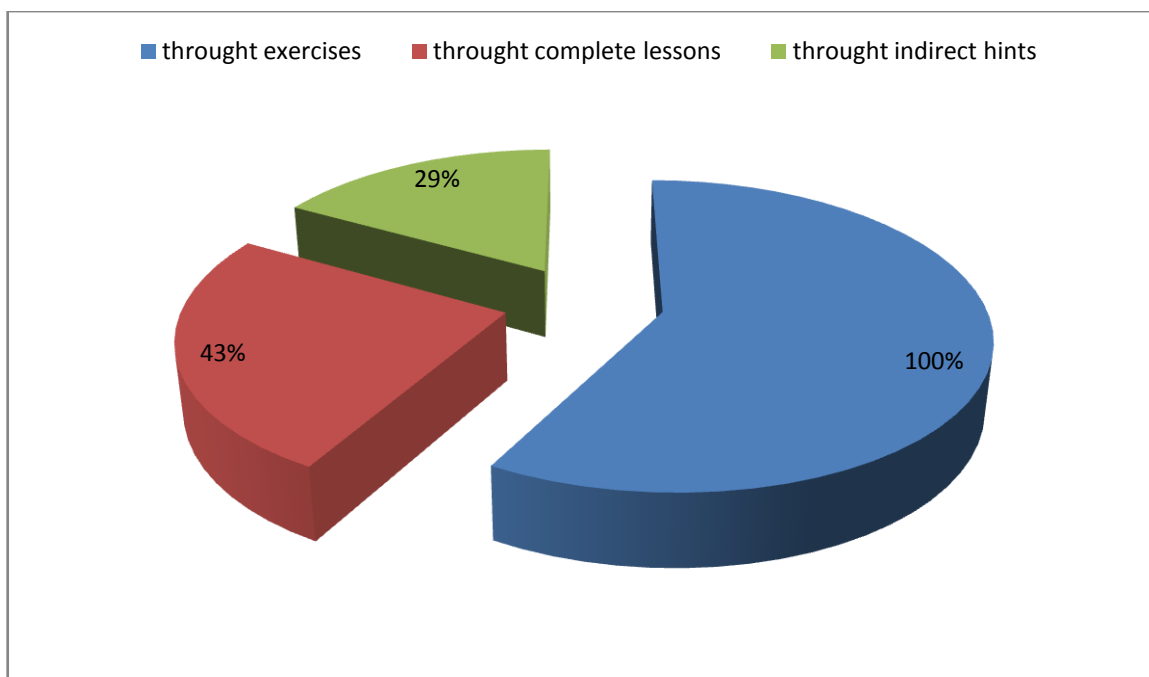
All teachers said that when correcting their students' papers, they use all the three techniques to correct it.

13. How could coherence and cohesion be taught ?

- a. Through exercises ☐
- b. Through complete lessons ☐
- c. Through indirect hints to student's errors ☐

The way we teach coherence and cohesion	Number	Percentage
Through exercises	7	100%
Through complete lessons	3	43%
Through indirect hints to student's errors	2	29%
Total	7	100%

Table 3.13 : The way we teach coherence and cohesion.



Graph 3.13 : The way we teach coherence and cohesion.

(100%) of the teachers suggest that we should teach coherence and cohesion through exercises, and some of them (43%) suggest through complete lessons, while 29% of them suggest that we should teach it through indirect hints.

14. In your opinion, what is the technique that leads students to write coherently and cohesively ?

Most of the teachers (86%) gave us some suggestions, and they are:

- An eclectic approach (or techniques) is quite necessary because the procedure has advantages and drawbacks. However, the product and process approaches are mostly appropriate for writing in a non-native language.
- Students have to know how to maintain the logical order of their topic through the correct use of connectors.
- A mastery of coherent and cohesive devices will surely help them in writing.
- Students need to frequently practice writing and revise their drafts for better productions. They need to think logically and focus on one point.

- Teachers also, suggest reading books and more practice.
- Students need better grasp of the writing process. In addition, practice is the best way to have a good writing.

3.5 Discussion of The Results

To sum up, we observe from the results drawn from the teachers' questionnaire that teachers' experience in teaching is very limited, especially in teaching written expression. It can also be noticed that teaching coherence and cohesion are an aim for many teachers to obtain better results, concerning students' writing. However, only few teachers are not interested in the approach. Most teachers' think that writing is not impossible for students to acquire it and some of them think that it is difficult and the major cause of their errors in writing is due to the fact that they do not know how to organize their ideas, and that their vocabulary is very poor. They all claim that we should teach them coherence and cohesion to raise their proficiency in writing through exercises.

- Teachers believe that good writing is featured by the mastery of grammar, coherence, organisation of ideas, and rich vocabulary. They also claim that their students are not motivated to write all the time and it is the role of the teacher to enhance the whole process. Most of teachers tend to teach with the product and the process approaches, while, teaching the written expression course because, according to their explanation, it focuses more on the varied classroom activities and promote the development of language use. They claim that their students face problems with stages of writing
- Especially revising, drafting, and editing because the students have to order and organize with their ideas. Most teachers correct their students' papers through a process of underlying the mistakes, correct the mistakes and writing comments. None of them have stated how to teach coherence and cohesion; they gave us only some basic instructions about teaching writing in general.

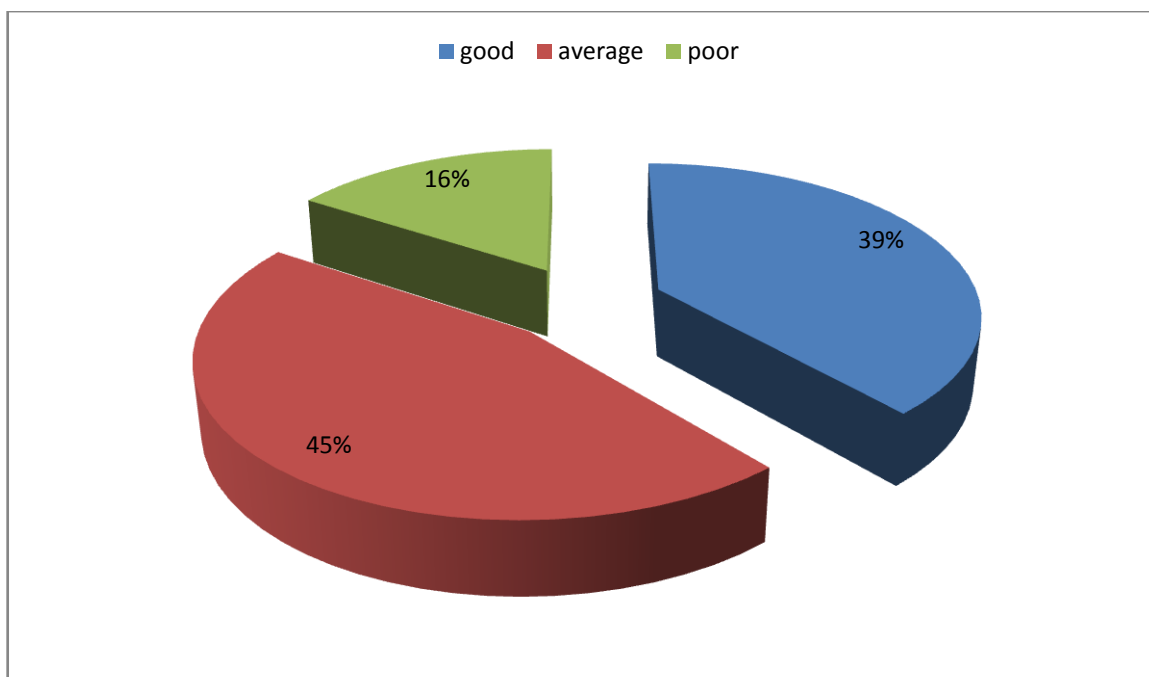
3.6 The Focus Group(s) Analyses

15. How do you feel about your writing skill ?

- a. Good
- b. Average
- c. Poor

Option	Participants	Percentage
Good	27	39%
Average	32	45%
Poor	11	16%
Total	70	100%

Table 3.15: Students perception of their level.



Graph 3.15: Students perception of their level.

Table 15 shows that (45%) of the students have an average level in English, whereas, (27%) of the students are good in the speaking skill. While, (16%) of them are poor in speaking the English language.

16. In your opinion, what skill in learning a language is the most difficult ?

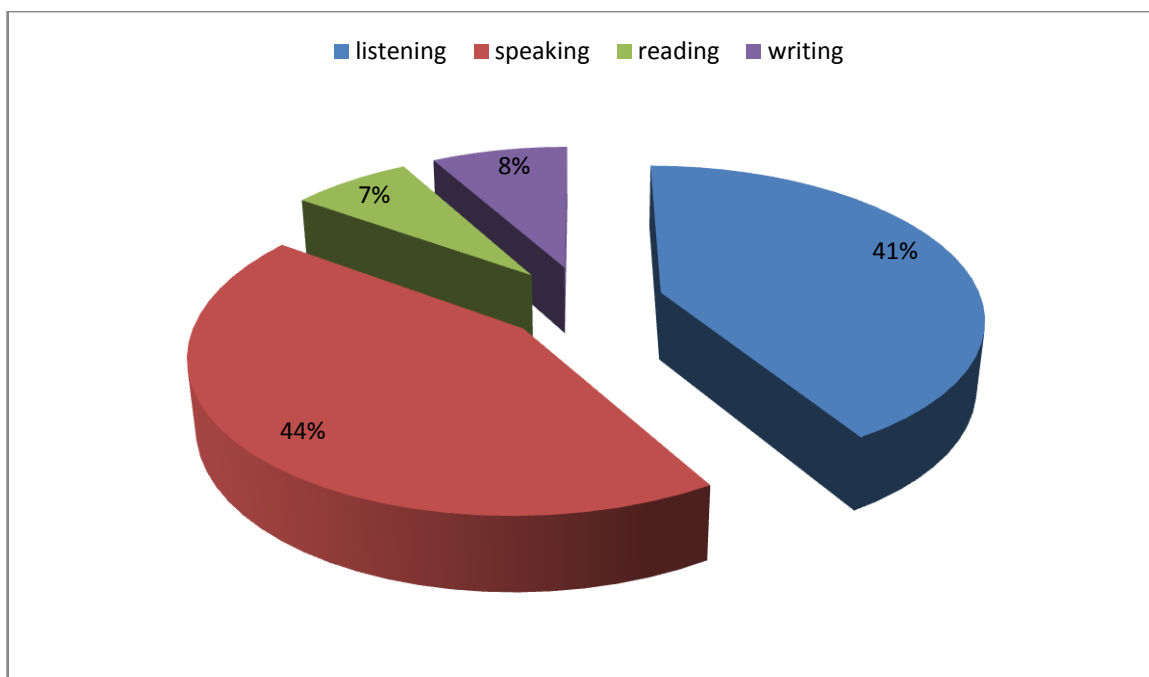
- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Option	Participants	Percentage
Listening	29	41%
Speaking	30	44%
Reading	5	7%
Writing	6	8%
Total	70	100%

Table 3.16:

on Learning the Skills

Emphasis



Graph 3.16: Emphasis on Learning the Skills.

The table above indicates that (44%) of the respondents preferred to master the speaking skill; others, (41%) stated that they wish to master the listening skill, while some of them (8%) respondents wish to master the writing skill. The near percentage (7%) likes to master the skill of reading.

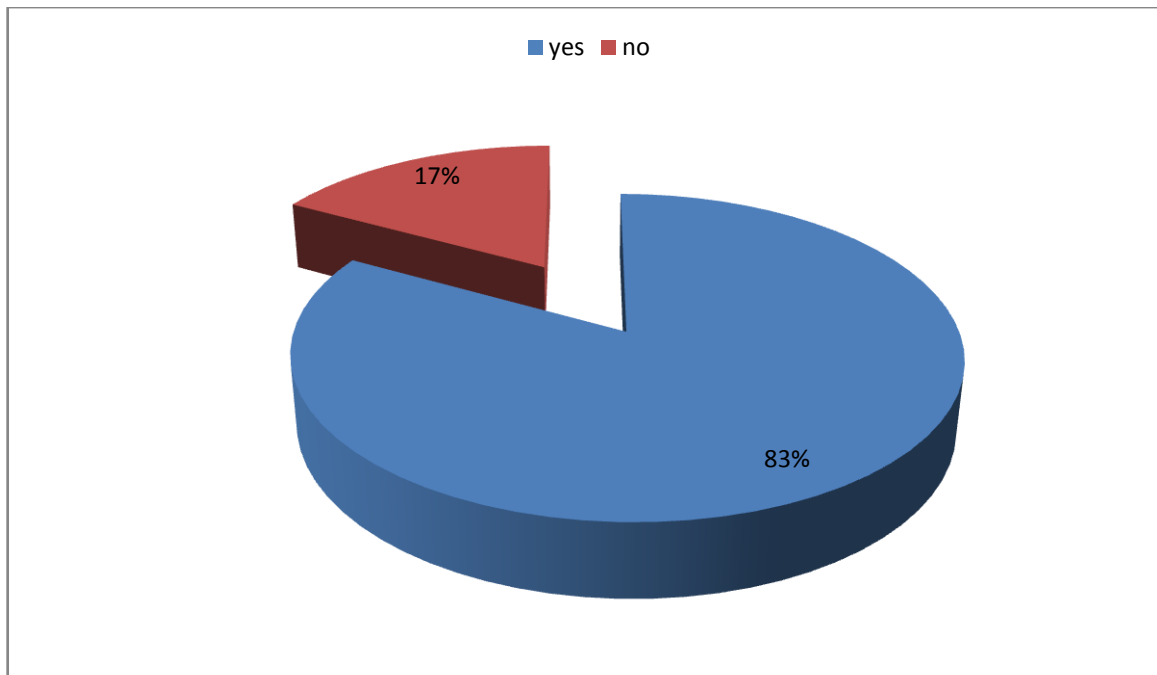
17. Do you find difficulties when you write an essay ?

Yes

No

Option	Participants	Percentage
Yes	58	83%
No	12	17%
Total	70	100%

Table 3.17: Students' difficulties in writing essay.



Graph 3.17: Students' difficulties in writing essay.

The table above indicates that (83%) of the most students' respondents preferred that they have difficulties when they write an essay and some of students' respondents (17%) they indicate that they didn't have any difficulties.

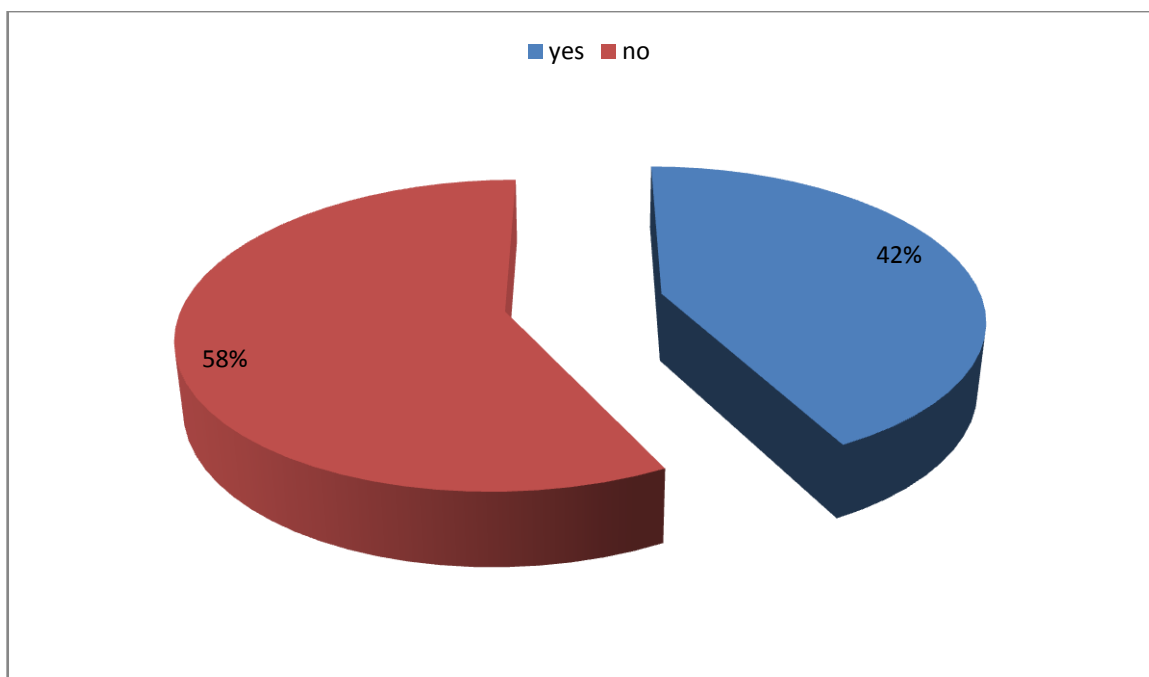
18. Do you have much time to do the stages of writing ?

Yes

No

Option	Participants	Percentage
Yes	30	42%
No	40	58%
Total	70	100%

Table 3.18: The time spent to do the stages of writing.



Graph 3.18: The time spent to do the stages of writing.

The table above indicates that (42%) some of students' respondents preferred that they have times to do the stages of writing and the most of students' respondents (58%) they indicate that they have not time to do stages of writing.

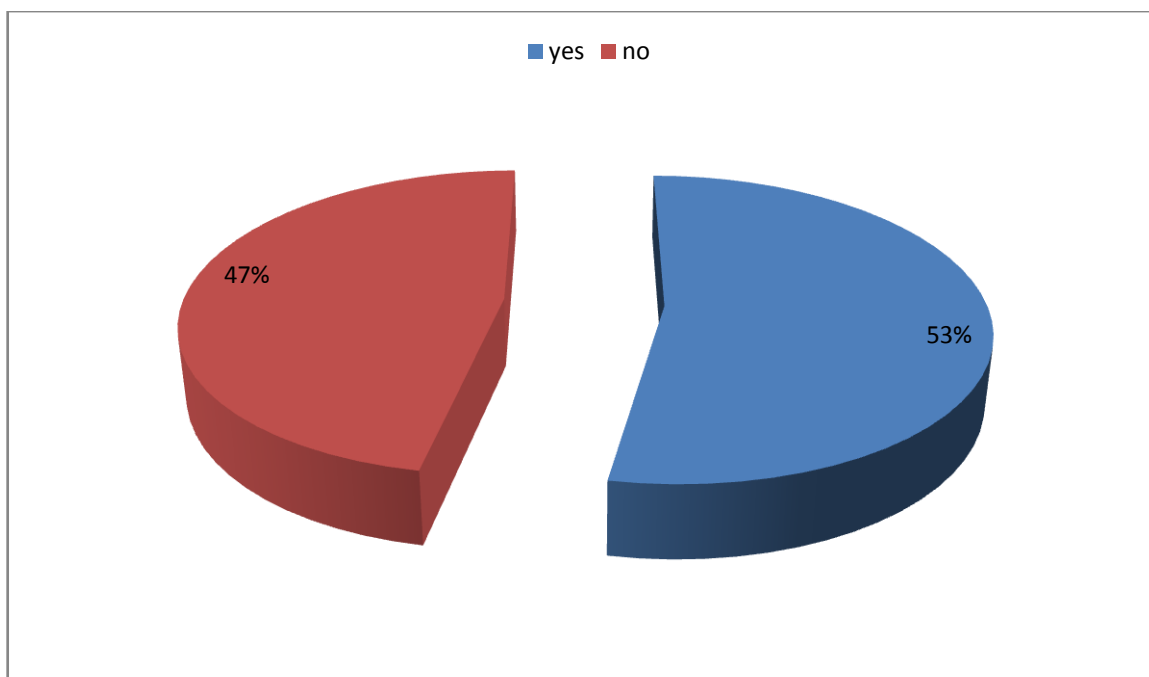
19. When you write a piece of writing, do you find your writing coherent and cohesive ?

Yes.....

No

Option	Participants	Percentage
Yes	37	53%
No	33	47%
Total	70	100%

Table 3.19 : Writing coherently and cohesively.



Graph 3.19 : Writing coherently and cohesively.

The table above indicates that (53%) of some students' respondents preferred when they write a piece of writing, they find their writing coherent and cohesive and some of students' respondents (47%) they didn't find their writing coherent and cohesive.

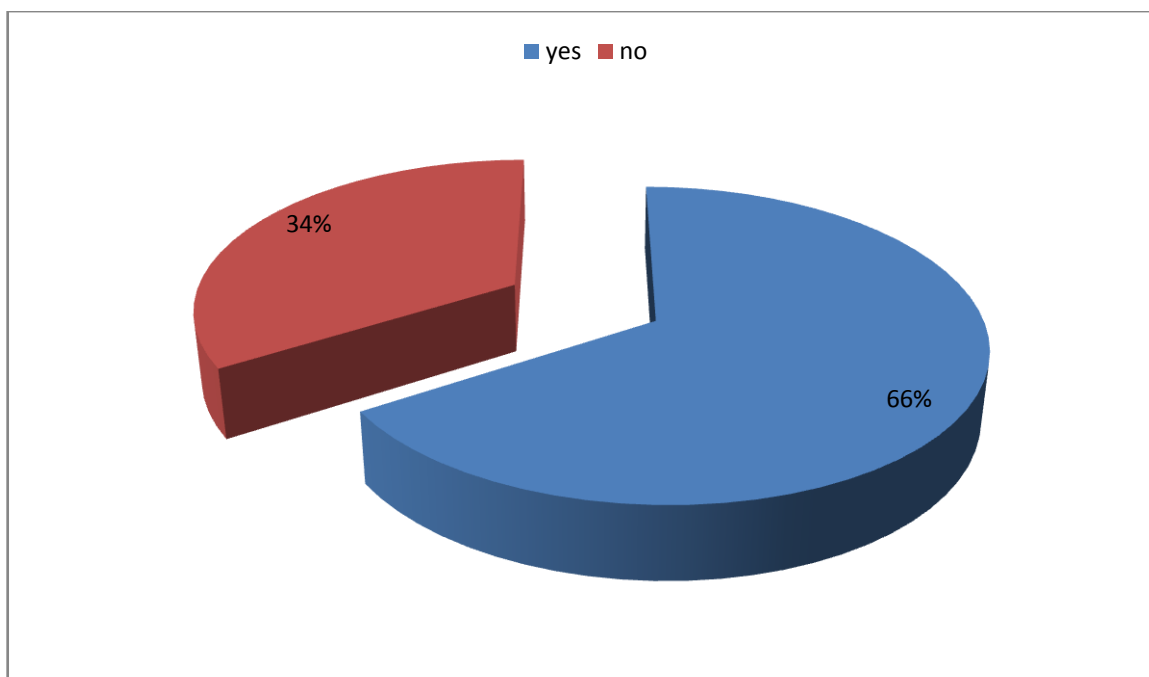
20. Do you think that your ideas are related to each other logically when you move from one paragraph to another ?

Yes

No

Option	Participants	Percentage
Yes	46	66%
No	24	34%
Total	70	100%

Table 3.20 : Students' ideas are related to each other logically when they move from one paragraph to another.



Graph 3.20 : Students' ideas are related to each other logically when they move from one paragraph to another.

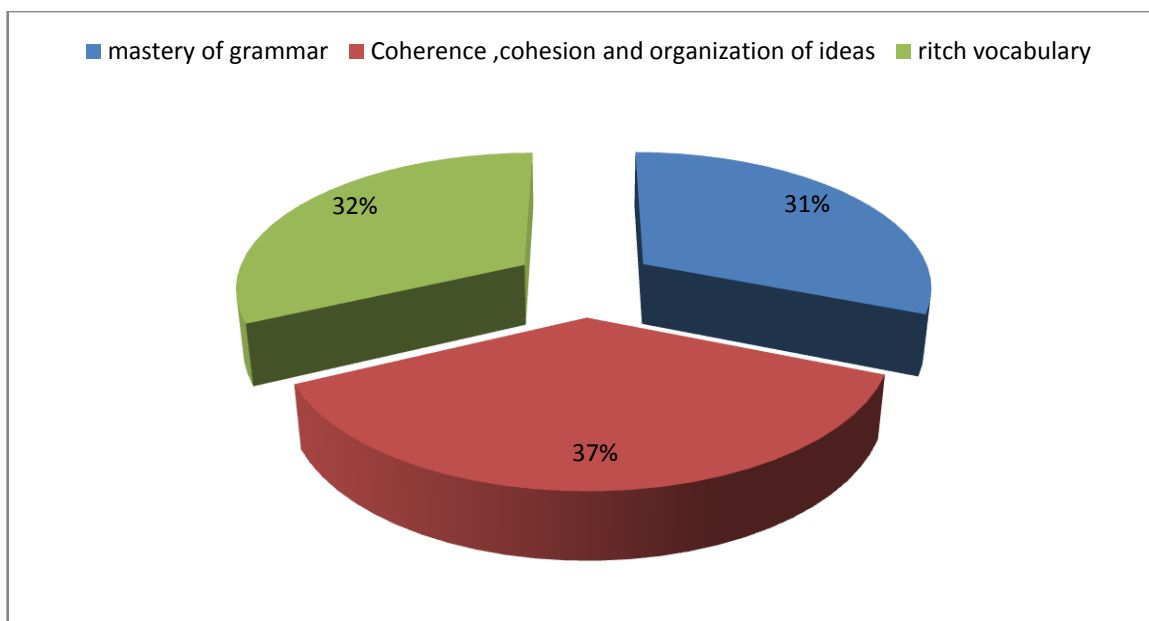
The table above indicates that (66%) of students' respondents think that their ideas are related to each other logically when they move from one paragraph to another and some of students' respondents (34%) they didn't find their ideas are related to each other logically.

21. Good writing for you is : (you can choose more than one)

- a. Mastery of grammar ☐
- b. Coherence ,cohesion and organization of ideas ☐
- c. Ritch vocabulary ☐

Good writing	Number	Percentage
Mastery of grammar	22	31%
Coherence ,cohesion and organization of ideas	26	37%
Ritch vocabulary	23	32
Total	70	100%

Table 3.21 : Good writing for students.



Graph 3.21 : Good writing for students.

The table above indicates that (37%) of students' respondents think that, the good writing for them it throught mastery Coherence ,cohesion and organization of ideas and the athers students' respondents (32%) (31%) the good writing to them it throught mastery grammar and ritch vocabulary.

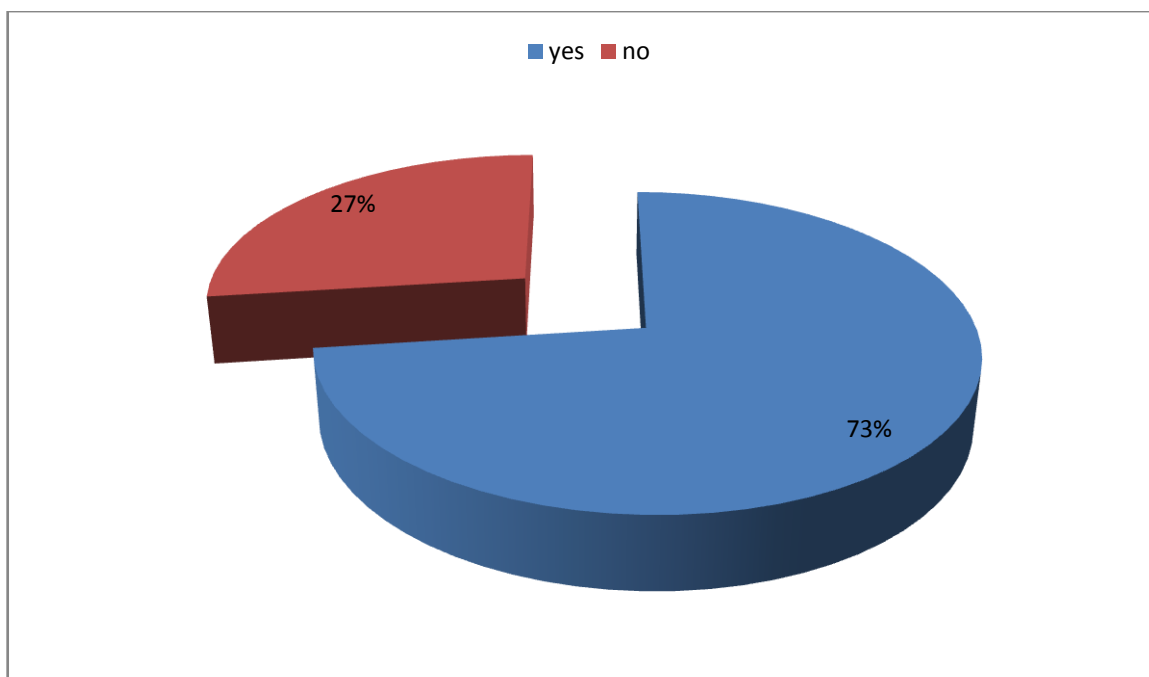
22. Does the teachers of written expression focus their comments on coherence and cohesion or not ?

Yes

No.....

Options	Participants	Percentage
Yes	51	73%
No	19	27%
Total	70	100%

Table 3.22 : The teachers of written expression focus their comments on coherence and cohesion or not.



Graph 3.22 : The teachers of written expression focus their comments on coherence and cohesion or not.

The table above indicates that (73%) of students' respondents think that, the teacher of written expression focus their comments on coherence and cohesion and the others students' respondents (27%) the teacher of written expression does not focus their comments on coherence and cohesion.

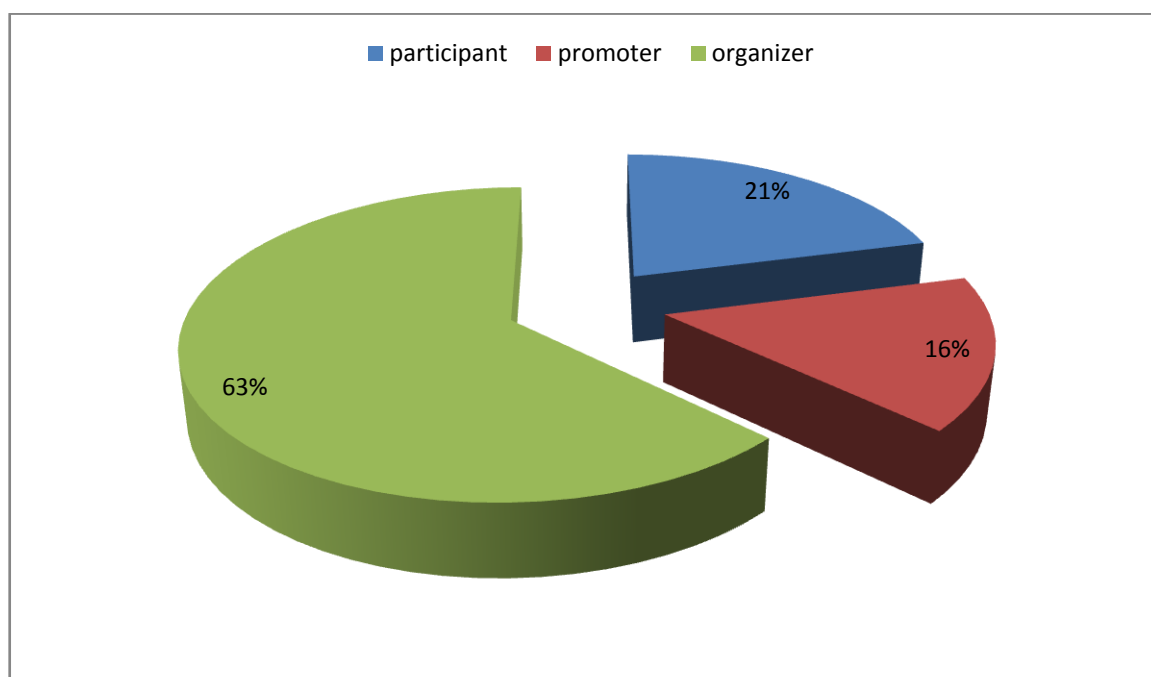
23. Do you think that the role of the teacher in the classroom should be?

- Participant (teacher participates when it is necessary in order to provide the learners with feedback and correct mistakes) .
- Promoter (teacher lets the learners work by themselves in order to encourage them to writing) .
- Organizer (teacher provides to the learners with variety of activities in order to involve them, gives them ideas, and information, telling them how they are going to do the activity and puts them into groups or pairs) .

Option	Participants	Percentage
Participant	15	21%
Promoter	11	16%

Organizer	44	63%
Total	70	100%

Table 3.23 : The role of the teachers in classroom.



Graph 3.23 : The role of the teachers in classroom.

From the table above we can observe that (63%) describe their teacher as an organizer. (21%) see their teacher as participant. (16%) they consider as promoter.

3.7 Discussion of Results

In background information, the student's responses reveal that the random sample of 70 students which lead us to get the expected results. The results obtained from the questionnaire show the awareness of students of the importance of coherent and cohesive devices in constructing their essays, but the majority of them have difficulties to deal with some devices. The results of the two first questions are interesting too because, the students chose to study English language. So, their responses are very important because they may be interested in answering the questions and have an experience, in comparison with that of those who were obliged to study English.

Most students are interested in speaking and listening skills and they were not interested in writing skill because, they find difficulties when they write an essay. Also, half of students didn't have much time to do the stages of writing. All students find their pieces of writing it is not coherently and cohesively and their ideas aren't related to each other logically when they move from one paragraph to another. The good writing for them is mastery of grammar, coherence, cohesion, organization of ideas, rich vocabulary. The most of students said that the teachers of written expression did not focus their comments on coherence and cohesion and they think that the teachers' role in the classroom is an organizer in the first place and is participant, promoter in the second place.

Conclusion

Statistical analysis has indicated that a significant positive linear exists between student"s use of coherence and cohesion and writing skill. According to the focus goroup(s) questions results, students do not know how to write coherently and cohesively and teachers do not give them much support to acquire this proficiency. Therefore, it is advocated that coherence and cohesion should be included in the writing syllabus at the University, so that it could be developed in order to increase students' writing. Eventually, writing proficiency as well as English proficiency in general would be enhanced.

Recommendations

On the basis of the results obtained, some recommendations are suggested to help teachers to ameliorate the quality of students' essays in terms of lexical cohesion:

- Coherence and cohesion should be taught explicitly in order to ensure that students have understood its role and how each type can contribute in building the essays texture, because majority of students think that unity of text can only achieved through the use of conjunctions and transitional words.

- Coherence and cohesion have to be practiced through different activities not only through essay writing; students should be able to manipulate these devices before they are asked to apply them in writing.

- The feedback practices employed by the essay writing lecturers should combine both types of oral and written feedback, be promptly given to students, be critical and constructive in nature to challenge students and help them develop the different cohesion and coherence skills.

- teachers should be encouraged their students to write coherently and cohesively through the gratification of psychological support and positive evaluation.

General conclusion

Writing Skill it is one of highly complex and difficult for EFL learner's to master and achieve it, writing play an important role in foreign language teaching and learning, for that reason, teachers usually follow a certain order; listening, reading, speaking and then writing. Differences between spoken and written language would provide a justification for the importance of coherence and cohesion in writing.

In this research, we noticed students' second year when write an essay, they did not know to write coherence and cohesion paragraphs to make their essay more formal and logical linking of parts and sentence the whole of essay. In addition of that, these two essential elements it's lead to facilitate textual continuity. Learners they need to know how to use coherence and cohesion very well in order to solve all writing difficulties and problems, we try to teach them some helpful techniques and strategies to enhance their writing quality.

The analysis of teachers' questionnaire and the focus group showed that the importance of coherence and cohesion devices are an appropriate technique that should be practiced in EFL classes to produce formal and unified essays. Also, it showed that some of the students fail to employ all the strategies of writing coherently and the types of cohesive devices in their essays, and they still have problems in dealing with other devices. The questionnaire supports the results of the focus group and asserts that students' problems lie mainly in the appropriate employment of vocabulary. Learners showed that the role of the teacher of Written Expression Course should be as organizer by providing them with feedback and correct their mistakes; in addition, the teacher helps the learners to understand how to use it an appropriately.

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Teacher's Questionnaire

The Importance of Cohesion and Coherence in Enhancing EFL Learner's Writing Skill

Dear teachers,

You are kindly requested to fill in this questionnaire of our dissertation which is about « The Importance of Cohesion and Coherence in Teaching Writing ». It aims at finding new techniques to enhance all problems of Writing Skill. We would like to thank you in advance for your cooperation and the time devoted to answer our questionnaire.

"Please put the tick mark (✓) in the front of the right choice or fill in information when necessary".

Section one : General Information

10. What is your degree :

- a. License ☐
- b. Magister /Master ☐
- c. Doctorate ☐

11. How many years have you been teaching English at The University ?

1-5 Years	5-10 Years	10-15 Years	More than 15 Years

12. How long have you been teaching Written Expression course at The University ?

1-5 Years	5-10 Years	10-15 Years	More than 15 Years

Section Two : Writing Skill

13. Is Writing an easy task to teach , and what are the challenges you face concerning teaching written expression and students ?

- Yes ☐
- No ☐

Please explain ?

.....

.....

.....

14. Is it difficult for students to master the writing skill ?

Yes ☐

No ☐

15. Good writing for you is : (you can choose more than one)

d. Mastery of grammar ☐

e. Coherence ,cohesion and organization of ideas ☐

f. Ritch vocabulary ☐

Others, please specify :

.....

16. What is the approach you use to teach writing ?

d. The product approach ☐

e. The process approach ☐

f. The genre approach ☐

Others please specify :

.....

Explain your choice please :

.....

.....

17. How do you evaluate your students' essays?

e. Very poor ☐

f. Poor ☐

g. Average ☐

h. Good ☐

18. What part of the writing process is difficult for students ?

- e. Pre_writing ☐
- f. Revising ☐
- g. Drafting ☐
- h. Editing ☐

Section Three : Teaching Coherence and Cohesion

19. In your opinion, teaching coherence and cohesion to students will help them to a raise their proficiency in written expression ?

- Yes ☐
- No ☐

20. When you correct your student's pieces of writing ,do you find their writing coherent and cohesive ?

- Yes ☐
- No ☐

21. The way of your correction is :

- d. Underline the mistakes ☐
- e. Correct the mistakes ☐
- f. Write comments ☐

22. How could coherence and cohesion be taught ?

- d. Throught exercises ☐
- e. Throught complete lessons ☐
- f. Throught indirect hints to student's errors ☐

23. In your opinion,what is the technique that lead students to write coherently ?

.....

.....

Thank you for your cooperative

The focus group(s) questions

24. How do you feel about your writing skill ?

d. Good

e. Average

f. Poor

25. In your opinion, what skill in learning a language is the most difficult ?

e. Listening

f. Speaking

g. Reading

h. Writing

26. Do you find difficulties when you write an essay ?

Yes

No

27. Do you have much time to do the stages of writing ?

Yes

No

28. When you write a piece of writing, do you find your writing coherent and cohesive ?

Yes.....

No

29. Do you think that your ideas are related to each other logically when you move from one paragraph to another ?

Yes

No

30. Good writing for you is : (you can choose more than one)

g. Mastery of grammar ☐

h. Coherence ,cohesion and organization of ideas ☐

i. Rich vocabulary ☐

Others, please specify :

.....
.....

31. Does the teacher of written expression focus their comments on coherence and cohesion or not ?

Yes

No.....

32. Do you think that the role of the teacher in the classroom should be?

d. Participant (teacher participates when it is necessary in order to provide the learners with feedback and correct mistakes) .

e. Promoter (teacher lets the learners work by themselves in order to encourage them to writing) .

f. Organizer (teacher provides to the learners with variety of activities in order to involve them, gives them ideas, and information, telling them how they are going to do the activity and puts them into groups or pairs) .

ملخص

اساتذة التعبير الكتابي غالبا ما يبحثون عن ما قد يساعد الطلاب على إنتاج مقالات مترابطة ومتماسكة. وتهدف هذه الدراسة إلى التعرف على الدور الهام لالتماسك والتلاحم في خلق مقالات موحدة . والتأكد من وعي طلبة السنة الثانية لأهمية هذه الروابط أثناء الكتابة. وبالتالي ، تم الافتراض بأن الاستخدام المناسب لأدوات التماسك والتلاحم من شأنه أن يحسن مقالات الطلاب. تم تقييم هذه الفرضية من خلال منهجيّ البحث الوصفية عن طريق تنظيم عدة مقابلات مع الطلاب واستبيان للأساتذة. والهدف من طريقة تنظيم تلك المقابلات مجموعة مع الطلبة من أجل دراسة مدى استخدام الطلبة للترابط والتماسك في مقالاتهم والمشاكل التي تواجههم أثناء التعامل مع هذه العناصر. الاستبيان تم استخدامه لاستطلاع آراء الأساتذة تجاه هذه المسألة. وكشفت النتائج المتحصل عليها أن الطلاب يدركون أهمية العنصرين لبناء مقالاتهم، لكنهم فشلوا في خلق توازن في وتيرة هذه الأجهزة. وبالإضافة إلى هذا التباين هناك سوء استخدام العديد من الروابط.