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Discourse Analysis of Grammatical Cohesion
in Students Writing

The Case of Second Year Students at Mila University Center

A Dissertation Submitted in Partial Fulfillments for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

To my beloved father soul and my lovely mother

To the dearest persons to my life no word can describe my love to you

Thank you so much for everything you have given to me

I appreciate your support, thank you for your encouragement.

I dedicate my work for both of you

*To the most beautiful women I have ever met “**Saliha**” my success is the result of your
sacrifice*

*I would like to express the deepest appreciation to my sisters “**Amina, Faouzia and Rihab**”
and my brothers “**Imad, Ishak and Hamza**” who helped me a lot. Thank you for your motivation*

*To my bestie and my partner “**Imane Lezzar**”*

Wiam

Dedication

I dedicate this modest work to my beloved father soul

To my precious mother Fatima for her help, love, and moral assistance throughout

my whole studies and life

To my dear sisters and brothers

To all my beloved nieces and nephews

To all my friends

To all who were there for me, thank you for your help and encouragement

*To my friend and my partner “**Wiam Zemieche**”*

Imane

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In the name of Allah, we deeply believe that nothing can be accomplished without Allah's will



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Great thanks to our families

Abstract

Grammatical cohesive devices are one aspect, which helps to achieve cohesion in any written discourse, in which they strengthen the piece of writing. The study aims at (1) investigating the frequent grammatical cohesive devices used by second year English students during their production of essays. (2) The study seeks to find whether students are aware of the different grammatical cohesive ties and therefore construct cohesive essays. To probe into the subject a hypothesis is set: if students know grammatical cohesive devices, they would construct cohesive essays. To check this hypothesis, students' questionnaire as well as a test used to gather data. The two tools are directed to second year English Students', in the department of foreign languages, at Abdelhafid Boussouf University Center-Mila. The findings offer a picture on students' prerequisite knowledge and the use of cohesive devices. They know conjunctions and they use demonstrative reference device, yet ellipsis and substitution are rarely used. They use some cohesive devices and misuse others. Briefly, the wrong use of cohesive devices creates incohesive essays. Reaching such a conclusion allows us to state that the hypothesis is confirmed.

Key words: Discourse, Discourse Analysis, Cohesion, Grammatical Cohesion, Grammatical Cohesive Ties.

List of Abbreviations

A: Adverbial

E.g.: Example

etc: Et Cetera

EFL: English as Foreign Language

LMD: Licence-Master-Doctorat

O: Object

Q : Question

S: Subject

V: Verb

%: Percentage

(0): Ellipsis

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Résumé

General Introduction

1. Statement of the Problem

Halliday and Hasan (1976) are among the researchers who worked on Cohesion in English and emphasized the necessity of using discourse devices such as grammatical ties by students in order to write cohesive essays. The effect of discourse analysis is very strong since it provides us with cohesive devices that are used as a structure of analysis to investigate grammatical cohesion in writing which is used to strengthen any discourse and make it cohesive.

Researchers such as Halliday and Hasan (1976) see that using grammatical ties makes the text more cohesive, and in order to understand any discourse, it must achieve Cohesion. Teachers noticed that students who do not know how to use grammatical ties will fail in constructing a correct cohesive essay. Students have problems with the use of grammatical cohesive ties, in general, and writing cohesive essays, in particular. Furthermore, students who do not use grammatical cohesive devices while writing find difficulty in constructing cohesive essays.

Aims of the Study

The aims of this research work are two folds:

(1) Checking if students are aware of using grammatical ties and know their effects on student's writing.

(2) Seeing if students use these cohesive devices while writing.

2. Research Questions

_What are the most frequent grammatical cohesive devices used by second year English students during their production of essays?

_ Do students who are aware of using grammatical ties construct good cohesive essays?

3. Hypothesis

In the light of the research questions, it is hypothesized:

If students know grammatical cohesive ties, they would write cohesive essays.

4. Tools of Research

To verify the hypothesis a descriptive method is opted for; it focuses on students' knowledge about grammatical ties, it verifies whether they are aware of using grammatical cohesive devices to have cohesive essays. This study followed a descriptive work via using a quantitative approach besides an analytical method to the student's writing; additionally, counting the number of cohesive devices used during their writings with correct and wrong ties used.

In this work, a group composed of thirty-nine second year LMD English students' of Mila University Abd El-Hafid Boussouf answered a questionnaire, which consisted of fourteen questions. It investigates the students' awareness towards the use of grammatical cohesive devices in their production. This research proceeds by using a test where students are asked to

develop an essay in to confirm if they are applying these grammatical cohesive devices correctly or not.

5. Structure of the Study

The present study contains two chapters, the first chapter is theoretical and the second one is practical. The former deals with written discourse of cohesion which contains an introduction about the two previous items, then it includes the title of discourse analysis, in general, and the definition of discourse analysis, in particular, also it contains the definition of text and discourse meaning of texture. It provides one type of discourse which is written discourse .Another element is discourse and grammar. On the other hand, this chapter discusses cohesion, coherence, and the difference between them, grammatical cohesion, types of grammatical cohesion which are reference with both types personal and demonstrative. Conjunctions and their fourth types such as: additive, adversative, causal and temporal. Then ellipsis and its three kinds which are nominal, verbal and clausal are discussed. In addition, substitution with its types: nominal, verbal and clausal are examined with some examples. Additionally, the role of cohesion in the development of discourse analysis is covered and then a conclusion to sum up the whole chapter. The second chapter is the practical part; its role is checking if students' use grammatical ties during their writing. Also, the analysis of students' tests is divided into two parts; the former is correcting their papers and counting the whole cohesive devices used, then the latter is dividing these cohesive ties into correct and wrong use to know which is the frequent device implied by them. Students answer this test in order to know their level and be aware if their use of grammatical ties is considered as an error or a mistake. Furthermore, the test is

addressed to second year English students in order to see whether they know the grammatical cohesive devices or not.

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Chapter One: Theoretical Framework

Introduction

Discourse analysis is a broad field of study that is concerned with the study of the regular patterns of any piece of language. One such regularity is cohesion. It is a concept that is referred to in terms of textual devices. These devices involve various grammatical patterns such as conjunctions, ellipsis, substitution, and references.

The first chapter has two sections; the first one deals with two important issues, written discourse of cohesion; different definitions are suggested to identify the notion of discourse analysis. Then, shifting to the second section which is about discourse analysis and grammar, cohesion, coherence, cohesion versus coherence, grammatical cohesion and types of grammatical cohesion. Also, reference and its types are discussed, as well as substitution and ellipsis with their three kinds. Conjunctions “additive, adversative, causal and temporal” types are also discussed. Finally, the role of cohesion in the development of any discourse is presented.

Section One: Written Discourse of Cohesion

1.1. Definition of Discourse Analysis

When learning English as a foreign language or a mother tongue, teachers must surely go through a very important stage, namely discourse analysis. It is due to this stage that learners master the different components of a given language, in both linguistic and situational (contextual) settings .

The emergence of discourse analysis is connected to the publication of the article "Discourse Analysis" by Zellig Harris, within the Fifties, with the aim of achieving a distributional analysis. The emergence of discourse analysis is marked by this linguistic turning point, i.e, a shift from study of texts as an exclusively historical purpose of view, this is the principle of internalizing linguistics, that is interested in the study of language in itself and for itself, to a different study, known as externalist, that concentrates on the context of production and also the situation of articulation.

The notion of discourse analysis refers to the current interdisciplinary field that is settled at the intersection of many disciplines of the social sciences and humanities. The object of study in discourse analysis is discourse with the aim of studying and analyzing discourses in regard to the contexts during which they're produced.

Discourse analysis is about the idea of studying the language in its actual use. To Van Dijk (1985, p. 2) "it's"the study of real language use, by real speakers in real situations". According to Charaudeau and Maingueneau (2002), this concept is used not only in language learning, but also in the framework of a thesis, and the purpose of this discipline is to identify the characteristics of each discourse, so that learners can distinguish the existing discourse categories. This method

allows them to collect information that will be useful in a survey. Discourse analysis, for instance, has become indispensable today to trainers working in language didactics, whether native or foreign, and who develop methods of grammatical or textual analysis, as well as to teachers of all disciplines since it enables them to renew traditional commentary practices.

1.2. Definition of Discourse

For some researchers, the term Discourse is derived from the Latin word “discursus, which means “talk”. It is often found in the form of oral and written exposition of certain ideas to persuade or make the public understand various subjects, where the transmitter addresses the receiver (public), who tries to approach his ideas to a specific audience. And the authors define it in various ways.

Carlotti (2011) confirm that since Gardiner’s studies (1932), discourse has appeared as an object opposed to language. In De Saussure’s dichotomy of “langue vs parole”, the concept of language is presented as a system of virtual values, whereas discourse refers to the use of language in context. In the “langue vs. parole”, language is seen as a system shared by members of a community, in contrast to speech which has a restricted use of this system.

For Widdowson (2007,p.6) the term ‘discourse’ is : “people produce texts to get a message across, to express ideas and beliefs, to explain something, to get other people to do certain things or to think in a certain way and so on. The complex communicative purposes can be referred to as the discourse that underlies the text and motivates its production in the first place”.

Moreover, discourse is used in the linguistic field which is known as an utterance or a set of utterances in a communication situation. As Nunan (1993) defined it “a stretch of language consisting of several sentences which are perceived as being related in some way”.

According to Widdowson (2007, p.7), the notion of discourse would not only consider a verbal expression of thought, but also would cover the written text. In other words, it is based on oral and written statements.

1.3. Written Discourse

To McCarthy (1991) written discourse is the written form of a structured, pre-planned language that is produced in a fixed text, where it transforms from ideas and sounds into written form. The writer of the text knows what and how to write, and he or she usually goes over what will be written, decides whether it is good or bad, wrong or right, and then corrects it. To Biber (1986) The Text here includes details of the meaning and digression in it to clarify it. The significance of the words on it and some of its sentences are long and complex, some of them contain many complements and details.

1.4. Definition of Text

"Text" is derived from the Latin word "textum", derived from the verb "texere" which means "to weave", the figurative meaning of organized and linked elements of language appears before the Roman Empire: it designates a particular arrangement of speech.

For Fairclough (2003), a text is an autonomous linguistic sequence (oral or written) constituting an empirical unit, and produced by one or more enunciators in an attested social practice.

Halliday & Hasan (1976) argue that a text refers to any oral or written series of words, perceived as constituting a coherent whole, carrying meaning and using the structures specific to a language. For them (1976,p.2), the text is defined as a unit of language in use in a situation of interaction and as a semantic unit, in this regard, they say: "it is better to think of a text not as a

grammatical unit at all, but rather as a unit of different type: a semantic unit. The unity that it has a unity of meaning in the context, a texture that expresses the fact that relates as a whole to the environment in which is placed", that is to say, that is not defined by its length but as a basic unit of textuality and to define it as a meaningful (believed to be coherent) sequence of signs between two marked interruptions of the communication.

To Halliday and Hasan (1976.p,2)

Text is best regarded as a semantic unit: a unit not of form, but of meaning. Thus it is related to clause or sentences not by size but by realization, the coding of one symbolic system in another. A text does not consist of sentences; it is realized, or encoded in, sentences.

That is to say, a text is made up of interrelated clauses and sentences. However, the essential requirement of the text is texture which makes a sequence of sentences an orderly and logical sequence.

1.5 Definition of Texture

Halliday & Hasan (1976) defines the concept of texture as entirely appropriate to express the property of 'being a text'. A text has a texture, and this is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unity with respect to its environment.

So, what offers a text its property of being a text is its texture. If a paragraph in English consists of quite one sentence and it is featured as a text. There will be a linguistic feature that may provide a text with its unity. Grammatical cohesive devices play a significant role in making texture. They link a text along and provide a text with its continuity. This continuity between the sentences creates a cohesive text.

Section Two: Discourse Analysis and Grammar

2. Discourse Analysis and Grammar

Cohesion is an important aspect in any discourse, and in order to have a well-organized discourse, writers should focus first on grammar. There is a relation between the grammatical form of a sentence and the whole context, this relation occurs in the intersection of grammar/syntax and discourse analysis. *Theme* and *Rhyme* are two fundamental notions in cohesion in which they aid in the development of any discourse.

In the English language, the structure of sentences is acquired by learners through the repetition of some words or by discourse analysis. Linguists focus more on steps for constructing a text, as it is known, English sentences start with Subject, Verb, Object and Adverbial which are summed up by linguists as “S+V+O+A”. It means any single declarative sentence has the same mentioned order. McCarthy (1991) claims that there are other ways to reorder the sentence in which both readers and writers reverse the last elements at the beginning. Writers decide how to reorder a sentence; if it is a question, then they will reverse the subject and verb. They refer to the beginning as *Theme* in which it has three types: textual theme containing discourse markers and conjunctions, interpersonal theme (vocative) and topic theme (S+V+O+A). Yet, the second part of the sentence is the *Rhyme*. For example: In Algeria couscous is the most common food. “ in Algeria” is the *Theme*, what comes after is the *Rhyme*.

2.1. Cohesion

Halliday and Hasan (1976) state that cohesion is the semantic relation within the text, it refers to the connection of the supporting sentences with the topic sentence to build a meaningful

text and texture. Cohesion occurs when some elements of discourse rely on other mentioned elements because of its interpretation and presupposition for creating a sense to the reader. Thus by looking around the sentence, relations of meaning are realized, and a cohesive relation will take place.

To illustrate with Halliday and Hassan example (1976,p.2): “ wash and core six cooking apples, put them in a fire proof dish”. The second part of the sentence contains the pronoun “them” refers to “six cooking apples” in the first sentence. Furthermore, the purpose of using them in this sentence is presupposing something. This is what provides a reader with a clear understanding, also he can’t understand the meaning of “them” without referring to “six cooking apples”.

In English, cohesion refers to the relation of meaning that occurs in the discourse itself. It is based on the relation between sentences rather than the relation within them. In fact the focus here stands for “inter-sentence” which makes a texture. In addition, although cohesion exists within the sentence, it is not very important since sentences are well-structured. Moreover, the use of a given pronoun aids to make well-structured sentences. To illustrate with Halliday and Hasan example (1976,p.08): readers can’t say “john took john’s hat off and hang john’s hat on peg”. This sentence is not a cohesive one unless pronouns are used to refer to ‘john’ in order to don’t mention the noun twice. Thus, the correct form of the sentence is “john took his hat off and hang it on a peg”, in which the possessive pronoun ‘his’ refers to john and ‘it’ refers to ‘hat’. They point out that inter-sentence cohesion is a very important aspect in cohesion.

Halliday and Hasan (1976,p.8) assert that:

Cohesion relations have in principle nothing to do with sentence boundaries.

Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it: but its location in the text is in no way determined by the grammatical structure of the two elements, the presupposing and the presupposed, may be structurally related to each other or they may not.

To illustrate with Halliday and Hasan (1976,p. 8) example: ‘if you happen to see the Admiral don’t tell him his ship’s gone down’, in this sentence, both of “him” and “his” in the second part of the sentence refers to “the admiral” in the first part of the sentence. Thus, this sentence is governed by the reference which is a grammatical cohesive tie; it has the rules of referring by pronouns which are called “pronominalisation”. To better understand the use of “him, his”, which are considered as possessive pronouns, they are used to refer to one single element in a sentence to create a cohesive sentence without repeating the same word.

For this reason Halliday and Hasan (1976,p.09) claim that “cohesion ties between sentences stand out more clearly because they are the only source of texture, whereas within the sentences that are the structural relations as well.” It is realized by the use of cohesive devices. Halliday and Hasan, in their book of cohesion in English (1976), divide cohesion into two categories; grammatical and lexical cohesion. Addition to their use of the word tie that is considered as a part of cohesion, there are four types of grammatical cohesive ties such as reference, substitution, conjunctions and ellipsis that are used to join sentences of any written or oral discourse.

For Halliday and Hasan (1976,p.26), cohesion is concerned with the structure of the text not “what a text means, it concerns how a text is constructed as a semantic edifice”. It is about the form and the connection of sentences of the whole text, not about the meaning. For them, cohesion is a semantic relationship between elements that require the interpretation of one to

another for better understanding and without repeating the same words; these semantic relations can tie and conjunct items of text. So, the aim of cohesion is giving opportunities to readers to grasp the meaning.

Afrianto (2017) argues that cohesion is the connection of ideas, and the combination of all elements of text which create coherent discourse, also he considered cohesion as one aspect of coherence.

To him, cohesion is dealing with how the elements of any discourse are structured and joined together by the use of grammatical cohesive devices. They refer to the tools that make a text coherent; hence they tie ideas with each other, paragraph to paragraph or sentence to sentence. In which they are coordinated by these devices to be cohesive in meaning.

2.2. Coherence

Halliday and Hasan (1976), state that coherence refers to coherence of a text in relation to context. For them, a text can be coherent when it satisfies two things: cohesion and consistency. They put formal markers to express the notion of coherence in text; they refer to them as cohesive devices.

Van Dijk (1977,p.66) says that “coherence is a semantic property of discourse based on the interpretation of each individual sentence relative to interpretation of other sentences”. He argues that coherence of any piece of discourse back to two levels which are linear and global coherence, the first refers to coherence relations between sentences and their sequence. But, the second one is more general.

Reinhart (1980) states that, coherence is the semantic relatedness between context and discourse, in fact, he mentioned that coherence is composed by consistency, relevance and connectedness.

Yule (1983) mentions that coherence is what readers have in their mind according to their experiences in the world, it refers to the knowledge which can be borrowed from reader's mind likewise, coherence refers to relation that is hold in text.

Oshima and Hogue (1999) state that coherence is the capacity of readers to read and understand paragraph; it requires the writer to follow logical order of sentences and the use of cohesive devices appropriately. These two aspects will make a sense for any paragraph, also it gives the reader comprehensive ideas and coherence will be achieved as well the text holds together.

For Harmer (2004), to achieve coherence in any text the reader should understand what the writer means in any single sentence, in which it should follow a logical order to organize ideas and a construct more cohesive passage for readers. He asserts that coherence is achieved by a good instruction and well organization of a text. Moreover, it based on the sequence of sentences to make a coherent paragraph, if sentences are related together and joined by the cohesive devices, coherence will occur in any text.

For, Wong and Guo (2014), Coherence is something that exists in people's mind which requires the reader to make sense for what he hears or reads.

2.3. Cohesion versus Coherence

For researchers Oshima and Hogue (1999), Halliday and Hassan (1976) mention that cohesion and coherence are used interchangeably because linguistic devices are used to join elements of text which create coherence. Though, recently researchers state that cohesion and coherence are separated from each other, they agree that grammatical cohesive ties are used to link between sentences so cohesion will appear. But, when it comes to coherence researchers found difficulties.

Halliday and Hasan (1976) recognize two important features for a texture and a comprehensive written discourse, they are cohesion and coherence. These two notions are different from each other, yet they are similar in some aspects. For them, coherence comes back to the coherence of the whole text, whereas cohesion is one aspect of coherence. In addition, in English, with the appropriate use of cohesive devices, cohesion and coherence will take place in text.

For Baugrand and Dressler (1981), cohesion is the grammatical relations between sentences referring to the actual words in text. However, coherence means the whole concepts and relations between the whole text. According to Van Dijk (1992), Cohesion is the aspect of connectivity that links the text.

For, Hinkel (2004), cohesion is the connectedness that happens between elements of any text. In contrast, coherence is the logical order and the organization of sentences within a text.

Tweddele and Mary (2018) recognize that cohesion has a close relation with coherence, in fact, cohesion is one component of coherence, and it is the grammatical and lexical relation of coherence.

Zahra et al (2020) state that in order to achieve coherence in any text, it should first make a sense for reader to find the situation occurred on it. Contrary, Cohesion is realized by the use of semantic devices to bond elements of text. Otherwise, Lestari (2020), states that the use of grammatical cohesive ties will help in the achievement of coherence. In addition, these ties create a coherent text which means that a text with these markers can be understood by readers.

2.4. Grammatical Cohesion

For Halliday and Hasan (1976), cohesion is two parts: grammatical and lexical. The former can be divided into four types: reference, substitution, ellipsis and conjunctions.

To them, grammatical cohesion is realized by the grammatical structures each component, ties the other, they consider that cohesion happens through the interpretation of one element to another by reference. To take an example of how grammatical cohesion occurs through the use of reference for making one element interpreted to another one in a sentence “John said everything” (Ibid 1976,p. 11). Then, readers do not know who is John, or what he said without interpreting the element to another. Moreover, conjunctions have the same case with reference they need proposition between one to another for having cohesive sentences.

Tseng and Lion (2006) recognize that there are five grammatical devices such as reference, substitution, ellipsis, conjunctions and lexical devices. In fact, the misuse of one device results in incoherent text. Besides reference, conjunctions, substitution and ellipsis are considered as grammatical cohesive devices. As well, Paltridge (2012), mentions that the fourth categories of cohesion express the grammar of any discourse in language.

2.5. Types of Grammatical Cohesion

To form sentences or to connect ideas writers should bind them by some grammatical ties in which, they are divided into four types such as reference, substitution, ellipsis and conjunctions. Stone (2012) claims that to create a linkage between two elements of a text, it requires using all types of cohesive ties, also for having a good writing as well as unity and sequence for this piece of written messages. The first aspect of grammar which creates connectedness between items of text is reference.

2.5.1. Reference

Reference is a grammatical cohesive device which linked sentences together, Halliday and Hasan (1976) state that it has three types: personal, demonstrative and comparative one. To them reference has to do with semantic relation in written discourse by replacing some items in text with new ones that refer to them. Moreover, reference has a relation with grammar also it has two functions exophoric and endophoric. In fact, items of text can be semantically interpreted by referring to the previous element of text. They consider that pronouns one of reference's type which is the most common linguistic element besides demonstratives. Additionally, Eggins (1997) argues that writers of any text add participants or elements, and refer back to them by the use of reference.

Another definition of reference quoted from (Yule 1996,p. 16) “ as an act in which speaker or writer, uses linguistic forms to enable a listener or readers to identify something”. For him, it is the use of some linguistic expressions such as proper nouns, demonstratives, phrases or pronouns to identify something. He points out that reference is a word chosen by writer to refer to an object or person.

Velička and Verikaté (2010) assert that reference is a linguistic item that relates elements of text with each other hence they consider reference as a linguistic mechanism.

2.5.1.1. Personal Reference

It is achieved by the use of personal pronouns or possessive determiners. To take Halliday's and Hassan's (1976, p. 31) example:

Blind mice, three blind mice

See how they run! See how they run. "They" refers to three blind mice.

In fact, they include the first kind of reference in a table, where they mention both of personal pronouns and possessive ones.

Table01: Halliday and Hasan(1976,p.44)Personal Reference

| Speech roles | | | Other roles | | |
|----------------------|-------------------|------------------|---------------------------|--------------------|--------------------------|
| | <i>Speaker</i> | <i>Addressee</i> | <i>Specific</i> | | <i>Generalized Human</i> |
| | | | <i>Human</i> | <i>Non-human</i> | |
| <i>one</i> | I me mine my | you you | he him his his | it it [its] its | one one - one's |
| <i>more than one</i> | we us ours our | yours your | she her hers her | | |
| | | | they them theirs their | | |

2.5.1.2. Demonstrative Reference

It occurs in any text through using demonstratives such as: the, then, now, there and this.

Another example which is mentioned by Halliday and Hassan(1976,p. 31):

Doctor Foster went to Gloucester for a shower of rain.

He stepped for a puddle right up to his middle and never went there again.

The demonstrative device “there” which occurred in the second clause refers to “Gloucester”.

2.5.1.3. Comparative Reference

It is achieved through the use of adjectives or adverbs of comparison such as: we have achieved the same marks as we got in the first semester. The “same” refers to the marks.

Halliday and Hassan (1976) summarize the comparative reference in the above table:

Table 02: Halliday and Hasan (1976,p.36) Summary of Comparative Reference

| <i>Grammatical function</i> | Modifier: Deictic/Epithet (see below) | Submodifier/Adjunct |
|--|--|---|
| <i>Class</i> | adjective | adverb |
| <i>General comparison:</i> identity general similarity difference (<i>ie</i> non- identity or similarity) | same identical equal similar additional other different else | identically similarly likewise so such differently otherwise |
| <i>Particular comparison:</i> | better, more etc [comparative adjectives and quantifiers] | so more less equally |

As in Halliday and Hasan (1976,p. 60) example: “I like the lions and I like the polar bears, these are my favorites” the receiver should look out of the sentence to know the sense of the sentence. Whereas, the latter is a textual function in which the reader should look within the text itself to understand better, also it is divided into anaphoric in which the reader should look backwards the sentence to find the referent. In contrast, cataphoric reference makes the receiver look forward for the interpretation to determine the referent in any sentence.

Halliday and Hasan (1976) summarize types of reference in the following diagram:

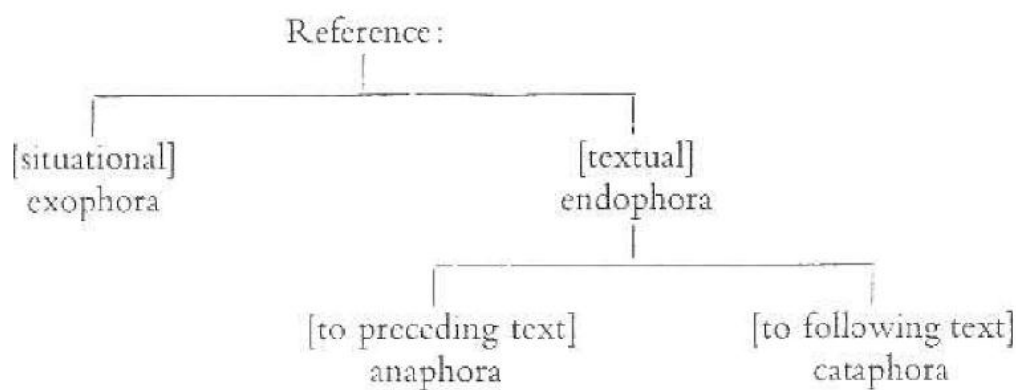


Figure 01:

Halliday and Hassan Scheme of Reference (1976,p.33)

Another definition of exophoric reference is stated by McCarthy(1991,p.41) “exophoric reference directs the receiver out of text and into an assumed shared world” the receiver has to look out of the situation to know the meaning of the sentence.

Rahman (2013) found that personal reference is the common and the most used device in descriptive writing. Addition to all kinds of reference “exophoric” and “endophoric” reference

are two functions of it. In fact, the former refers to a situational function that requires the reader to look out of the text to grasp the meaning of the sentence.

2.5.2. Substitution

Halliday and Hasan (1976) define substitution as a relation of replacement of one linguistic item by another. It is a cohesive device used to avoid repetition of some items in text as it can be seen in Halliday and Hassan (1976,p.89)example :

A_ My axe is to blunt. I must get a sharper one.

B_ you think john already knows? I think every day does.

“One” and “Does” are good examples of substitution, the first substitutes the “axe”. However, does is used to avoid the repetition of the verb “knows”. Likewise, in Halliday and Hassan (1976,p.93) example: “we have no cool fires; only wood ones”.

“Cool fires” replaced by “ones”, yet in verbal substitution the verb of any sentence will be replaced by the verb “to do”. On the other side, “so” or “not” are both used to substitute or replace sentence’s clause as in Halliady and Hasan example (1976,p.116) : shall I make an announcement? You can do so now.

Halliaday and Hassan summarize all types of substitution on the above form.

Table 03: Halliday and Hasan (1976,P.112) Types of Substitution

| | Non-accented | Accented form (<i>same</i> salient) |
|--------------------|---------------|---|
| Nominal: | | |
| count noun | <i>one(s)</i> | <i>the same</i> |
| attribute | <i>so</i> | <i>(be) the same</i> |
| Verbal | <i>do</i> | <i>do the same</i> |
| Clausal (reported) | <i>so</i> | <i>(say) the same</i> |

Bloor and Bloor (1995) define substitution as a cohesive device used by writers to avoid repetition of some words by using some linguistic items to substitute that mentioned expression in any text.

Vujevic (2012) clarifies that the first purpose of substitution is not repeating the previously mentioned elements. Reference and Substitution are two different notions in terms of the relation; the first one concerned with relation of meaning also it has grammatical linguistic level. Whereas, the second aspect has to do with grammar relations related with wording. Linguists consider that in reference readers retrieve meaning from textual occurrence, thus substitution to avoid repetition and receivers could understand the meaning without looking backward or forward the sentence.

2.5.3. Ellipsis

Halliday and Hasan (1976) point out that ellipsis is another grammatical device; it is an aspect of grammatical cohesion where an item is omitted without its replacement. It makes the

reader look far of the text to get the meaning, also it involves deletion of some words or phrases. Yet the meaning remain clear, and such omission of these items create cohesive tie which can construct texture. As shown, ellipsis is something understood even it is unsaid. Halliday and Hasan (1976,p.141) mention that ellipsis is “going without saying” This notion means the removal of some expressions in text to avoid the repetition of these items.

To Bloor and Bloor (1995) ellipsis used when the reader or speaker want to stop repeating the same element words or expressions. In English, there is a relation between substitution and ellipsis, for this reason some linguists considered ellipsis as kind of substitution. They define it as “substitution by zero” and what is important in ellipsis is that even the deletion of some words does not change the meaning. However, these two devices haven’t the same relation, ellipsis has semantic relation, but substitution deals with grammatical relation.

Carter et al (2000,p. 182) suggest that “ellipsis occurs in writing where usually functions textually to avoid repetition where structures would otherwise be redundant”. The omission of some element keep the meaning as it is and there is no need to repeat these items.

As linguists point out that substitution and ellipsis distinct from each other such as the former has an explicit place marker as like: one and ones, it has lexico-grammatical level and its primary source of presupposition is text. Also, the presupposed in substitution are words or clauses.

Kennedy (2003,p. 324) mentions that “ellipsis is the process by which noun phrase, verb phrase, or clauses are deleted or understood when they are absent”. It is divided into three types’ namely nominal ellipsis, verbal ellipsis and causal ellipsis. Starkey (2004) stats that, in some case the writer use ellipsis instead of substitution unconsciously. Meanwhile, ellipsis is the process in which one element omitted within a text to be replaced by nothing.

Ellipsis summed up by Harmer (2004,p.24) as “where words as deliberately left out of a sentence the meaning is still clear”. Like in Harmer (2004,p.24) example: penny was introduced to a famous author, but even before she was she had bad recognized him. In the second clause this important element “introduced to a famous author” omitted, yet the meaning is understood by the receiver.

2.5.3.1. Nominal ellipsis

For Halliday and Hassan (1976) the noun is omitted in nominal ellipsis. In other words, any pronoun, proper noun or common noun will be deleted without any replacement. They refer to it as an ellipsis without the nominal group.

e.g.: “My sisters’ study on Monday, both (0) are free today”. In this example the omission concerned with “My sisters”.

2.5.3.2. Verbal ellipsis

It means ellipsis within the verbal group, it occurs when a verb phrase has been left out. So the elliptical verb depends on the previous verbal group.

e.g.: A: have you been studying?

B: yes, I have (0).

This example is a good one for verbal ellipsis, here the omission of the verbal group depends on what is said before and it is concerned with “been studying”.

2.5.3.3. Clausal ellipsis

Here the omission concerned with clauses, it means the deletion of a clause.

e.g.: A: What do you have on Monday?

B: study and sport.

2.5.4. Conjunctions

Conjunctions are one kind of grammatical cohesive devices in which they make two different clauses related by the use of some different features. Halliday and Hassan (1976,p.227) describe it as:

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

According to Halliday and Hassan (1976) those relations achieved through the use of coordinating conjunctions, adverbials and subordinators. They mention four types of conjunctions:

_ Additive conjunctions connect similar units such as: and, furthermore, likewise... etc.

_Adversative one express contrasting items like: but, yet and in fact...etc.

_Causal used for introducing results or purposes as: so, because and otherwise.

_Temporal for expressing time order or events for example: first, to start with, briefly...etc.

A Conjunction focuses on the function not the meaning. Halliday and Hassan (1976) summarized these four types in the following table:

Table04: Halliday and Hasan Summary Table of Conjunctive Relation (1976,p.342-343)

| | | | | |
|-------------|--|--|--|--|
| Additive | Additive, simple: Additive <i>and, and also</i> Negative <i>not, and ... not</i> Alternative <i>or, or else</i> | Complex, emphatic: Additive <i>furthermore, in addition, besides</i> Alternative <i>alternatively</i> Complex, de-emphatic: After-incidentally, thought <i>by the way</i> | Apposition: Expository <i>that is, I mean, in other words</i> Exemplificatory <i>for instance, thus</i> | Comparison: Similar <i>likewise, similarly, in the same way</i> Dissimilar <i>on the other hand, by contrast</i> |
| Adversative | Adversative 'proper': Simple <i>yet, though, only</i> Containing 'and' Emphatic <i>however, nevertheless, despite this</i> | Contrastive: Avowal <i>in fact, actually, as a matter of fact</i> Contrastive (external): Simple <i>but, and</i> Emphatic <i>however, on the other hand, at the same time</i> | Correction: Of meaning <i>instead, rather, on the contrary</i> Of wording <i>at least, rather, I mean</i> | Dismissal: Closed <i>in any case, in either case, whichever way it is</i> Open-ended <i>in any case, in any case, anyhow, at any rate, however this</i> |
| Causal | External/internal | Internal (unless otherwise specified) | External/internal | Respective: Direct <i>in this respect, in this regard, with reference to this</i> Reversed polarity <i>otherwise, in other respects, aside from this</i> |
| Temporal | Causal, general: Simple <i>so, then, hence, therefore</i> Emphatic <i>consequently, because of this</i> Causal, specific: Reason <i>for this reason, on account of this</i> Result <i>as a result, in consequence</i> Purpose <i>for this purpose, with this in mind</i> | Reversed causal: Simple <i>for, because</i> Causal, specific: Reason <i>it follows, on this basis</i> Result <i>arising out of this</i> Purpose <i>to this end</i> | Conditional (also external): Simple <i>then</i> Emphatic <i>in that case, in such an event, that being so</i> Generalized <i>under the circumstances</i> Reversed polarity <i>otherwise, under other circumstances</i> | 'Here and now': Past <i>up to now, hitherto</i> Present <i>at this point, here</i> Future <i>from now on, henceforward</i> Summary: Summarizing <i>to sum up, in short, briefly</i> Resumptive <i>to return to the point</i> |
| | Temporal, simple (external only): Sequential <i>then, next</i> Simultaneous <i>just then, at the same time</i> Preceding <i>previously, before that</i> Consecutive: Simple <i>finally, at last</i> | Complex (external only): Immediate <i>at once</i> Interrupted <i>thereupon</i> Repetitive <i>soon, after a time</i> Specific <i>next time, on another occasion</i> Durative <i>next day, an hour later</i> Terminal <i>meanwhile</i> Punctiliar <i>until then</i> | Internal temporal: Sequential <i>then, next, steadily</i> Conclusive <i>finally, in conclusion</i> Correlative forms: Sequential <i>first ... next</i> Consecutive <i>... finally</i> | |
| | Correlative forms: Sequential <i>first ... then</i> Consecutive <i>at first ... in the end</i> | | | |

Nunan (1993) implies that the use of conjunctions is an aspect for making relationship between sentences, and they are used to refer to the other part of any sentence in a discourse.

1.2.6. The Role of Cohesion in the Development of any Discourse

In performing any discourse writers first should think on what to say and how to say it, sentences should be well-formed as well they must be well-organized. For this reason, writers search for a way in which they keep sentences related to each other by using some grammatical rules that help in constructing cohesive sentences. These grammatical rules work on performing comprehensive written text.

For some grammarians, the field of grammar has an impact on creating cohesion in any discourse; basically it offers some options to bind sentences and clauses. These grammatical forms are all cohesive devices in which they link sentence to sentence, also structuring sentences into paragraph and text.

Widdowson(1978,p. 25) points out that “sentences are contextually appropriate when they express propositions in such a way as to fit into the propositional development of a discourse”. However, organizing ideas and selecting what should be written or spoken to the receiver will create contextual text in which a discourse will be developed.

McCarthy(1991) mentions that interpretation is necessary in the cohesion of any written text, for this reason all the components of cohesion has an impact on any discourse in which all the grammatical cohesive ties help the reader to understand better, and show how the text should be read by the receiver. For example the item “she” in the following sentence: “Mary got excellent marks, she is very intelligent”, here the personal pronoun shows the reader that it refers to a person without informing the reader that this pronoun refers to that word. Any discourse should be coherent and cohesive at the same time; sometimes some sentences are cohesive but they aren't coherent such as: “Sally goes by bus, She is from England” this sentence is cohesive one when it comes to the grammatical cohesive device used is reference in which the personal pronoun “she” refers to “sally”. However, it isn't coherent because there is no relation between the two clauses since coherence is the feeling that a text hangs together, not just a group of combined sentences. So the development of any discourse focuses on some grammatical links which makes two sentences combined together logically, these sentences should be contextual.

Conclusion

Cohesion is an important aspect in the development of any discourse. The notion of grammatical cohesion refers to a group of cohesive devices. Which they bind sentences to each other to produce a comprehensive discourse as well as having a coherent and cohesive discourse. Also, they make readers grasp the meaning easily.

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Chapter Two: Practical Part

Introduction

This study consisted of two basic parts, starting with the theoretical part which includes research of other scholars related to the subject under investigation. It is to be followed with practical part which aims at confirming or infirming the hypothesis stated at the beginning of this research paper.

2.1. Participants

The population selected for this study is second year students of English, at Abdelhafid Boussouf of Mila University. It consists of 142 students', but only 39 participated in answering the questionnaire, and 20 students' essays were collected.

Section One: Analysis and Interpretation of Students' Questionnaire

2.2. Students' Questionnaire

2.1.1. Description of the Questionnaire

The first section is entitled "General Information"; one question about the level of second year students' in English. The second section is entitled "Discourse Analysis of Grammatical Cohesion and Cohesive Ties"; it contains nine questions (from Q 2 to Q 10). It aims at exploring students' knowledge about grammatical cohesion and cohesive devices. The third section is entitled "Grammatical Cohesion and Cohesive Essays"; it consists of four questions (from Q 11

to Q14). It aims at exploring students' attitudes towards the writing task, especially essay writing.

2.1.2. Administration of Students' Questionnaire

The students' questionnaire was administered on 11 April 2022 at the Department of English, Abdelhafid Boussouf Mila University Center. It was done in two days after being distributed at random to two different groups of second-year students. They answered the questions at the end of the session with the teacher's permission, and the time allotted for this procedure ranged from ten to fifteen (10-15) minutes.

2.1.3. Analysis of the Questionnaire

Students questionnaire were given to second year English students'. They are 39 copies in which they answered fourteen question, the results of this analysis are shown in tables:

Question01: How do you rate your level in English?

Table 05: *Students' Level in English*

| Number of Students | % | Students' Level |
|--------------------|---------|-----------------|
| 14 | (35.9%) | Good |
| 23 | (59%) | Average |
| 02 | (5.1%) | Poor |
| / | / | Very poor |

The table shows that (59%) of students have an average level in English, whereas, (35,9%) of them are good in English . While, (5.1%) of them claim that their level in English is poor. The others didn't mention their answers.

Question 02: In the field of discourse analysis the term discourse refers to what?

Table 06: *Students' Definitions of the Concept of Discourse*

| Number of Students | % | Discourse Meaning |
|--------------------|---------|-------------------|
| 17 | (47.2%) | Text |
| 16 | (44.4%) | Passage |
| 3 | (8.3%) | Utterance |

The table above indicates that (47.2%) of students' think that the term discourse refers to text; whereas (44.4%) of the students think that discourse refers to passage, while (8.3%) of them think that discourse refers to utterance in discourse analysis.

Question 03: Text is a meaningful unit of language comprising semantic and syntactic properties. What does the underlined expression mean?

Table 07: *Students' Answers about the Meaning of the underlined expression*

| Number of Students | % | Students' Answers |
|--------------------|---------|------------------------|
| 7 | (18.4%) | Coherence |
| 4 | (10.5%) | Cohesion |
| 3 | (7.9%) | Unity |
| 24 | (63.2%) | Cohesion and coherence |

As seen in the above table, (63,2%) of the participants have chosen coherence and cohesion, whereas (18.4%) of them have mentioned that the statement means coherence, while (10.5%) of them have chosen cohesion, because they do not have enough knowledge about cohesion.

Question 04: Do you know grammatical devices?

Table 08: *Students' Knowledge about Grammatical Devices*

| Number of Students | % | Students' Answer |
|---------------------------|----------|-------------------------|
| 32 | (64.3%) | Yes |
| 5 | (35.7%) | No |
| 2 | (5.12%) | No answer |

Concerning the question whether students are familiar with grammatical devices or not, (64.3%) of the students claim that they are familiar with grammatical devices. While (35.7%) of them do not know grammatical devices, the others (5.12%) have not answered. For those who do not know them, they will have difficulty in constructing cohesive essays.

Question 05: What is the most frequent grammatical device that you use during writing essays?

Table 09: *Frequent Grammatical Devices Used by the Students*

| Number of Students | % | Frequent Grammatical Device Used |
|---------------------------|----------|---|
| 10 | (25.64%) | Conjunctions |
| 2 | (5.12%) | References |
| 2 | (5.12 %) | Substitutions |
| 1 | (2.56%) | All of them |
| 24 | (61.53%) | Did not answer |

According to the answers collected from question 05, it seems that the students do not use grammatical devices in their essays since (61.53 %) didn't give an answer, yet (25.64%) of them have declared that they use conjunctions, while (5.12%) of them declared that they use

references and substitutions. Finally (2.56%) of the students said that they use all the grammatical devices during in their essays, because they have difficulties in implying them.

Question 06: Do you know substitution?

Table 10: *Students' Knowledge of Substitution*

| Number of Students | % | Students' Answers |
|--------------------|---------|-------------------|
| 25 | (64.1%) | Yes |
| 14 | (35.9%) | No |

The majority of the students (64.1%) state that they know substitution, while (35.9%) of the students don't.

Question07: Do You Know conjunctions?

Table 11: *Students' Knowledge of Conjunctions*

| Number of Students | % | Students' Answers |
|--------------------|---------|-------------------|
| 37 | (97.4%) | Yes |
| 1 | (2.6%) | No |

The majority of the students(97.4%) know Conjunctions and know their types, but only (2.6%) do not know them. Concerning (2.56%) of students did not answer, because they are not interested.

Question 08: Do you know ellipsis?**Table 12: Students' Knowledge of Ellipsis**

| Number of Students | % | Students' Answers |
|--------------------|---------|-------------------|
| 30 | (76.9%) | Yes |
| 9 | (23.1%) | No |

The table shows that the majority of the students (76.9%) are familiar with ellipsis and they have enough knowledge about the term Ellipsis, while only (23.1%) of them do not know the notion of ellipsis.

Question 09: Do you think that your teacher should teach all the aspects of grammatical cohesion?**Table 13: Students' Perceptions about Teaching all the Aspects of Grammatical Cohesion**

| Number of Students | % | Students' Answers |
|--------------------|---------|-------------------|
| 28 | (71.8%) | Yes |
| 11 | (28.2%) | No |

The table above indicates that (71.8%) of students' think that the teacher of written expression should teach them all the aspects of grammatical cohesion while the others (28.2%) do not agree.

Question 10: Does your Written Expression Teacher Taught you all the Aspects of Cohesion?**Table 14: Student's Perception of Lessons about Cohesion Aspects**

| Number of Students | % | Students' Answers |
|--------------------|---------|-------------------|
| 10 | (25.6%) | Yes |
| 29 | (74.4%) | No |

The table above indicates that (25.6%) of students' respondents answer that the teacher of written expression should teach them all the aspects of cohesion and the other students' respondents. (74.4%) say that the teacher of written expression has not spoken about all the aspects of cohesion.

Question 11: What are the difficulties that you face the most while writing your essays?

Table 15: *Student's Answers about the Difficulties That They Have during Their Writing*

| Number of Students | % | Difficulties They Have |
|---------------------------|----------|-------------------------------|
| 06 | (15.04%) | Lexis |
| 11 | (28.02%) | Grammar |
| 25 | (64.01%) | Vocabulary |

According to the results of this question (64.1%) of the sample (25 students) answer that they have difficulties using the appropriate vocabulary while writing essays in English, and (28.2%) of the sample (11 students) found grammar difficult while writing. However, (15.4%) reveal that they found difficulties with lexis.

Question 12: When teachers ask you to write an essay, what are the components of a cohesive essay?

Table 16: *Students' Answers about the Component of a Cohesive Essay*

| Number of Students | % | Components of Cohesive Essay |
|---------------------------|----------|-------------------------------------|
| 31 | (79.05%) | Linking word |
| 02 | (5.01%) | Prepositions |
| 08 | (20.05%) | Punctuation |

The table indicates that (20.5%) of students' think that a cohesive essay for them is through the appropriate use of punctuation, and other students' (5.1%) and (79.5%) answers show that a cohesive essay to them is realized through the use of prepositions, and linking words.

Question 13: What is a cohesive essay?

Table 17: The Characteristics of a Cohesive Essay

| Number of Students | % | Meaning of Essay |
|--------------------|----------|---|
| 03 | (7.69%) | An essay that includes grammatical devices. |
| 05 | (12.82%) | An essay which has one single idea and its sentences are connected together by using linking words. |
| 31 | (79.48%) | I don't know |

The above table shows that 3 students' (7.69%) thought that a cohesive essay is an essay that includes grammatical devices. Moreover, 5 learners' (12.82%) said that a cohesive essay is an essay which has one single idea and its sentences are connected together by using linking words. Also, 31 respondents' (79.48%) assumed that they don't have any idea about a cohesive essay.

Question 14: Do you think that providing you with a checklist can be helpful for developing grammatical cohesion?

Table 18: Students' Opinions about the Use of a Checklist

| Number of Students | % | Students' Answers |
|--------------------|---------|-------------------|
| 33 | (86.8%) | Yes |
| 5 | (13.2%) | No |

The table indicates that (86.8%) of the students prefer having a checklist in order to develop their capacities grammatical cohesion, yet (13.2%) of them think it is not needed.

2.1.4. Discussion of the Results from Students' Questionnaire

The analysis of the questionnaire revealed that the majority of the students (79.48 %) reported that they do not know what a cohesive essay is, and they consider their level as average. Furthermore, they mentioned some difficulties they encountered during their writing as a lack of vocabulary, and a failure to master grammatical rules. The results of the questionnaire have also indicated a positive awareness of the students toward the use of cohesive devices for that their answers were positive when they are asked whether they are familiar with cohesive devices and they also agreed on the importance of teaching all the aspects of grammatical cohesion devices.

2.3. The Students' Test

2.3.1. Description of the Test

The test is an activity in which the testers are asked to write an essay about “bad or good moments stored in their memory”. It is given to collect the data about the students' use of grammatical cohesive devices during their writing, also to see whether they construct cohesive essays or not without asking them to imply the grammatical cohesive devices.

2.3.2. Administration of the Test

The test is given to two groups consisted of 39 Second year English Students, at Mila University Center, in one week. They took one week because of the holiday. Moreover, 20 papers were collected from both groups describing the amount of grammatical cohesive devices used by testers. The purpose behind the frequencies of all grammatical cohesive ties studied, in this test, is to differentiate between the most used types and less used ones.

2.3.3. Analysis of the Results

The analysis of the test goes through two stages, calculating: the whole number of cohesive devices used, of each device, then analyzing the frequencies of student's correct and wrong use of all types of cohesive devices.

2.3.4. Learners' Use of Grammatical Cohesive Devices

This step is devoted to the explanation of learners' production of grammatical cohesive devices; i.e., it shows which of the cohesive devices are used and which are not. Some explanation will be carried out in order to show why some devices are widely used and some of them are not. In relation to each device of grammatical cohesive devices used the following results are founded:

2.3.4.1. Learners' Use of Reference

Table 19: *Learners' Use of Reference*

| Total | Reference Use | |
|-------|---------------|--------|
| | N | % |
| 894 | 645 | 72.14% |

The results show that the use of reference devices is mastered by both groups of second year English students' during their essays. Also, it is the larger use.

A. Learners' Use of Demonstrative References

Table 20: *Learners' Use of Demonstrative Reference*

| Total | Demonstrative Devices Used | Number of Devices | % |
|--------------|-----------------------------------|--------------------------|----------|
| 290 | That | 68 | (23.44%) |
| | These | 07 | (2.41%) |
| | This | 19 | (6.55%) |
| | Those | 11 | (3.79%) |
| | The | 170 | (58.62%) |
| | There | 12 | (4.13%) |
| | Now | 01 | (0.34%) |
| | Then | 02 | (0.68%) |

The results grasped from this table show that the demonstrative device “the” (58.62%) is the most common device used by students in their essays. Also, the usage of “that”(23.44%) and “ this” (6.55%) are quite acceptable. However, it seems that students’ have problems using “these” (2.41%) “those” (3.79%) “there” (4.13%). For both “now” (0.34%) and “then” (0.68%), they are less used compared with the other devices.

B. Learners' Use of Personal References

Table 21: *Learners' Use of Personal References*

| Total | Personal Devices Use | Number of Devices | % |
|-------|----------------------|-------------------|----------|
| 355 | It | 55 | (15.49%) |
| | I | 80 | (22.53%) |
| | He | 30 | (8.45%) |
| | His | 24 | (6.76%) |
| | She | 15 | (4.22%) |
| | Her | 17 | (4.78%) |
| | They | 33 | (9.29%) |
| | Their | 16 | (4.50%) |
| | Them | 15 | (4.22%) |
| | Me | 29 | (8.16%) |
| | My | 41 | (11.54%) |

It is noticed that the personal device “ I” (22.53%) comes in the first position, then “it” (15.49%) and “my” (11.54%) are the less used ones. “They” (9.29%), “he” (8.45%) “me” (8.16%) and “his” (6.76%) aren't widely used. For all testers, it seems that they have problems with the use of “her” (4.78%) their (4.50%), “she” and “them” (4.22%). In fact, students might use some other personal devices such as: mine, your, yours and its.

2.3.4.2. Learners' Use of Conjunctions

Table 22: *Learners' Use of Conjunction*

| Total | Conjunction Use | |
|-------|-----------------|----------|
| | N | % |
| 894 | 238 | (26.62%) |

A. Learners' Use of Additive Cohesive Devices

The table below reveals the number of additive cohesive devices used by students concerning the total number of the additive cohesive devices.

Table 23: *Learners' Use of Additive Cohesive Devices*

| Total | Additive Use | Number of Additive | % |
|-------|--------------|--------------------|----------|
| 158 | And | 145 | (91.77%) |
| | Or | 04 | (2.53%) |
| | Then | 02 | (1.26%) |
| | In addition | 02 | (1.26%) |
| | Also | 02 | (1.26%) |
| | Besides | 01 | (0.63%) |
| | Moreover | 02 | (1.26%) |

This table shows that the most common used conjunction in students' writing is "and" (91.77%), but the other additive conjunctions such as: "or", "then", "in addition", "also"

and “Moreover” are not commonly use. For the use of “besides” (0.63%), it seems that students usually have a problem with its use. However, even though there are other additive conjunctions, testers focused more on the use of the additive device “and”. Students may use other additive devices during their written production in order not to repeat the same device each time. For example: in the same way, such as, likewise and i.e.... etc.

B. Learners’ Use of Adversative Cohesive Devices

The total number of adversative cohesive devices used and the number of every device used are revealed in the following table:

Table 24: *Learners’ Use of Adversative Cohesive Devices*

| Total | Adversative Devices Used | Number of Devices | % |
|--------------|---------------------------------|--------------------------|----------|
| 29 | But | 20 | (68.96%) |
| | However | 01 | (3.44%) |
| | In fact | 02 | (6.89%) |
| | Although | 01 | (3.44%) |
| | Even though | 01 | (3.44%) |
| | In contrast | 02 | (6.89%) |
| | Yet | 02 | (6.89%) |

The previous results reveal that the use of “but” (68.96%) is widely used in students’ papers. Moreover, students' use of the adversative conjunction “in contrast”(6.89%) is rare. Yet, the use of “however”, “in fact”, “although”, “even though”, “in contrast” and “yet”(6.89%) are not predominant used.

C. Learners' Use of Causal Cohesive Devices

The analysis of the learners' causal cohesive devices is shown in the following table by using the total number of causal devices used and the corresponding number of every causal device.

Table 25: *Learners' Use of Causal Cohesive Devices*

| Total | Causal Devices Used | Number of Devices Used | % |
|-------|---------------------|------------------------|----------|
| 24 | Because | 07 | (29.16%) |
| | So | 13 | (54.16%) |
| | Then | 01 | (4.16%) |
| | That is | 01 | (4.16%) |
| | There for | 02 | (8.33%) |

The results show that the use of the causal device “so” (54.16%) and “because”(29.16%) are common in students' writing. Concerning “therefor” (8.33%) is used by a few numbers. The other devices aren't used respectively, it noticed that there is a problem with the use of “then” and “that is”(4.16%). Students should choose other causal devices like: “in consequence, because of and for this reason” mention them during their production of essays.

D. Learners' Use of Temporal Cohesive Devices

The table below represents the number of every temporal device used and the total number of temporal cohesive devices used by the learners.

Table 26: Learners' Use of Temporal Cohesive Devices

| Total | Temporal Device Used | Number of Devices Used | % |
|-------|----------------------|------------------------|----------|
| 27 | Next | 03 | (11.11%) |
| | At first | 04 | (14.81%) |
| | In conclusion | 05 | (18.51%) |
| | To sum up | 01 | (3.70%) |
| | At last | 01 | (3.70%) |
| | Second | 05 | (18.51%) |
| | Later | 02 | (7.40%) |
| | First | 01 | (3.70%) |
| | First of all | 01 | (3.70%) |
| | To conclude with | 01 | (3.70%) |
| | Then | 01 | (3.70%) |
| | Now | 01 | (3.70%) |
| | Here | 01 | (3.70%) |

The results show that the use of “second” (18.51%) and “in conclusion” (18.51%) also “at first” (14.81%) are used respectively compared with other devices such as: later. Now, to sum up, here, then, to conclude with and first of all (3.70%) are less used. This result reveals that the use of temporal devices “second”(18.51%), “at first”(14.81%) and “next”(11.11%) are commonly used more than conclusive devices. Students rarely use the coming devices: later, at the end, at that moment...etc.

2.3.4.3. The Learners' Use of Ellipsis

The total amount of grammatical cohesive devices and the corresponding number of ellipsis used are presented in the following table:

Table 27: *Learners' Use of Ellipsis*

| Total | Ellipsis Used | |
|-------|---------------|---------|
| | N | % |
| 894 | 4 | (0.44%) |

The table shows that the student's use of ellipsis (0.44%) is less than the use of conjunctions and references (26.62% and 72.14%).

A. Learners' use of Nominal Ellipsis

The total number of ellipsis and the corresponding number of nominal ellipsis are presented in the following table:

Table 28: *Learners Use of Nominal Ellipsis*

| Total | Type of Ellipsis | Number of Nominal Ellipsis Used | % |
|-------|------------------|---------------------------------|-----|
| 04 | Nominal | 03 | 75% |

The table shows that the use of nominal ellipsis 75%. It seems that students' are familiar with the use of nominal ellipsis.

B. Learners' Use of Clausal Ellipsis

The total number of ellipsis used and the corresponding number of clausal ellipsis are shown in the following table:

Table 29: *Learners Use of Clausal Ellipsis*

| Total | Type of Ellipsis | Number of Clausal Ellipsis Used | % |
|--------------|-------------------------|--|----------|
| 04 | clausal | 00 | 0% |

The use of clausal ellipsis in students' essays is negative.

C. Learners' Use of Verbal Ellipsis

The total number of ellipsis used and the corresponding number of verbal ellipsis are presented in the following table:

Table 30: *Learners' Use of Verbal Ellipsis*

| Total | Type of Ellipsis | Number of Verbal Ellipsis Used | % |
|--------------|-------------------------|---------------------------------------|----------|
| 04 | verbal | 01 | 25% |

The results show that the use of nominal ellipsis (75%) exceeds the use of both clausal and verbal ones. But, the use of verbal ellipsis (25%) is more than clausal (00%), it seems that students have problems with the usage of clausal type. These differences go back to the knowledge that students' have from their previous study.

2.3.4.4. Learners' Use of Substitution

The following table represents the number of substitution used in relation to the total number of grammatical cohesive devices:

Table 31: *Learners' Use of Substitution*

| Total | Ellipsis Used | |
|-------|---------------|---------|
| | N | % |
| 894 | 07 | (0.78%) |

The above table reveals that learners' use of substitution (0.78%) is very little compared with the use of other grammatical cohesive devices.

A. Learners' Use of Nominal Substitution

The total number of substitution used by students and the corresponding number of nominal substitution are shown in the table below:

Table 32: *Learners Use of Nominal Substitution*

| Total | Type of Substitution | Number of Nominal Substitution Used | % |
|-------|----------------------|-------------------------------------|----------|
| 07 | nominal | 06 | (85.71%) |

The table shows that students' use of nominal substitution (85.71%) is high, it seems that students' have no problems with the use of nominal substitution.

B. Learners' Use of Clausal Substitution

The total number of substitution used by learners and the corresponding number of clausal substitution are presented in the following table:

Table 33: *Learners Use of Clausal Substitution*

| Total | Type of Substitution | Number of Clausal Substitution Used | % |
|--------------|-----------------------------|--|----------|
| 07 | clausal | 01 | (14.28%) |

This table indicates that students' use of clausal substitution (14.28%) is less than the students' use of nominal one (85.71%).

C. Learners' Use of Verbal Substitution

The total number of substitution used and the number of verbal substitution are shown in the table below:

Table 34: *Learners' Use of Verbal Substitution*

| Total | Type of Substitution | Number of Verbal Substitution Used | % |
|--------------|-----------------------------|---|----------|
| 07 | verbal | 0 | 0% |

It noticed that students have not used any verbal substitution (0%).

2.3.5. Correct Versus Wrong Use of Grammatical Cohesive Devices

This section focuses on the appropriate and inappropriate use of cohesive devices by the testers in which 20 papers are analyzed to be aware of the total number of the use of cohesive devices. The results show that the use of correct devices exceeds the wrong ones. In fact,

students sometimes use these devices without knowing how it works within the sentences for this reason is characterized by inappropriate use of grammatical cohesive devices.

The table below represents the number of correct and wrong use of grammatical cohesive devices in relation to the total number of the grammatical cohesive devices used by students’.

Table 35: *Learners’ Correct Versus Wrong Use of Grammatical Cohesive Devices*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|----------|-----------|----------|
| | N | % | N | % |
| 894 | 771 | (86.24%) | 123 | (13.75%) |

These results are analyzed to show that the use of cohesive ties differ from one to another.

This table shows that the correct use of grammatical cohesive devices (86.24%) exceeds the wrong use of grammatical cohesive devices (13.75%).

2.3.5.1. Correct Versus Wrong Use of Reference

The total number of references used by the subjects and the number of appropriate versus inappropriate use is shown in the table below:

Table 36: *Correct Versus Wrong Use of Reference*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|-----------|-----------|-------|
| | N | % | N | % |
| 645 | 600 | (93.02 %) | 45 | 6.97% |

The table shows that the students’ correct use of reference (93.02%) is larger than the students’ wrong use of reference (6.97%).

A. Correct Versus Wrong Use of Demonstrative References

Table 37: *Correct Versus Wrong Use of Demonstrative References*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|----------|-----------|----------|
| | N | % | N | % |
| 290 | 254 | (87.58%) | 36 | (12.41%) |

This table shows that the correct use of demonstrative reference (87.58%) exceeds the wrong use of demonstrative reference (12.41%). While, students' have some problems in their use such as: "Children don't know how to deal with teachers, they think that they are monsters, so they are afraid of *their* and don't talk to them."

B. Correct Versus Wrong Use of Personal References

Table 38: *Correct Versus Wrong Use of Personal References*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|----------|-----------|---------|
| | N | % | N | % |
| 355 | 346 | (97.46%) | 09 | (2.53%) |

The results that can be noticed from this table is that the correct use of personal reference (97.46%) is higher than the wrong use of them (2.53%). Students' instead of saying "The best one thing for me is my success in the baccalaureate exam.", they mention " _The best one thing for me is the succeed in the baccalaureate exam."

2.3.5.2. Correct Versus Wrong Use of Conjunctions

The number of appropriate and inappropriate use of conjunctions to the total number of conjunctions used by the subjects is shown in the following table:

Table 39: *Correct Versus Wrong Use of Conjunctions*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|----------|-----------|--------|
| | N | % | N | % |
| 238 | 161 | (67.64%) | 77 | 32.35% |

The table shows that the use of conjunctions is mastered by testers, because the appropriate (67.64%) use larger than in appropriate ones (32.35%).

Tables below show the total number of each type of conjunctions used by students and the number of correct versus wrong use ones.

A. Correct Versus Wrong Use of Additive Conjunction

Table 40: *Correct Versus Wrong Use of Additive Conjunctions*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|----------|-----------|----------|
| | N | % | N | % |
| 128 | 100 | (63.23%) | 58 | (36.70%) |

This table shows that the correct use of additive conjunctions (63.23%) is higher than the wrong use of them (36.70%) like: “My childhood have stored in my memory *because* I live in happy life.” Also, “I spent my childhood in a small village, *and* very small house *but* I live in happy family and more comfortable, I eat at simple traditional food.”

B. Correct Versus Wrong Use of Adversative Conjunction

Table 41: *Correct Versus Wrong Use of Adversative Conjunction*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|----------|-----------|----------|
| | N | % | N | % |
| 29 | 18 | (62.06%) | 11 | (37.93%) |

The table shows that the correct use of adversative conjunction (62.06%) exceeds the wrong use of them (37.93%). It seems that students’ have a problem with the use of adversatives in which their use of additive conjunction is higher than adversative one.

C. Correct Versus Wrong Use of Causal Conjunction

Table 42: *Correct Versus Wrong Use of Causal Conjunctions*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|-----|-----------|-----|
| | N | % | N | % |
| 24 | 18 | 75% | 6 | 25% |

The table represents the correct use of causal conjunction versus the wrong one. It shows that the correct use of causal conjunctions (75%) exceeds the wrong use of them (25%).

D. Correct Versus Wrong Use of Temporal Conjunction

Table 43: *Correct Versus Wrong Use of Temporal Conjunctions*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|----------|-----------|---------|
| | N | % | N | % |
| 27 | 25 | (92.59%) | 2 | (7.40%) |

The table shows that the correct use of temporal conjunctions (92.59%) is higher than the wrong use of them (7.40%).

2.3.5.3. Correct Versus Wrong Use of Ellipsis

The table below shows the total number of ellipsis used by the subjects and the number of correct and incorrect usage:

Table 44: *Correct Versus Wrong Use of Ellipsis*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|------|-----------|---|
| | N | % | N | % |
| 04 | 04 | 100% | / | / |

This table shows that the correct use of Ellipsis (100%) is higher than the wrong uses. The coming tables represent the total number of nominal, clausal and verbal ellipsis as well as the correct and the wrong uses.

A. Correct Versus Wrong Use of Nominal Ellipsis

Table 45: *Learner's Correct Versus Wrong Use of Nominal Ellipsis*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|------|-----------|----|
| | N | % | N | % |
| 03 | 03 | 100% | 0 | 0% |

This table shows the correct use of nominal ellipsis (75%). This means that students' have no problems with the use of nominal ellipsis.

B. Correct Versus Wrong Use of Clausal Ellipsis

Table 46: *Learner's Correct Versus Wrong Use of Clausal Ellipsis*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|-----|-----------|----|
| | N | % | N | % |
| 1 | 01 | 100 | 0 | 0% |

This table shows the correct use of clausal ellipsis is (25%). While, the wrong use is 0%

C. Correct Versus Wrong Use of Verbal Ellipsis

Table 47: *Learner's Correct Versus Wrong Use of Verbal Ellipsis*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|---|-----------|---|
| | N | % | N | % |
| 00 | 0 | 0 | 0 | 0 |

2.3.5.4. Correct Versus Wrong Use of Substitution

The coming tables represent the use of correct versus wrong use of substitution and its types in students' writing.

Table 48: *Learners Use of Correct Versus Wrong Use of Substitution*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|----------|-----------|----------|
| | N | % | N | % |
| 07 | 06 | (85.71%) | 01 | (14.28%) |

The results show that the appropriate use of correct use of substitution exceeds the wrong use of it.

A. The Correct Versus Wrong Use of Nominal Substitution

The following table represents the appropriate and inappropriate use Nominal Substitution used during their writing.

Table 49: *Learner's Correct Versus Wrong Use of Nominal Substitution*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|------|-----------|---|
| | N | % | N | % |
| 06 | 06 | 100% | / | / |

This table shows that the correct use of nominal substitution (100%) is higher than wrong use of it.

B. Correct Versus Wrong Use of Clausal Substitution

The following table represents the correct versus wrong use of clausal substitution used by students’.

Table 50: *Learners’ Correct Versus Wrong Use of Clausal Substitution*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|------|-----------|---|
| | N | % | N | % |
| 01 | 01 | 100% | / | / |

The results show that the correct use of clausal substitution (100%) exceeds the wrong use of clausal one; the correct use of clausal and nominal ellipsis have the same percent that represents the perfection of students’ use of those two types.

C. Correct Versus Wrong Use of Verbal Substitution

The table below shows the correct versus wrong use of verbal substitution used by learners’ during their writing.

Table 51: *Learners’ Correct Versus Wrong Use of Verbal Substitution*

| Total | Correct Use | | Wrong Use | |
|-------|-------------|---|-----------|---|
| | N | % | N | % |
| / | / | / | / | / |

The results show that students’ do not use verbal substitution in their writing in which the use of nominal and clausal ellipsis exceeds the verbal one.

2.3.6. Discussion of the Test

Through the comparisons between the appropriate and inappropriate use of cohesive devices, the results show that the appropriate use of cohesive devices reference (93.02%) is higher than conjunction (67.64%). However, in Ellipsis and substitution the appropriate use was (100%) in both of them. In accordance with the result of correct and incorrect use of reference types, the highest one that used appropriately is personal reference (97.46%) (see table:07), but have problem in use demonstrative references (12.41%) (see table: 06), due to the inappropriate use of “the” because students do not distinguish between definite and indefinite article. Additionally the highest number of cohesive devices used appropriately is temporal conjunctions (92.59%) (see table:12), but it seems that they have little experience with the use of “later, at the end and at that moment”...etc. However, they have problems in using adversative conjunctions (37.93%) (see table:10) in which they did not imply some other adversatives like: “in spite of” and “in any”.

The students' questionnaire aims at investigating students' awareness toward the use of cohesive devices during their writing. It consists of fourteen 14 questions organized in three main sections. The questions differ from each other. The majority of the questions are yes/no questions. There are also closed-ended questions in which participants are asked to choose from predetermined options. In addition, open-ended questions are also used. The results that can be drawn from this work reveal that both groups of second year English students at Mila University master the use of cohesive devices, as it is seen in the previous analysis about the use of cohesive devices. Yet, substitution and ellipsis are used less, this is due to their little experience with it, when and where using them. However, students have little difficulty in applying cohesive devices, the less cohesive devices used are more problematic learners. The wrong use of them

results in run-on sentences such as: “I spent my childhood in a small village, *and* very small house *but* I live in happy family and more comfortable, I eat at simple traditional food *and* I was playing games with my brother and other children in front of the house in the evening.” as well incoherent and not cohesive discourse like: “first, the true measure of students are prepared to achieve *them* goals so they should take responsibility for *them selves* and their actions. Second, the best year in your school life is the baccalaureate year *because its* good curriculum and you will learn a lot of cool things, it’s make you ready to travel from one place to another by train or other means.” The misuse of one device in any sentence can lead the writer to make fragment as well incomprehensible discourse for readers. Furthermore, students’ misuse of cohesive devices is considered as error and this explained in terms of misinformation about the function of each one of them, also these errors refer to the students inability in writing. For this reason students’ need an additional time to write in which they practice more, and they should know and differentiate between “then and now” demonstrative adverb and “then and now” as conjunctives in order to imply them correctly.

Conclusion

The analysis and discussion of the results obtained from the design of two research tools; namely, the questionnaire and essay analysis reveal that students are good in using some cohesive devices. These results are represented the findings through tables. Moreover, The outcomes of this study showed that students are familiar with the cohesive devices, as well as they are aware of using grammatical cohesive devices.

2.4. Limitations of the Study

The investigation presented was characterized by a number of limitations. First the sample was limited only to second year EFL learners’ at Mila University Center, more information

obtained if the population wasn't limited. According to the Case of Study it would be better if it was for both first and Second year English learners'. Second, the lack of time was the main issue that can be found during collecting data, else a particular sample from the population are not used to writing essays in which they use to write paragraphs. Third, Students' do not attend their classes, the reason that made researchers find difficulties to deliver the test and questionnaire; at the same time they do not answer all of the questions.

2.5. Suggestion for Further Research

Further research would be good if it uses the experimental method in addition to observation since the former brings more reliable results.

For the Future Studies researchers should not focus only on the writing skill in which they can apply this study on speaking skill.

2.6. Recommendations

2.6.1. Recommendation for Teacher

Based on the findings, the following pedagogical recommendations may be useful in improving the quality of students' productions in terms of grammatical cohesion:

- Teachers should raise students' awareness concerning the importance of cohesive devices by teaching them these devices and showing them their importance in linking students' ideas.
- Students should be taught clearly about cohesive devices. This could be beneficial for students to better understand the different types of grammatical ties and how each type can contribute to building the essay's texture.

- Teachers should provide detailed feedback to their students regarding the errors they made, as well as strategies for avoiding them in the future.
- Teachers' should add extra hours to teach all the aspects of cohesion; as well they should show their students' that both Cohesive and Discourse Analysis achieve Cohesion in any Discourse.
- Teachers' should take into consideration learners' weaknesses to provide them with the right practice in order to improve their level.
- Teachers' should familiarize the students with Cohesion and grammatical cohesive types as well their effectiveness in enhancing cohesive essays.
- Teachers' explanations of Cohesion and its grammatical devices should be clear and detailed enough in order to avoid run-on sentences and incohesive essays.

2.6.2. Recommendation for Students

- Students should realize the importance of cohesive devices and make an effort to learn how to utilize them.
- Students develop their use by much more reading or practice individually at home or by their teachers.
- Students should make the writing process a necessity not just for studying, but also for practicing at home in order to expand their vocabulary and improve their writing style.

General Conclusion

Cohesion is an essential part in writing in which it is achieved through the use of the grammatical cohesive devices. These devices are the formal markers that combine sentences together or substitute some elements in a discourse in order to keep repeating the same word, suggesting that the appropriate use of grammatical cohesive ties help in constructing cohesive essays. Students have problems with the use of grammatical cohesive ties in general and writing cohesive essays in particular. Furthermore, students who do not use grammatical cohesive devices while writing find difficulty in constructing cohesive essays. This study was conducted in the Department of Foreign Languages at Abdelhafid Boussouf University Center in Mila; the outcomes of the analysis for both questionnaire and test answered the research questions stated at the very beginning in which the answer was retrieved from the results of both test and questionnaire. It indicates that the most frequent use of grammatical cohesive devices is the Demonstrative reference “the”, also it is proven that students who know grammatical cohesive devices will construct good cohesive essays. This study hypothesized that “if students know grammatical cohesion, they would write cohesive essays”. To check the validity of this hypothesis, the researcher relied on a quantitative method. One questionnaire delivered to 39 students’ and a test for both groups of second year English students’, also it aimed at checking whether students are aware of using grammatical ties and know their effects on student’s writing as well as seeing if the students use these cohesive devices while they write. Students’ agreed that they know grammatical cohesive devices and they use them while writing. They highly support the idea of using linking words to achieve cohesion. At last, no one can ignore the importance of using cohesive devices while writing in constructing good cohesive essays. To

conclude , one can say that the hypothesis is confirmed. Therefore, it is suggested that students' should implement the fourth cohesive device when they write essays so as to write cohesively.

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Appendices

Appendix I

Students' Questionnaire

Dear students, this questionnaire aims at collecting data needed for conducting research work for getting a master degree. It is about "Discourse Analysis and Grammatical Cohesion in writing essays". We would be very thankful if you answer the questions.

Questions:

Section One: General Questions

1. How do you rate your level in English?

Good Average Poor Very poor

Section Two: Discourse Analysis of Grammatical Cohesion and Cohesive Ties

2. In the field of discourse analysis the term discourse refers to:

1. Text 2. Passage 3. Utterance

3. Text is a meaningful unit of language comprising semantic and syntactic properties, what does the underlined expression mean?

1. Coherence 2. Cohesion 3. Unity 4. Coherence and Cohesion

4. Do you know grammatical cohesive devices?

Yes No

5. What is the most frequent grammatical device that you use during your writing essays?

.....

6. Do you know about substation?

Yes No

7. Do you know conjunctions?

Yes No

8. Do you have an idea about ellipsis?

Yes No

9. Do you think that your teacher should teach all the aspects of grammatical cohesion?

Yes No

10. Does your written expression teacher taught you all the aspects of cohesion?

Yes No

Section Three: Grammatical Cohesion and Cohesive Essays

11. What are the difficulties that you face the most while writing your essays?

1. Lexis 2. Grammar 3. Vocabulary

12. When teachers ask you to write an essay, what are the components of a-cohesive essay?

1. Linking words 2. Prepositions 3. Punctuation

13. What is a cohesive essay?

.....
.....
.....

14. Do you think that providing you with a checklist can be helpful for developing grammatical cohesion?

Yes No

APPENDIX II

Your life is full of good and bad, sad and happy moments; one of these moments is stored in your memory. Choose an essay in no more than 17 lines with an introduction, body, conclusion in which you discuss your topic.

A memorable day in my life

Life is full of memories, events, moments and experiences. Some memories in life are good and some are bad, everyone has a special memory that he will never forget, the most memorable day in my life was our tour to Jmila.

We went for a trip to our family old house in the countryside in Jmila, where I was fourteen years old, it was a family vacation where we enjoyed a lot. The trip started on a breezy Sunday morning in the spring, we boarded my father's car and were going through lush green lands and large wheat fields.

In the evening, we arrived at our family old house, I was amazed by the beautiful nature of the countryside and the neat valleys that were flowing from the high mountains and the flocks of cows and goats in the green fields. The next day started with a blissful morning as we witnessed the beautiful sunshine touching the peaks of hills and mountains, after breakfast we began our day with a visit to a nearby lake, it was a visual delight, we were so excited that we started boating in the lake, the water was cold, we could see a lot of ducks were swimming together in the water. That evening we went back to home.

In conclusion, the trip was so wonderful that it cannot be explained simply in words, the trip was definitely one of the most memorable days in my life.

11

In everyone's life there is happy moments and sad, good and bad that has been stored in the mind. Mine is when I went to the sea.

My moment is considered as one of the happiest moments that I have. Me a 10 years old boy who have been smashed with a sudden trip to the sea with my class mates, because I don't know how to swim.

In the beginning I felt so sad because I had an angry impatient teacher that anyone can't reject him. So I returned to home to tell my parents, my mom prepared for me my stuffs. Next day we went to sea and my teacher saw I couldn't swim. So he taught me how to swim and I saw his "true metal".

Such moments will be locked in the mind for ever.

ملخص

تعد أدوات التماسك النصي إحدى الجوانب التي تساعد على تحقيق التماسك في أي خطاب مكتوب بهدف تقوية البناء النصي. تهدف الدراسة إلى كشف الأدوات التماسك النصي المتكررة التي يستخدمها طلاب اللغة الإنجليزية في السنة الثانية أثناء كتابة المقالات. بالإضافة إلى ذلك تسعى الدراسة إلى معرفة ما إذا كان الطلاب على دراية بمدى فعالية هذه الروابط لإنشاء مقالات متماسكة. للتحقيق في الموضوع، يتم وضع فرضية: إذا عرف الطلاب أجهزة متماسكة نحويًا، سيقومون ببناء مقالات متماسكة. للتحقق من هذه الفرضية، يتم استخدام استبيانات الطلاب، بالإضافة إلى اختبار، لجمع البيانات. الأداة موجهتان إلى طلاب اللغة الإنجليزية في قسم اللغات الأجنبية في مركز جامعة عبد الحفيظ بوالصوف - ميلة. تظهر النتائج معرفة الطلاب مسبقًا للأدوات التماسك النصي و أسلوب توظيفها. ليتبين ان الطلاب على معرفة الأدوات التماسك النصي ، بحيث يستخدمون بعضها، ويسينون استخدام البعض الآخر. باختصار، الاستخدام الخاطيء للأدوات التماسك يخلق مقالات غير متماسكة. إن التوصل إلى مثل هذا الاستنتاج يسمح لنا بأن نذكر أن الفرضية المذكورة بالفعل مؤكدة.

Resumé

Les dispositifs de cohésion grammaticale sont un aspect qui aide à atteindre la cohésion dans tout discours écrit dans lequel ils renforcent la pièce d'écriture. L'étude vise (1) à enquêter sur les dispositifs de cohésion grammaticale fréquemment utilisés par les étudiants d'anglais de deuxième année pendant leur production d'essais. (2) L'étude cherche à savoir si les étudiants sont conscients des différents liens de cohésion grammaticale et construisent donc des essais cohésifs. Pour approfondir le sujet, une hypothèse est posée : si les étudiants connaissaient les dispositifs de cohésion grammaticale, ils construiraient des dissertations cohérentes. Pour vérifier cette hypothèse, des questionnaires destinés aux étudiants, ainsi qu'un test, sont utilisés pour recueillir des données. Les deux outils s'adressent aux étudiants d'anglais du département des

langues étrangères de l'Université Abdelhafid Boussouf Center-Mila. Les résultats montrent les connaissances préalables des étudiants et l'utilisation des dispositifs cohésifs. Ils connaissent certains dispositifs cohésifs mais pas d'autres, en utilisent certains et en utilisent mal d'autres. En bref, la mauvaise utilisation des dispositifs de cohésion crée des dissertations incohérentes. Parvenir à une telle conclusion nous permet d'affirmer que l'hypothèse déjà énoncée est confirmée.

