

**PEOPLE DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED KIHDER BISKRA
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
DIVISION OF ENGLISH**



The Use of Cohesive Devices in Paragraph Writing

Case study: Second Year LMD students at Biskra University

Dissertation submitted in partial fulfillment of the requirement for the master degree in
language sciences

Submitted by:

Wahiba Khelifi

supervised by:

Miss SAIHI HANANE

June 2014



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DEDICATION

This dissertation is dedicated to the dearest person to my heart, My mother (ZOUINA), to the person who helped me, and loves him so much to my soul, My father (AISSA) my

Allah bless them.

It is also dedicated to to my uncle (OMAR) and his wife (BAHIDGA) that considered as my parents.

My dearest brothers; HAMID, KHALED, MORAD, FARID, and his wives FATIMA, FARIDA, SOMIA.

My dearest sisters; SAIDA, RAZIKA, AHLAM, whom I love them so much.

To all my extended family specially, my grandmother (ZINEB).

This work is dedicated to all my beloved nieces and nephews CHAIMAA, KWATHAR, RITAG, MAREIM, YASSIN, ABD ELHAK and RAHMA

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ABSTRACT

The present study focuses on the use of cohesive devices in paragraph writing. As we know writing need to have good style, the use of cohesive devices by the learners are the most helpful way to produce meaningful text in order to that this research aims to investigate of cohesive devices that can be used by our students and to indentify the quality of these devices that used by them. To achieve this aims we hypothesize that if the EFL students use cohesive devices appropriately and accurately, they will improve their paragraph writing. This research based on the interview with three teachers of written expression, this after test some paragraphs writing that are gathered from the students second year LMD of English at the department of foreign language, university of Biskra. The results that obtained from this test we found that students may able to use cohesive devices with some errors in their paragraph writing, besides they have problems with substitution and ellipsis which they have little information about them. While which concerned by the results that obtained from the interview the students have little experience with cohesive devices but with much practice and guided from their teachers they will develop them. Hence, the findings gathered in this study confirm the set of hypothesis is when the students use cohesive devices appropriately, they will get well connect paragraph writing.

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GENERAL INTRODUCTION

Writing is one of the most important skills in teaching English as a foreign language (EFL). It is the second productive skill besides to speaking. Through communication, developing the writing skill is thought to be highly complex in each aspect that leads to the some trouble to EFL students. Most of the time, students complain about their problems. One of these problems is about arranging their ideas logically. What makes writing clear for them is the fact that for good range of writing, the students must have cohesion and cohesive devices in their production of writing; those concepts are necessary to manipulate sentence level by using connectors to build a clear and strong paragraph. In order to receive that, the students must have the ability of arranging ideas by being more aware of use cohesive devices to produce well connected paragraph.

1. Statement of the Problem

This research will discuss one of the aspects in writing skill. Due to the complexity of this skill, the majority of the students find it difficult so that they fail to produce an acceptable paragraph. We believe that the mastery of this aspect requires an appropriate use of cohesive devices that lead student to adopt logical arrangement in writing, and therefore, they will produce clear paragraph writing. That lead us to investigate the cohesive devices as a recurrent problem in the produced by second year LMD students.

2. Aim of the study

The present study shows that the students face difficulties during writing a cohesive paragraph in order to make their ideas clearly organized. The first aim of this study is to investigate cohesive devices that can be used by our students in classroom to make their writing acceptable, to identify the quality of cohesive

devices that used by them. The second aim is to determine whether the student writing abilities would be improved when using an appropriate cohesive device.

3. Research Questions

1-What are the problems that face EFL students for producing cohesive paragraph?

2-To what extent do EFL students use cohesive devices whenever they write?

4. Research hypotheses

Through these questions, the researcher assumes that:

1- If the EFL second year students use cohesive devices appropriately and accurately, then they will improve their paragraph writing.

2-If the EFL second year students use frequent cohesive devices appropriately, they will produce cohesive paragraph writing.

5. Research Methodology

In this study, we are going to validate the hypothesis through a descriptive method, which focuses on the students' production of writing paragraph, and verifies whether or not students are aware of using cohesive devices that contribute to a clear and cohesion paragraph.

5.1. The sample

In this study, we will select a group of 30 students of second year LMD and 3 teachers of written expression at the department of English at Biskra University during the year of 2014/2015. The reason of this choice is that the student of second year to be reach in our subject.

5.2. Research tool

The instrument used in this study to collect the data is students' paragraph, which will ask them to write paragraph, and then, the description of the production through the analysis of errors about the quality of cohesive devices that I used in their writing. In addition to accomplishing research aim we use another instrument is teachers' interview to gather information which appropriate solutions that helps students in use cohesive devices appropriately.

5.3. Data collection

In order to show the use of cohesive devices in students paragraphs' writing as well as the views of teachers about this subject, two data gathering tools will be used, errors analysis of paragraph students in order to determine to what extent students use cohesive devices in their paragraph, and they use them in suitable way. Moreover, an interview will be address to three teachers of written expression in order to identify the problems facing students while writing paragraph accurately.

6. Significance of study

This research will bring some benefits in teaching English as or foreign language(EFL), especially in writing cohesive paragraph, which for both the students and the teachers. The student who write paragraphs and by using an appropriate cohesive devices in their writing, they will have the ability to produce text that easily comprehend for their teachers. Following that we can use results of this research for more effective, application of cohesive devices in paragraph's writing.

7. The structure of the research

The present study will be divided into three main chapters, the first and the second chapter will be devoted to the literature review, and the third chapter about the test students' paragraph and the teachers' interview.

The first chapter will be devoted to the paragraph writing, it will comprises description of writing and then paragraph writing; definition, types, the characteristics of good paragraph, mechanics, and organization. The second chapter we will discuss the subject of our research, which concern with cohesive devices.

The third chapter of the research proposed will be mainly an investigation of use of cohesive devices by student second year. We will give description of students' paragraph that deals with the way we conduct it and we will try to provide an accurate analysis of the results obtained from both of paragraphs' student and teachers' interview about our subject. Finally, we state the conclusion of this study.

***Chapter One : Paragraph
writing***

Introduction

Writing is one of the most important skill in English language , which it construct larger part from the smaller one; that is the writer uses words to combine sentences, sentences to make a paragraph and paragraph to form a whole composition. However this chapter is focuses on at one of basic units of great writing that deal with paragraph writing, which we will start with definition of writing , and presenting the stages of writing process, then we will provide the reader with the overview of paragraph by present the definition of paragraph, their structure, their generation, in addition to the most common types of writing with descriptive, narrative, expository, and persuasive, it also includes the characteristics that lead paragraph good organized, and we arriving in the end by produce the mechanics of writing.

1.1 Writing Definition

Writing is one of the most important skills in language teaching, which involves producing a clear word to combine sentences in order to get coherent paragraph. According to Byrne (1988, p: 01) “when we write we use graphic symbols, that is we combine letters that represent our sound when we speak, and these letters are combined to form words, and words to form sentences” where as Crystal (2006, p: 257) “writing is a way of communicating which uses visual marks made on some kind of surface, it is one of graphic expressions” (cited in Azzoui, 2009).

Writing is not just form symbols and marks as the views above, but we should write with clear and specific purposes, audience and topics as Obsima and Hogue (1997) “writing is progressive activity, this means that when you first write something down, you have already thinking about what you going to say, how

you are going to say it” (p: 02). In addition to, Hamp-lyons and kroll (1997, p: 8) states that” writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience” cited in Weigle (2002, p: 19).

Writing is not easy task for achieve clear ideas, which not just combine sentences and paragraphs, but we should learn some components as grammar, spelling and word choice as Hyland(2003)states that “writing is regarded extension grammar, a means of reinforcing language pattern, through habit formation and testing learners’ ability to produce well formed sentences” (p:3), and “it regarded as marks on page r screen a coherent arrangement of words, clauses, and sentences structured according to system rules” (Hyland, *ibid*).

as Writing is a means of communication between people it should fellow some convention that are related to letters to form words and words to form sentences, as Kroma (1988) argue “Writing is kind of activity where the writer express all the ideas in the paper from words to sentence, sentence to paragraph and paragraph to form essay. In relation to organization of ideas on the paper a writer should has an ability to balance the purpose, audience, and topic as well as speaking activity” cited in (Abd Rahman 2010).

Furthermore, Chakraverty(2000) point that writing is defined as “a reflective activity that requires enough time to think about the specific topic and to analysis and classify any background knowledge, then writers need a suitable language to structure these ideas in the form of a coherent discourse” cited in Ahmed(2010, p:211). In brief sense, from the different views above we can summarize that writing is a kind of skill where the writer express all ideas according to particular topic.

1.2 Stages of writing process

Writing is a process any writer must follow to have a successful product, which he takes some stages to help him how to generate ideas and how to develop them in any side which from grammar, structure, word choice according to Smith (1982, p:117) “describes this recursive process in terms of the way which the text is moved, around, cut or expand” cited in (Hedge, 2005, p: 54). For this the writer makes different decisions through different stages that are prewriting, drafting, revising and editing.

1.2.1 Pre-writing

Is the first step in writing process, where the writer spends the great time for gathering information about his topic according to Richard and Rennadya (2002) constructed pre writing as: “pre writing is an activity in the classroom that encourages students to write, it stimulates though for getting started . In fact, it moves students away from having to face a blank page towards generating tentative idea and gathering information for writing” (p:316). Before the writer going to write about any topic, he generated and organized his ideas by using different techniques as brainstorming and listing that are considered as a helpful way that provided by Fellag.R. L (2004) which declare that brainstorming and listing are those ways to get ideas and discussing them either in groups or individually, which the writer brainstorm ideas and make them in lists to facilitate writing.

Besides to this ways there are additional techniques that used to prepare writing, as mapping, clustering, free writing as Rumsek and Zemach (2005) states that some writers go through free writing for writing quickly and easily, and

another one depends on mapping that is considered easily to make relationship between ideas. Whereas Leki (1998) says that listing is faster than free writing, but operates on the same general principal, listing means to write down everything that is related to your topic in the form of words or quickly phrase, it is particularly useful for getting examples or specific information about the subject. However, without exception all techniques are helpful for the writer to prepare the first composition.

1.2.2 Drafting

Is the second step in the writing process, where the writer makes initial composition from the information that are gathered based on the first step, to a convey a particular ideas according to Galko (2001, p: 49) by the drafting is a meant of “writing a rough, or scratch, from your writing” cited in Nemouchi (2009). During this stage, the writer makes tentative notes to produce first draft as Bell (2009) “drafting stage is characterized by increasingly less tentative efforts towards implementing a specific plan for written communication”.

As at named a draft, no need for grammar and spelling. However, the writer put the notes just in sentences and paragraphs as Brown and Hood (1989) claim that in drafting stage students should not worry about spelling, grammar and punctuation or for best wordiness. Therefore, drafting stage is necessary step for begin writing and it should repeat at many time to help the writers use right words and ideas in the later, it also encourage them to overcome the difficulties of writing. Consequently, drafting stage is really time to begin writing that considered the foundation for final draft.

1.2.3 Revising

Is another essential stage in writing process, which the writer gives attention of the content and the purpose if they are clear and appropriate for the reader, according to Brown and Hood (1989) revising is the most important stage in writing process where you check that you have said, what you wanted to say in clear and appropriate way for the reader in particular writing situation that involves arranging, adding, changing, or deleting. In addition to, during this stage the writer checks his paper is whether the ideas and sentences are connected logically to receive for unity and coherent writing as Zemach and Rumsek(2005) Revising stage is whether thoughts and ideas are communicated effectively and clearly for satisfy the reader's needs by the writer making improvement for structure of writing.

In order to that, Galko(2001) "suggests some steps that the writer can follow in order to revise his paper, in the first thing, he should read the paper carefully as he is one of the intended audiences, then he decides what must be done to his draft and in the last, makes important changes to the draft". Cited in (Loucif 2012), as the result, revising stage is connected mainly by the content and the organization of writing.

1.2.4 Editing

Is the last step in writing process, where the writer makes final changes in his draft towards mechanics of writing for it becomes more interesting paper, according to Hogue (1996) "if you learn to edit well, you will write clearer, more interesting paragraphs that you communicate your meaning" (p: 6).editing stage emphasizes on the errors of writing as punctuation, spelling capitalization that are provide by Johnson (2008) states that:

Basically 'editing' making your piece as reader, friendly as possible by making sentences flow in clear, easy to read way, it also means bringing your piece of writing into line with accepted ways of using English: using the appropriate punctuation and spelling and appropriate paragraphing (P:167).

Furthermore, Hedge (2005) declares that "editing process makes the final readjustment and check accuracy so that, the text is maximally accessible to the reader" (p: 54). In the similar way, Whitaker (2009) "editing will make your writing more precised and easier to understand" (p: 19). In brief sense, editing stage is concerned by the mechanics of writing.

1.3 Overview of paragraph

Paragraph is a next basic unit of writing, which has academic definition and special organization after sentence which group of sentences is generate paragraph and these sentences should be well connected to forms good one.

1-3-1 Difinition of paragraph

Paragraph in academic writing has basic definition and crucial details, which it is group of sentences that links together for discuses one idea the number of sentences is often between five and ten which it depends on the topic itself as Ziness (2006) "there is no formula to determine how many sentences comprises a paragraph, it depends on the depth and complexity of the logic employed" (p: 03). Cited in (Liberty University's online writing center).

The sentences of paragraph should be unity and coherence as Lunsford and Conor (1993, p: 02) points that "a paragraph is group of sentences set off as a unit that focuses on single section, by coherence that links together in logical manner, besides to by development that refer to supporting sentences provide specific information to the main idea" .cited in (Hampton (2005)). Zemach and Rumsek

(2005), & Savage and Shafeil (2007) the paragraph is characterized by the indentations, which the first about half of inch or five spaces, it has right and left margins.

There is different views about definition of paragraph according to Read (1955) define paragraph:

as a device of punctuation, the indentation by which it is marked implies no more than additional breathing space like the others marks of punctuation...., it may be determined by logical, physical or rhymical needs logically, it may be said to denote the full development of a single idea.

Cited in (Nordquist; 2014).

This view is focuses in the importance of the indentation which he concentrated on the form. Whereas others emphases on the content as Scott and Denny (1909) “paragraph is a unit of discourse developing a single idea, it consists of group or series devoted like the sentence to the development of one topic, a good paragraph is also, like a good essay, a complete treatment in itself”. Cited in (ibid, 2014). In the similar way to king (no year) states that:

I would argue that paragraph is not a sentence, it is the basic unit of writing the place where coherence begins and words stand a chance more than more words... topic sentence followed by supporting sentence and description insist that the writer organize his/her though, and it also provide a good insurance from wandering away from the topic.

(Cited in Canseco 2010, unit: 02)

in brief sense, from the different views above it can summarize the definition of paragraph as the foundation of writing that consist of bunch of sentences which express one idea where coherence and unit achieve.

1.3.2 Generating paragraph

Paragraph is build from sentences, which considered the basic unit of written English good paragraph is composed by good and variety of sentences that related logically as provide by Kane, (2000) states that “good sentences are the sinew of style, they give prose its forward thrust, its flexibility, its strong and subtle rhythm, the cardinal virtues of such sentence are clarity, emphasis and variety”. and he add that “the sentence is described as a group of words standing by itself, that begin with capital letter and ends with period, question marks and soon (in speech the separateness of sentences is marked by intonation and pauses” (p:.

We can say a sentence is a bunch of words or a statement that involves a *subject* that act or described, it can be simple (one word) or complete (group of words that contain simple subject and its modifier). In addition to the *predicate* that say something about a subject, it includes the *verb* with its object and its complement; it must be finit that is limited to number, person. In addition to non finit verb that refer to participle, gerund, and infinitive. However, the sentence in academic writing has four several types that are simple, compound, complex and compound- complex sentence.

Simple sentence: which involves only one subject and one verb, it may have complement that complete the meaning of verb, which it may be noun, pronoun, adjective or adverb according to Savage and Shafeil (2007) simple sentence structure is a statement that express a complete idea it may be affirmative, negative, question or complete sentence. Besides to Smith(2003)states that “writing is not variety by only simple sentence, but by adding compound and complex to express more complex connection between ideas.

Compound sentence: is another type of sentence that made up of two or more simple sentence that linked by coordinating conjunction such as: and, but, nor, or, yet, so. It can be using punctuation as comma or semicolon, In some way joined by semicolon and transitional such as; also, in addition to, moreover, however and soon.

Complex sentence: is a type where combines dependent clause with independent clause Kane (1988) independent clause in the complex sentence is called main clause and dependent clause has function as noun, adverb, or adjective that called the subordinate clauses, but in some exception complex sentence can only have main clause.

Compound- complex sentence: is the last one of the four basic sentence structures that has at least two independent clauses and at least one dependent.

1.3.3 Organization of paragraph

Paragraph writing has special organization according to Robinson.L (2004) declared that “one logical way to organize paragraph is to explain the major points that support, state all points in the topic sentence, then develop each point into sentences”(p:14). Another idea that provided by Widdowson (2007) states that “there is also a thematic organization of paragraph (topic sentence), whereas following sentences has rhematic value (supporting sentences), which develop the idea proposed by a theme by means of examples, arguments, etc

Consequently, the views above discussed the same idea about the organization of paragraph which it has three main structures that are topic sentence, supporting sentences and concluding sentences. The following structure will illustrate in the figure below.

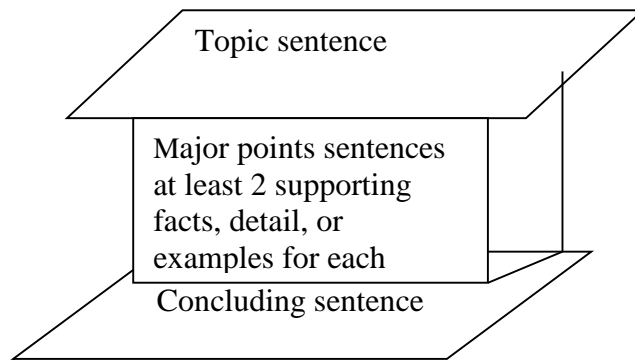


Figure1: A well developed paragraph according to Robinson (2004, p: 30)

According to Robinson This figure illustrates the organization of paragraph writing, which it has topic sentence that should follow by supporting sentences where developed it by different facts, details and examples besides it conclude the paragraph by concluding sentences .

1.3.3.1Topic sentence

Is the most general statement in paragraph writing which indicates to what paragraph is about according to Fleming (1999) states that “topic sentence is introductory line which addresses what the main idea or thesis of paragraph going to be”. It is the primary purpose to get attention for the reader to understand the idea according to Zemach and Rumsek (2005) topic sentence is helpful for the reader and the writer which allow the writer to decide which information is relevant to be involved, and which it is not excluded, in addition to it enables the reader to understand the topic and guesses for the rest

In addition to another one as Abdesalam (2007) “topic sentence helps the reader economize the account of time and effort when they are skimming for guest or scanning of specific information”. Topic sentence usually come at the beginning, and in some exception cases it come the last sentence in paragraph writing. It also divided into two parts according to Obsima and Hogue(1997) it

indicates clear the topic that refer to general idea, and the controlling idea that help the writer to limit and control the topic . Therefore, topic sentence is a basic part for paragraph organization

1.3.3.3.2 Supporting sentence

It is another essential part of paragraph organization, it fellow the topic sentence which it refers to a group of sentences that provides information and develops the idea that expresses in the topic sentence. In this part the writer tends to choose different methods and techniques for supporting the main idea; which he may use facts, details, examples or arguments to confirm his idea according to Hogue (2008) acknowledged that “supporting sentences are biggest part of paragraph that explain or prove the main idea in the topic sentence” (p:). Therefore, supporting sentences are necessary in paragraph to reinforce the main idea.

1.3.3.3 Concluding sentence

In addition to topic sentence and supporting sentences, the concluding sentence is the last part that used to conclude the paragraph according to Zemach and Rumsek (2005) it can be either by summarizing the main idea that discussed in paragraph or repeating the topic sentences in different words, it can serve two function which indicates the end of paragraph and keep the reader remembering the main topic without introducing the new idea. in the similar way to Reid(1994, p:42) “ the concluding sentence summarize the materials, offers the solution to the problem, prediction a situation, makes a recommendation or states a conclusion”(cited in Sattayathan and Ratamaping,2008,p:21) .

Furthermore, Obsima and Hogue (1997) declare that after the concluding sentence the writer may add final thought about the subject that called concluding comment for help the reader to remember the idea of paragraph. However, paragraph need to close the paragraph by concluding sentence.

1.3.4 Types of paragraph writing

There are several types of paragraph writing that have been created and regarded to topic or content and for the purpose, the most known types are: descriptive, narrative, expository, and persuasive paragraph writing

1.3.4.1 Descriptive paragraph

Descriptive is type of writing that focuses on describing the character, events, and place in great detail, which about how something or someone looks. in this context Savage and Shafeil (2007) in descriptive paragraph the writer introduce the subject that describe it in the topic sentence, then he give information by using sensory details (looks, smell, feel), in addition to how the writer feels in supporting sentences; whereas in concluding sentence he will restate the main idea. Besides, in descriptive writing the writer concentrates on convey effective meaning to the reader by using well and familiar words to make the best description. It also depends on the mood and feeling by using adjectives according to Smith (2003) states that descriptive writing use words in order to create picture, writers are usually used sensory details to establish a mood, its contain adjectives to describe the subject clearly.

Moreover, Ran and Peter (1986) pointed that with descriptive paragraph that is devised into two types which are objective description that attempt to report accurately the appearance of the object as thing itself independence of the

observer's perception of it or feeling about it, it is factual account the purpose of which inform a reader who has not been able to see with his own eyes. And another type that is considered different from the first one which called impressionistic that focuses on the mood or feeling the object evokes in the observer rather than upon the object (cited in Nordquist, 2014).

1.3.4.2 Narrative paragraph

It is used to tell story or relates by sequences presentation of events according to Beare (2014) "narrative paragraph are used to describe what a person does over a period of time" that is mean narrative writing is focuses on the time .another hand, it depends on the character that can be real or fictional. According to Smith (2003) this type of writing is simply telling a story which may be factual or imagination, it characterized by specific structure and methods for organization the events, and used past simple when narrate story. In addition to it divided into simply narration with describe the events that usually happened in chronological order, and it has complex narrative that focuses on the resolution of conflict.

1.3.4.3 Expository paragraph

Expository writing is explaining something about a subject, and it can also called information writing in order to give information about a person, thing or idea. However, expository paragraph writing is factual which without emotion and feeling. According to Smith (2003) expository writing is used to explain process of something by using transitional words such as first, next and finally to make clear, and the writers try to support their main ideas by using facts. In addition to, Fiderer (2002) "expository paragraph gives direction or uses facts and details to explain information" (p: 17). Similarly to Alkuauli (2006) the purpose

of expository writing is to explain and clarify ideas through definition, comparison or information. Consequently, expository paragraphs are factual based on the real subjects when explaining and state an opinion.

1.3.4.4 Persuasive paragraph

Persuasive is from the verb 'persuade' which means convince according to Rahman (2010) persuasive writing is trying to persuade or convince others that the people ought to believe or act as the writer wishes to believe or act, in the process of writing persuasive paragraph the writer should state some supporting facts to convince the reader. In order for the persuasive to depend on the facts, the writer should provide the reader with some arguments to convince him as Smith (2003) one of the most common ways to organize the persuasive writing is to present possible arguments against your opinion and show why these arguments are weak, another way is to state an opinion and then give evidence to support it.

1.3.5 Characteristics of good paragraph

The paragraph is good and clear organized in order to flow sentence to sentence logically by coherence, and have one idea by unity in addition to these sentences are connected to the topic sentence where have enough information to develop it that are cohesion, and completeness.

1.3.5.1 Unity

It is the most important element of good piece of paragraph writing, which it refers to all the sentences discuss only one idea according to Alkhauli (2006) "the unity of a paragraph means that all the sentences of paragraph serve the same purpose and centre around the same topic, in other words the topic sentence is illustrated by some major supporting sentences and these sentences explained by

some minor supporting sentences” (p:93).however, when a paragraph has unity , so as not to make the reader gets confused which Roza (2007) declared that “A reader quickly loses direction and ends up frustrated when confronted with paragraphs having two main points, which when paragraph is unity that discusses one idea, the reader will feel secured”

In addition to Kane (2000) states that paragraph unity require two ways which are coherence that deal with the ideas well jointly, and flow that deal with the sentences links up, which let the reader feel secured. Therefore, from the views above to achieve unity; the writer should discuss a single section for serve a paragraph.

1.3.5.2 Coherence

It is another essential element of good paragraph. Obsima and Hogue (1997, p: 98) “in addition to unity, every good paragraph in composition must have coherence”. Besides to Harmer (2004, p: 25) point that “coherence, therefore is frequently achieved by the way in which a writer sequence information”. However, coherence in paragraph refer to all sentences associations together in logical way by using different relations, as provided by harmer(2004) coherence is require to a number of type of internal logic with the purpose of join each sentence to one another which accomplish by use cohesive devices that refer to connect elements text together.

In order to cohesive devices serves to be paragraph coherence, obsima and Hogue (1997) classified them into transitional signal that refer to connect ideas in one sentence to another as *first, second, moreover, however*. Also by use consistent pronouns to indicate something that has been already mentioned that can be person, place or idea. Another way to achieve the flow of coherence is

decided ordering principal for the ideas in paragraph types according to Freedenberg and Boardman (2002) coherence may be organized according to sequence of time in narrative paragraph which use chronological ordering principal, or according to space in descriptive paragraph which use spatial ordering, and in logical ordering in expository paragraph which arranging the information in logical way. Therefore, coherence has great function to make paragraph clear organized.

1.3.5.3 Cohesion

Another significance elements in good paragraph is cohesion, which all the supporting sentences stick together in their topic sentence according to Baker (1990) has defined cohesion as “a setoff connection between lexical, grammatical and other relation which join various parts of text to each other, cohesive devices are those tools which contribute to provide links between parts without any difficulties” (cited in Vali & Kiamparsa, 2010). That mean cohesion is completed by grammatical and lexical cohesion, according to Harmer (2004) cohesion is achieved by grammatical device to help the reader understand that are divided in lexical and grammatical cohesion; the first one by using two main devices that are repetition of words and lexical set ‘chain’, whereas the last one it consists of pronoun and possessive pronoun, articles references, tense agreement, linkers, substitution and ellipsis.

Furthermore, there are another way to achieve cohesion, according to Freedenberg and Boardman (2002) emphasize that there are many way to give paragraph cohesion is by linking words that consist of linking words, coordinate conjunction, subordinate presupposition and transition; this later are considered very common types of link sentences to another. More to the point the signal

words are other elements to help paragraph cohesion when the writers are starting a new idea. according to Price and Maier(2007) “signal words are words and phrases that prepare the reader for what is come do that an example, a comparison with what went before, a contrast, a continuing description”(p:333-334). In broad sense, cohesion is one of characteristics of paragraph writing that achieved by a variety of devices.

1.3.5.4 Completeness

In addition to unity, coherence, cohesion, completeness is also another effective element of good paragraph, it can be defined as all the sentences of paragraph are clearly and sufficient to support the main idea. According to Freedenberg and Boardman(2002) states that paragraph is complete where all the major supporting sentences has fully explain to the topic sentence, in addition to, all the minor supporting sentences needs to explain each major supporting sentences. In broad sense, completeness refer to supporting sentences should be enough to make the controlling idea of the topic sentence completed.

1.3.6 Mechanics of writing

The word mechanics is used to define the most suitable structure that used in building strong writing. It may regard as the fundamental components for each piece of writing where allow the meaning obvious and comprehensible. According to Kane (2000) “mechanics refers to the appearance of words to how they are spelled or arranged in paper, the fact that the first word of paragraph is usually intended is a matter of mechanics. Convention of writing requires that a sentence begin with capital and ends with period, question marks and soon” (p: 15) through this view we understand that the use mechanics due to capitalization,

punctuation, grammar and spelling appropriately that lead the reader recognize the meaning.

Capitalization and punctuation: are basic component of writing English. According to Smith (2003) “capitalization and punctuation are like auto mechanics of your writing, they time up your sentences and make start, stop and run smoothly” (p: 15). Which concern by punctuation is one aspect of writing that helps the writer addresses clear massages to the reader, according to Grellet (1996) “the role of punctuation is to make the text your write clear and easy to read” (p:8). Similarly to Ashby (2005) “punctuation orders prose and sends signals to the reader about how to interpret good sentence structure and it makes reading flow for the reader without having to re-read, and it contains different tools that are full stop, period, comma, semi colon”. In addition to capitalization is also most important piece of writing, which Abderahman (2010) assert that when the sentences are capitalized appropriately, the reader will make different from one sentence to another.

Grammar: is the basic section in writing English, it may be refer to the system of communication. According to Smith (2003) “you have to pay attention to rules, you need to understand the parts of speech when you write and you have combined them properly “(p: 16). In addition to Milles (1996,chapter one) state that “the term grammar is frequently used to describe our knowledge of the separate parts of sentences, sentences contain clauses, clauses contain phrases, phrases contain words, and words themselves can be broken to even smaller unit”. However, grammar is concerned by the parts of speech from noun, verb, adverb, adjectives and soon, and the structure of language in addition how to manipulate them in writing correctly.

Conclusion

In this chapter, we have tried to introduce the paragraph writing by presenting the definition of writing firstly and their process, then we have discussed the definition of paragraph, their organization, and how to generate paragraph, we have also clarify the characteristics that lead the paragraph well organized, in addition to, had shown the common types of paragraph and ended with the mechanics of writing.

Chapter two: Cohesive Devices

Introduction

The use of cohesive in writing is one of the most difficult skills for the learners to develop their writing which it's regarded as the crucial element of academic writing for success. In order to that, the following chapter will discuss the fundamental ideas concerning by cohesive devices by presenting the definitions and concepts for both cohesion and coherence, the differences between them, also it includes the overview of cohesive devices by providing the reader with the definition of cohesive devices, and the main classification of them. In addition to, the distribution of cohesive devices in paragraph writing.

2.1. Cohesion and coherence

One of the greatest qualities in writing skill is Cohesion and coherence which regards as essential components in creating and constructing organized text to be unified and meaningful besides to comprehensible content that are easy for the reader.

2.1.1 Definitions and concepts of cohesion and coherence

Cohesion and coherence are two most important elements in each piece of writing, which all parts are connected logically to form a whole according to William (no year) pointed that "think of cohesion as the experience of seeing pairs of sentences fit neatly together; the way Lego pieces do. Think of coherence, as the experience of recognizing what all the sentences in piece of writing add up to, the way lots of Lego pieces add up to building, bridges, or boat" cited in Hampton (2005, p:1). That mean cohesion is concerned with the sense of flow that show the relationship between sentences, besides to coherence relate by the whole where all the sentences in each piece of writing add up to create complete

meaning by using different relation. And tangkiengirisin (2010, p: 54) declare that “cohesion is main source of coherence between sentences and it may also be a source of coherence within sentences”

From this view above we summarize several definitions for both cohesion and coherence by different scholars, in the one hand which concern by cohesion is most important matters in the discipline of text; it plays a crucial part in text analysis, besides it has prominence in studies as well as in writing research , however this term is defined by McCarthy (1996) ”described cohesion as a term derived from Latin word coheasion which means cling together he point out that in linguistic it is the language form used to indicate semantic relation between elements in discourse” cited in fakuade&sharmadama (2012, p:304). In addition to, Markel (1984, p: 4) provide a definition of cohesion as “it evaluation a random collection of sentences to the status of the text, and in the process imparts meaning insights and purpose to the those sentences”, Geme and Lea (2008) “cohesion is considered with the way in which parts of written text f it together to make a whole rather than a series of disconnected bits” (p: 158).

Furthermore, this thought it is focus on the most popular views of scholars work as Halliday and Hassan(1976) that provide a precise information about cohesion that will take from “cohesion in English” which they point that for this term “it refer to the range of possibilities that exist for linking sometimes with what has gone before”(p:10) and they add that “cohesion is a relation in the system” where the writer opts for sets possibilities to make to text” hang together”, the potential that the speaker or writer has at this disposal (p: 18-19).

While Hoey (1994, p: 13) describe cohesion as “the way certain words or grammatical features of sentences connect that sentence to its predecessor in text”

cited in Sancyk (2010). for this view cohesion will achieve by use different relation to create clear and strong connection between piece of writing that be grammatical and lexical as Halliday and Hassan refer to relation by “distinguish types of grammatical and lexical through grammar or vocabulary” (p: 55).So, cohesion in writing is related by using a variety of ways specially the using words and phrases namely cohesive devices as Conon (1984) defined cohesion as “ the use of cohesive devices that signal relation among sentences and parts of text, this means the appropriate use of cohesive devices enables the reader and listener to capture the connectedness between what precede and follow “cited in Abdul Rahman (2013).

On the other hand, coherence is also of the most crucial part of writing which Suraihkumar (2003) confirm that coherence is considered good communication in both written and oral results from good knowledge in the area with awareness of the aspects of grammar, spelling ,and pronunciation that addressed well, in addition to Halliday and Hassan(1976)made no distinction between cohesion and coherence, according to them coherence is recognized by the overt presentation of cohesive devices to connect sentences or paragraphs in the text, such definition of coherence focuses on the level of connectedness an paragraph unity as in Gutwink’s(1976, p:27)view coherence refer to a more global concept to unity gethereness of text “ a paragraph is said to have coherence when its sentence are woven together or flow into each other, if a paragraph is coherent the reader move easily from one sentence to another to the next without feeling that there are gaps in though, puzzling gumps, or points not made “ cited in Tangkiengirisin(2012, p:55)

In addition to Geme and Lea (2008) indicates that coherence is concerned with the overall sense of written text which go beyond the words and sentences the words and sentences has clear strict that help the reader to move him easily to understand the meaning easily. Coherence, however is achieved by different tools to improve writing according to Obsima and Hogue (2006) declare that “there four way to achieve coherence that are repeat key noun, constant pronoun, in addition use transitional signal to link ideas and arrange them in logical order” cited in Abushark(2012).

At this context, cohesion and coherence are both very important notions of the text to make it semantic unit and enable the receiver to understand the meaning according to Martin (2001) cohesion and coherence can be ordered in hierarchy with the texture coming as a step between them. Cohesion together with the text forming recourses of grammar and phonology, is supposed to be one of the study texture. “The process whereby meaning in channeled into a digestible current a discourse” (p: 35) cited in Zmrzlà (2013, p: 25) however this situation is illustrated in the following figure

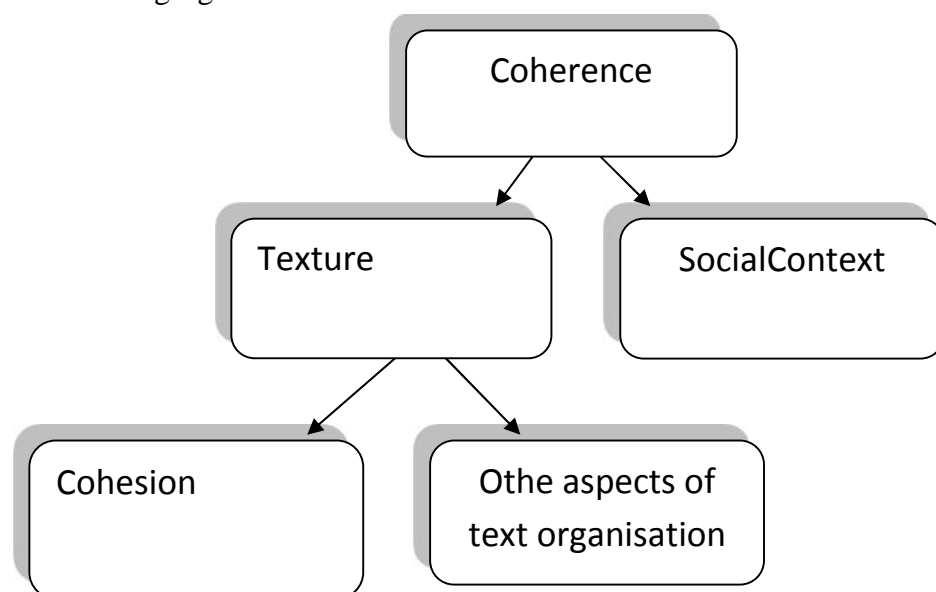


Figure2: Hierarchical structure of cohesion and coherence according to Martin (2001).

According to Martin (2001) Cohesion and coherence is both aspects to study texture as a step between them, which is essential structure to understand the broader context as in social, cultural and other aspects of communicative conditions.

2.1.2 The differences between cohesion and coherence

Cohesion differ from coherence in several way which is considered closely linked according to Debeagrand and Dressler(1981) emphasized that “cohesion is created on the bases of predetermine coherence the presence of cohesive, conjunction, ellipsis, substitution, reference, and lexical cohesion can help a text to be stable adequately understood” cited in (vali& kianiparsa,2010) .in some cases cohesion is not enough to make the text understandable as Yule(1985) “cohesion by itself is not sufficient to give the text the sense of semantic unity, the resulting set of closes may resemble text, but it is not one cohesion is only one of the aspects of texture which is what the distinguish a text from non text and helps to establish coherence in the discourse .

In addition to, Debeagrand and Dressler(1981), Enkvist(1990) “coherence has to be clearly distinguish from cohesion, which cohesion refer to the overt semantic relation in the text, where as coherence refer to semantic and pragmatic relations between text parts which are interpreted against the back ground knowledge of specific world knowledge” cited in Berzlànovich(2008,p:4). similar to widdowson (1978) studied “cohesion and coherence from pragmatic perspectives he believe that cohesion is overt relation chip between proposition expressed through sentences, while coherence is defined as the relation chip between the illocutionary act” cited in Tangkiengirisin (2010)

The definition of cohesion is differ from coherence as provide by Tanskanen (2006, p: 7) who states that “cohesion refer to grammatical and lexical elements in the surface of a text which can form connections between parts of text, where as coherence “resides not in the text but is rather the outcome of a dialogue between text and its listener or reader” cited in Zmrzlà (2013, p: 26).furthermore, the role of cohesion is characterized by relation to make connection in the text according to Witte and faigly(1981,p:8) “cohesion define those mechanisms that hold a text together while coherence define those underlying semantic relations that allow a text to understand and used” .

In broad context, Stoddard (1990, p: 91) acknowledged that “the basic difference between cohesion and coherence is that totality and unity of “sense” in the text which means this concept is “global” in nature” cited in sanczyk (2012).in addition to Raimes (1983) considered cohesion and coherence as tow different elements, he maintained “it should be clear that these are not the same thing, that is a text may be cohesive (i.e. linked to gether) but n coherent(i.e. meaningless) cited in Abusharkh(2012,p:26).

Therefore, cohesion and coherence are considered the essential elements that deal with specific characteristics that lead to the each piece of writing cohesive and coherent which cohesion is refer to the sense of flow of sentences I addition to coherence that refer to the sense of the whole.

2.2 Cohesive devices

Any piece of writing must be organized away that ensuring its cohesion for that cohesive devices is used one way to have cohesive writing. Indeed, cohesive devices seems a process that give a good results and its have variety of connection which each one has special function in writing.

2.2.1 Definition of cohesive devices

Cohesive devices are essential mechanisms to improve writing; they considered the formal links that hold text together, which they used to connect sentences within a clear and logical manner; to create strong communication. As described in Abdurrahman(2013) “The use writing as a communication, it is necessary to go beyond sentence-level manipulation to the production of paragraph and subsequently to multi paragraph composition, once people are involved in writing two or more interconnected sentences they have to use cohesive devices as means of linking sentences”. In this view Reid(1992) define cohesive devices as “words and phrases that act as signal to the reader, those words and phrases make what is being stated related to what has been stated or what soon will be stated” cited in Na(2011, p:743).it is similar to Hedge(2005,p:83) defined cohesive devices “are the means by which parts of text are linked as logically related sequences, they signal the relationship between ideas in such a way that the writer intentions are made clear”

In addition to, Halliday and Hassan (1976, p: 300) considered the cohesive devices identified necessary, if any successful interpretation of text is to be achieved in strongly stat, “the continuity is not merely an interesting features that is associated with text, it is necessary element in the interpretation of text, there has to be cohesion if meaning are to be exchanged at all”. Cited in the dissertation of Achilli (2007, p: 22). When those relation make clear connection between sentences, the reader will understand the meaning as Halliday and Hassan (1985) cited in Zmrzlà (2013, p: 46) indicate that:

Cohesive devices are linguistic means of various nature that create the formal connectedness of text, concretely they are the expression that are bound together by relations described a cohesive tie, and which form cohesive chains in the text

there are structural and non structural cohesive devices the lexical and grammatical cohesion discussed here belong to non structural cohesion, which in structural cohesion includes parallelism, theme-rheme development organization. (P; 82)

Harmer(2004, p:24) states that “ cohesive devices help to bind elements of a text together so that we know what is being referred to and how the phrases and sentences relate to each other”. In some cases, it is necessary the position of cohesive devices depend on the type of text as Zmrzlà (2013, p: 47) “it can be safely stated that the distribution of cohesive devices is neither universal nor equal. Apart from other functions, it depends on together and text type”.

2.2.2 Classification and descriptions of cohesive devices

Cohesive devices have two types which are explained by Halliday and Hassan (1976) that they stated cohesive are distinguished by two types the first one is expressed through grammar and the second is expressed through lexis; grammar is referred to grammatical cohesion whereas lexis is referred to lexical cohesion.

2.2.2.1 Grammatical cohesion

Is one way to achieve clear connections between sentences in the text according to Carter et al (1994, p: 309) “grammatical features are woven together across sentences boundaries “cited in sanczyk (2010). This type is divided into sub types, which Halliday and Hassan provide us with specific components of grammatical cohesion by classifying them into several categories that are references, substitutions, ellipsis and conjunctions. These four types are illustrated in the following diagram below cited in Akindele (2012)

Grammatical cohesion

Reference	Substitution	Ellipses	Conjunctions
Anaphora	Nominal	Nominal	Coordinating conj
Cataphora	Verbal	Verbal	Subordinating conj
	Verbe+obj	Clausal	Compound Adv.
	Verbe+adj.		Continuatives

Figure3: Types of grammatical devices according to Osisanow (2005, p: 38)

According to Osisanow grammatical cohesion has different types of connections and each one has several sub types that are reference divided into anaphora and cataphora, substitution and ellipsis has same types nominal, verbal, verb+obj and verbe+adj, in addition to conductions that divided in coordinating conj, subordinate conj, compound adv and continuatives.

2.2.2.1.1 Reference devices

It is a common c cohesive devices that consist of as in Salkie (1995, p: 64) “words which don’t have full meaning in their own right” cited in Tangkiengirisin (2010). And Witte and faigly (1981, p: 237) “reference cohesion is occurs when one item in a text points to another element for its interpretation”. According to Halliday and Hassan (1976) “the principal of references is based on the exploration of lexico grammatical of a text to look elsewhere to get a fuller picture and to make complete sense word structure” (p: 31) The use reference in the text will help the writer to avoid repetition in the text as Akindele (2011) point that “referring expression help to unity the text and create economy because they save writers from unnecessary repetition” (p: 102).

In addition to, references are characterized in two ways they can be “exphora” or “andaphora that provide by Halliday and Hassan” Reference may be exphoric or andaphoric which the first one “is one which does not name any thing; it signals that reference must be made to the context or situation” (p: 31). Whereas the second one it has tow subtypes which, they can refer to bake someone or something previously that called “anaphora” in other hand, they can refer to people or thing that will be subsequently mentioned this type is called “cataphora”. Halliday and Hassam (1976) summarized the types of reference in the following figure.

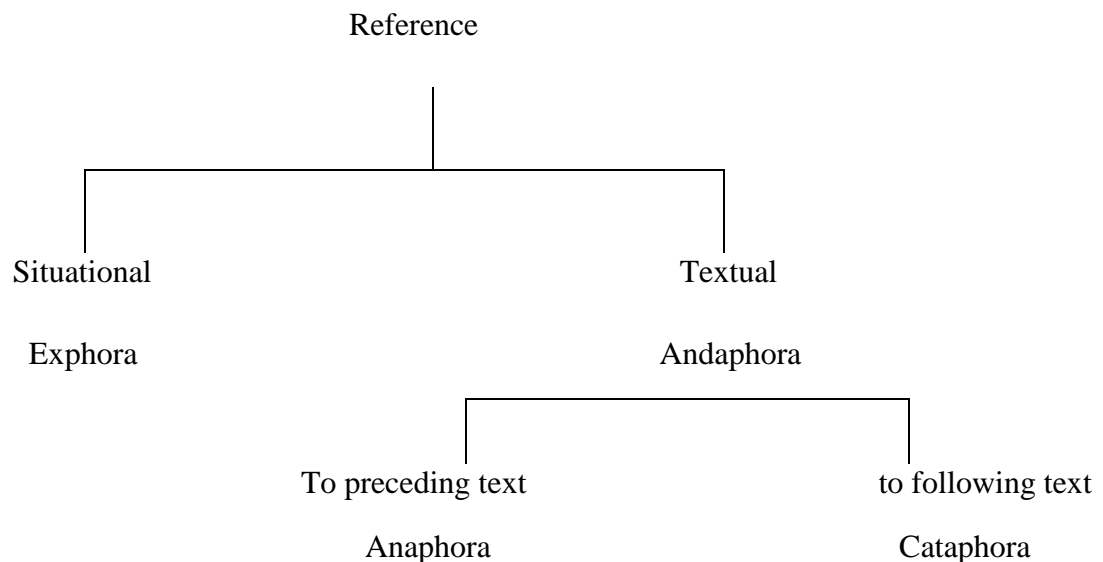


Figure 4: Types of references

Furthermore, they add that (1976) Reference has three sub types that are personal reference that are used to identify individuals and things or objects another sub type is demonstrative reference is essentially form a verbal point it is expressed through determiners and adverbs, the third one which concerns by comparative in terms of identity and similarity ,this type is distinguish into

general and particular, general comparative express likeness between things in the form identity, similarity, difference in other hand particular comparative is expressed by a comparison between things depends on quantity and quality.

2.2.2.1.2 Substitution devices

It is another type of grammatical cohesion that refers to the replacement of one item to another. According to Thompson (2004) cited in SANCZYK (2010) "substitution occurs where a substitute form marks the place where the earlier element needs to be brought in" (p: 184) and Mather and Jaff (2002) "a word is substituted for the referent that is not identical in meaning or carries some differentiation, but performs the same structural function" (p: 02).

In order to contrast between substitution and reference in what and where they operate, however substitution is concerned with relation related with wording while reference is related with meaning as Halliday and Hassan (1976) declare that "in terms of linguistic system, reference is relation on the systematic level, whereas substitution is relation on the grammatical level, the level of grammar and vocabulary or linguistic into form" (p: 89).

Another hands," substitution differs from ellipsis in that in former a substitution counter occurs in the slot, and this must be deleted on the presupposed item is replaced, whereas ellipsis the slot is empty there has been substitution by zero" (ibid, 1976, p: 145). It is similar to Na (2001) pointed the clear difference between substitution and ellipsis in which the first former refers to replace one item to another, while the last involves a deletion word, clause or phrase.

Furthermore, this term is characterized either in noun, verb, or clause as provided by Halliday and Hassan (1976) asserted that the different types of substitution is relation to grammatical structure that may function as noun, verb or

clause, which noun is correspond to “nominal substitution” through the use “one”, “ones” or “some” function as head a nominal group, and verb that refer to “verbal substitution” by mean of the verb “do” that considered as ahead of a verbal group, in the place that is occupied by lexical verb, in addition to clause is refer to “clausal substitution” .

2.2.2.1.3 Ellipsis devices

This term is refer to omission as Halliday (1994, p: 316) ellipsis is defined as “presupposition of something by means of omission and it is usually anaphoric relation” and he also declare that” ellipsis is connected with the prominence of some element in the structure this, if the elements are ellipted, they are not prominent” (ibid, 1994, 563).cited in the thesis of sanczyk (2010, p: 14). In addition to, Akindele (2011, p: 102) ellipsis “is the idea of omitting part of sentences on the assumption that are earlier sentence will make the meaning clear”.

Ellipsis as substation in which help the writer to avoid repetitions the meaning according to quirketal (1985) Cited in the thesis of tangkiengisirism (2010, p: 80) States that Ellipsis is a linguistic device used for reducing redundancy, avoid repetition nevertheless, ellipsis is also instrumental in connecting sentences together

ellipsis play an important part in sentence connection if we need what seems to be ellipted construction we are usually forced to look back to what has said previously in order to interpret the sentence by the reference to what has been ellipted, and we can only know what has been ellipted on the basis of what has present in the preceding context (p: 707)

Harmer (2004) define the ellipsis “(....) words are deliberately left out of sentence when the meaning is still clear” (p: 24) on the following example will

illustrate the view, (penny was introduced to famous author, but even before she has recognized him) the second clause point that there is something left out the first one and the omission this features kept the meaning clear.

In order to contrast between ellipsis and substitution according to Zmrzlà(2013, p:36)" ellipsis can be considered part of substitution, being substitution by zero although it is not a simple as that they are both related to part of text relying more in grammar than semantic , but ellipsis since it is zero does not belong to any grammatical category". From this view the difference between ellipsis and substitution in which the first one is need to explicit linguistic that related by grammar such as "one", where as the last one doesn't need to that.

As ellipsis is differing from substations another hand, they have same function according to Halliday and Hassan (1976) point that "like substitution, ellipsis is relation within the text and in great majority of instances of presupposed item is present in the preceding text "(p: 144). In addition to, ellipsis is characterized substitution which is function by noun, verb, or clause, Kennedy (2003) indicates that" ellipsis is the process by which noun phrase, verb phrase, clauses are delete or understood when they are absent "(p:324). Cited in (Azzoz, 2009).

In order to that, Halliday and Hassan explain the definition of each type of ellipsis: nominal ellipsis means ellipsis within the nominal group, verbal ellipsis which ellipsis within verbal group, in addition to clausal ellipsis means ellipsis within clausal group.

2.2.2.1.4 Conjunction devices

It is the last type of grammatical devices which involves the use of formal tools to combine sentences, ideas and paragraphs logically for refer to what want to said according to Eggines (1994, p:105)conjunctions markes cohesive relation

because they refer to how the writer signals relationships between the parts of text” cited in thesis of sanczyk (2010). In addition to Mather and Jaff (2002) “conjunction represents semantic relation that expresses how a clause or statement in relation in meaning to previous clause or statement it is signaled by specific connecting word or phrase” (p: 01).

Halliday and Hassan (1976) declare that “conjunctive elements are cohesive not in themselves but indirectly by virtue of their specific meaning; they are not primarily devices for reaching into the preceding (or following) text, but they express certain meanings which presupposes the presence of other components in discourse” (p:226). In addition to (ibid, 1976) they divide the type of conjunction into five types that are “additive conjunction” involves adding information, “adversative conjunction” involves contradicting or contrasting, “causal conjunctive “which explaining causes and effects, “temporal conjunction” that involves for expressing time, and the last that refer to “continuatives conjunction” involves the establishing other relationship.

The following conjunction type identifies by Osisanow (2005, p: 102)) into “coordinating conjunction, subordinating conjunction, compound adverbs, and continuatives” cited in Akindele (2001). It is similar to hedge (2005; p:83) declare that Halliday and Hassan classify the conjunction is not easy as may have grammatical as well as lexical function, they not links parts of text, but also the logical nature of connection which classify them into coordinating conjunction, subordinating conjunction and conjunctive adverbs”.

Titscher (200, p: 22) describe conjunction as elements that “signals relation or connection between events and situation” they divided conjunction into four subtypes conjunction (liking sentence structures of the same status), disjunction

(linking sentence structures with deferring status), contra-junction(linking sentence structures of the same status that seem to be irreconcilable such as cause and un expected effect), and subordination (used where one sentences structures is dependent on the other). Cited in the thesis of tangkiengirisin (2010, p: 86). Furthermore, conjunction distinguishes in tow levels that are internal and external the first former is “inherent in the communication process” while the last former is “inherent in the phenomenon that language is used to talk about“(ibid, 1976, p: 241).

Eggines (1994, p: 106-107) “there is a need to take into account whether these logical relations are expressed explicitly or implicitly, when conjunctions are expressed explicitly or implicitly, when conjunctions are visible in the text the logical relations are relation explicit, but conjunction relations are explicit, but conjunction relations may also be implicit in the text by “simple juxtaposition of sentences” cited in the thesis of sanczyk (2010, p: 17).

According to Williams (1983) based on the work of Halliday and Hassan (1976) conjunctions have different types that used in the text according to their functions that will illustrate the following table (cited in Achilli (2007)).

Family	External/internal relationship	Examples
Additives	Additive 'proper' Negative Expository Exemplification Similar	And, in addition to, or, else, alternatively, that is, in other words, for instance, for example, such as, likewise, similarly, in the same way.
Adversatives	Adversative 'proper' Avowal Correction of meaning Dismissal	Yet, though, but, however, nevertheless, whereas, in fact, actually, as a matter of part, contrary, in any either case.
Causal	Causal general Reversed causal Reason Result Purpose Conditional(direct) Conditional(reversed polarity) Respective(direct) Respective(reversed polarity)	So, then hence, consequently, for, because, for this reason, if follows, as a result, in consequence, for this purpose, to this end, then, that being the case, under the circumstances, otherwise, under other circumstances, therefore, in this respect/regard otherwise, in other respect.
Temporal	Sequential Summarizing Past Present Future Durative Interrupted simultaneous	At(first), to start with, next, finally, in conclusion, to sum up, in short, previously , briefly, before this/that, at this point, here, from now, hence, forward mean while, in the meantime, soon, after a time just, then, at the same time.

Table 01: different types of conjunction

Conjunction device has variety of sub category that are additive, adversative, causal and temporal and each type has several words and phrases that express the

different meanings ,and the distinction between internal and external relationship it seems that the types connections not occur in both types of conjunctions.

2.2.2.2 Lexical cohesion device

In addition to grammatical cohesion, lexical cohesion is another most important type of cohesive devices according to Halliday and Hassan (1976) lexical cohesion is cohesive relation that established through the structure of lexis or vocabulary. in addition to, as provide in the thesis of sanczyk(2010, p:20) which concerned by the view of Eggins (1994'p:101) "lexical resources of lexical relations refers to how the writer uses lexical items(nous, verb, adjectives, and adverbs) and even sequences to relate the text consistently to its area of focus".

Halliday and Hassan (1976, p: 278) pointed that Lexical cohesion is devised into two types that are" Reiteration", that involves the repetition of lexical item", it may be "synonyms, near synonyms, subordinate, or general words", another hand, "collocations" that parts of lexical cohesion that is "achieves through the association of lexical items that regularly co-occurs" (P: 284). Osisanwo represent the types of lexical cohesion with their subtypes in the following figure cited in Akindele (2011, p: 103)

Lexical cohesion

Reiteration

Repetition

Subordinate/hyponym

Synonym/or near synonym

Collocation

Complimentaries

Converses

Antony

Part/whole

Part/part

Co-hyponyms

Links

Figure: 4 Types of lexical cohesion according to Osisanwo (2005, p: 34).

Furthermore, lexical cohesion differ from other type of cohesion according to Halliday and Hassan (1976) indicates that

The effect of lexica, especially collocational, cohesion on the text is subtle and difficult to estimate. With grammatical cohesion the effect is relatively clear; if one comes across the word *he*, for example, there is no doubt that some essential information is called for, and what the identity of the *he* must be recovered from somewhere, reference item, substitution and conjunction all explicitly presuppose some element other than theme selves. (P: 288).

However, there are subsystems that build up the overall cohesion of a text. Those are grammatical cohesion by four subtypes. Firstly, Referential cohesion where elements are cohesive by sharing identity of reference Secondly, relation cohesion which achieved by connectives, ellipsis and substitution. Conjunction by connect sentence to another. In addition to, lexical cohesion concerns by the semantic relations of lexical elements in the text. All these are considered essential tools in connection between parts of text.

2.3. Cohesive devices in paragraph writing

in teaching writing a good text need to have cohesion by use different tools i.e. cohesive devices, which they used as a helpful tools to in order to create meaningful paragraph with a good style and in a way that is helpful to the reader which he can follow easily what the idea is and the writing is cohesive, Cohesive devices those words and phrases that connect each sentences in logical way.

As we said a characteristics of a good paragraph is cohesion which the sentences is follow smoothly for this, in academic writing a paragraph deals with one topic ; it has topic sentence that introduce the general idea of the whole paragraph , it follow by supporting sentences that used to confirm the idea that produced in first sentence by different methods such as examples, facts or details and these sentences can signaled by various relations through the different places in a paragraph by the way, the sentences that produces often offers the major points before the minor one to make the structure of ideas arguments clear to the reader by use reference devices to prior information through personal reference(she, he, they, it), demonstrative reference as (this, that, these , those)

In addition to, within these sentences the writers may use conjunction devices that includes for types, that are additive (also, in addition to, moreover, besides) in order to add information, or they use adversative conjunction (but although, in other hand) when produce the contrast or temporal conjunction by use (first, second, third, fourth) besides to causal conjunctions when the writer confirm the idea by causal expression by use (because, because of, as).moreover, the writers may highlight the ties between sentences by use ellipsis and substitution by replace one item with another one or by omission in order to avoid repetition.

Sentences within the paragraph is also ties by use lexical cohesion with repetition of words with different wording or by producing synonym, antonym or subordinates in addition to collocation when the writer use more items that link to the topic produced. After this the paragraph need to conclude the idea by use so, therefore, as a result finally, to understand the paragraph is finished. For this all these of cohesive devices are useful and helpful to make clear connections between sentences, ideas and lead the paragraph is cohesion.

Conclusion

Cohesive devices are considered as the most challenges aspect when dealing with writing, which in this chapter we have tried to discuss the concept for both cohesion and coherence and the differences between them, in addition to, we demonstrated with the definition of cohesive devices and their classification that contribute to well connect writing, after this we adopted these connections in paragraph structure.

Chapter three: field Work

***Students use cohesive devices in
paragraph writing***

Introduction

This chapter aims to testing our hypotheses, in order that we divided it in tow section the first one is deal with the test students with their use of cohesive devices and then to find out which type are appropriate and inappropriate by the students second year before this we analyze the errors that committed by them when they distribute each type in their paragraph writing. In addition to the section tow that present the teachers' interview to find out the problems that face students second year in produce cohesion paragraph writing and which type are widely used and misused by them.

3.1 Section one: tests students' paragraph

3.1.1 The sample

The subject of this study is second year students of English, which represent one group of second year LMD students of the department of foreign language at the University of Biskra, the number of population amounts to 30students

3.1.2 Description of test

A test was given to collect the data about the use of cohesive devices in their writing and then we analyzed the errors according to the data collected by the students when distribute each types of cohesive devices; a test was given to the students was in paragraph writing.

3.1.3 Students use cohesive devices

This step is devoted to the explanation of students' production of cohesive devices, in addition to the analyzing the errors that used by them, and we show which one of cohesive devices are appropriate use and which one are not. More

than this we explain the comparison between them that are found in the following results.

1. Students use reference devices

The students use reference devices will be analyzed according to the total number of cohesive devices used and the number of references used too, the result will be shown in the following table:

Total	Reference use	
	N	%
701	433	61.76%

Table 2: students' use of reference devices

The results show that students use several of references' devices adequately and fluently.

1.1 The students use demonstrative references

The following table will show the number of whole demonstrative references that used according to the total number of demonstrative references

Total	Demonstrative reference used	Number of devices	%
152	The	100	65.78%
	That	17	11.18%
	This	16	10.52%
	These	4	2.63%
	Those	1	0.65%
	Which	7	4.60%
	there	7	4.60%

Table3: students' use demonstrative references

These results revealed that the biggest device in using demonstrative reference is the use "the" (65.78%), and use "that", "this" correspondingly, but it seems a

problem in using the plural demonstrative which the results point that a little of use “these” (2.63%), and they neglect the use of “those” (0.65%). furthermore, they use of the location demonstrative “there” and “which” in the same level (4.60). See (table3).

1.2 students’ use of personal reference

The total number of students’ use personal references and the corresponding number of all personal references used are shown in the following table

Total	Personal reference used	Number of devices	%
260	I	19	7.30%
	Me/my	33	12.69%
	He	16	6.15%
	Him/his	6	2.30%
	She	21	8.07%
	Her	8	3.07%
	They	23	8.84%
	Them	15	5.76%
	Their	13	5%
	You/your	15	5.76%
	We	15	5.76%
	Us	7	2.60%
	Our	14	5.38%
	It/its	55	21.15%

Table 4: students’ use personal references

These results demonstrate that students use all the personal devices which commonly use the personal references “it/its” (21.15%) and “me/my” (12.69%), but other personal references are few used which the results remarked that students use “she”, “they” with the same value (8.07%, 8.84%) in addition to, “we”, “you/yours” “them” (5.76%) and rarely use to “us” (2.60%),see (table 4).

1.3 Students' use of comparative references

The total number of students' use of comparative references used according to the number of all comparative references that illustrated in table below

Total	Comparative references used	Number of devices	%
21	Like	7	33.33%
	As	6	28.57%
	So	3	14.28%
	Much	1	4.76%
	More	2	9.52%
	Less	1	4.76%
	Better	1	4.76%

Table5: students' use comparative references

According to these results we remarks that students have knowledge about how to compare between things which they going to use “like” (33.33%) and “as” (28.57%). But other devices are little used by them.

2. Students' use of substitution devices

The total number of cohesive devices used by the students and the corresponding number of substitution used are shown in the following table.

Total	Substitution devices used	
701	N	%
	8	1.14%

Table6: Students' use of substitution devices

The results obtained show that the students use of substitution is very little than other cohesive devices

2.1 Students use nominal substitution devices

The total number of substitution used corresponding number of nominal substitution are illustrated in the following table

Total	Type of Substitution used	Number of Substitution used	%
8	nominal	4	50%

Table7: students' use of nominal substitution

2.2 Students' use verbal substitution devices

The total numbers of substitution used by the students subsequent the numbers of verbal substitution are illustrated in the table below.

Total	Type of Substitution used	Number of Substitution used	%
8	Verbal	4	50%

Table8: students' use verbal substitutions

According to the results show that the students use of nominal and verbal substitution equally (50%), but they avoid the use of other type of substitution that lead to clausal.

3. Students' use ellipsis devices

The total number of cohesive device used by the students and the corresponding number of ellipsis used are shown in the table below

Total	Ellipsis devices used	
701	N	%
	5	0.71%

Table9: students' use ellipsis device

The results demonstrated that the students neglect the use of ellipsis device (0.71%). This is very lower than references.

3.1. Students' use nominal ellipsis

The amount of ellipsis devices and the corresponding number of nominal ellipsis are offered in the following table.

Total	Type of Ellipsis used	Number of Ellipsis used	%
5	Nominal	2	40%

Table10: students' use nominal ellipsis device

3.2. Students' use clausal ellipsis device

The amount of ellipsis devices and the corresponding number of clausal ellipsis are offered in the following table

Total	Type of Ellipsis used	Number of Ellipsis used	%
5	Clausal	3	60%

Table11: students' use clausal ellipsis device

From these results above we abstract that students use of nominal more than clausal and neglect the use of verbal ellipsis in contrast of substitution. However we noticed that students have little knowledge about the use of ellipsis device.

4. Students' use conjunctions device

The total number of cohesive devices used by the students and the corresponding number of conjunctions used are illustrated in the table below.

Total	Conjunctions device used	
701	N	%
	211	28.67

Table12: students' use of conjunctions device.

The results show that the students have chance in using conjunction but less than references nevertheless the conjunctions are familiar with the types of cohesive devices.

4.1. Students' use additive conjunctions device

The following table will show the number of all additive conjunctions used by the students corresponding number of additive conjunctions

Total	Additive conjunctions used	Number of Additive conjunctions	%
127	And	82	64.56 %
	Also	11	8.66 %
	In addition to	4	3.14 %
	Such as	4	3.14 %
	For example	8	6.29 %
	furthermore	3	2.36 %
	Moreover	4	3.14 %
	Besides	1	0.78 %
	Or	7	5.51 %
	Then	2	1.57 %
	for instance	1	0.78 %

Table13: students' use additive conjunctions

These results reveal that the students use variety of conjunction device, which the widely used by them in using “and” (64.56). It is high frequency other than types, this confirms that majority of students prefer using “and” to express addition in writing. In addition to the little use of some additive devices as: “also” (8.66), “for example” (6.29), “or” (5.51) and there is rarely used to some types as: “in addition to” “moreover”, “such as” and neglect others as: “for instance”, “besides” see (table12).also the students may not know some additive conjunction to be used as: likewise, thus, alternatively. Because they have little experiences how to use them.

4.2. Students’ use of adversative conjunction

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

Total	Adversative conjunctions used	Number of Adversative	%
9	But	6	66.66 %
	Although	3	33.33 %

Table14: students’ use of adversative conjunction

The results above reveal that students use only two types of adversative which “but” is the predominant one (66.66%)to express the contrast which it considered easy for them to write. in addition to “although” (33.33%). And absence the majority of them as: inspire of, whereas, in fact.

4.3. Students’ use of clausal conjunction

The total number of clausal conjunction and corresponding number of every clausal device used by them will illustrate in the following table

Total	Clausal conjunction used	Number of Clausal device	%
27	For/for this	17	25.95
	Because/because of	13	48.14
	So	4	14.81
	Therefore	1	3.70
	For many reason / another reason	2	7.40

Table15: students' use of causal conjunction

The results show that the students overuse of “because/because of” (48.14%) to express the causal in addition to “for/for this” (25.95%) to show the results and little use of “therefore”, “for this reason”.

4.4. Students' use of temporal conjunction

The following table will represent the number of temporal conjunction that used by them

Total	Temporal conjunction used	Number of Temporal devices	%
48	First of all/ firstly/ first	11	22.91%
	Second/ secondly	9	18.75%
	Third/ thirdly	7	14.58%
	Fourth	1	2.08%
	finally	10	20.83%
	Then	2	4.16%
	After	3	6.52%
	In conclusion	1	2.08%
	Until	2	6.52%
	Now	1	2.08%
	Here	1	2.08%

Table16: students' use temporal conjunctions

The results show that the students use temporal devices adequately, which use “firstly”, “secondly” and “finally” in larger amount than others for move from one idea to another .but other devices is rarely used.

5. Students’ use of lexical cohesion

The following table will show the students use lexical cohesion will be analyzed according to the total number of cohesive devices used and the number of lexical cohesion used too.

Total	Lexical cohesion used	
	N	%
701	44	6.27%

Table17: students’ use of lexical cohesion

5.1. Students’ use of reiterations device

The total number of lexical cohesion and the corresponding number of reiteration used are presented in the following table.

Total	Reiteration device used	
	N	%
44	29	65.90%

Table18: students’ use of reiteration lexical devices

The results show that students use high quantity of reiteration to mix up their writing with various lexical item.

5.1.1. Students’ use of types of reiterations

The total number of reiteration lexical cohesion used and the number of every type used are revealed in the following table.

Total	Types of reiteration used	Number of reiteration devices	%
29	Repetitions	8	27.58%
	Synonym	3	10.34%
	Antonym	10	34.48%
	Subordinate	8	27.58%

Table19: Students' use types o reiteration.

These results show that students use types of reiteration which the highest one is antonym (34.48%), and they use repetition and subordinate in the same way (27.58%).

5.2. Students' use of collocation lexical cohesion

The students use collocation lexical cohesion according to the total number of lexical cohesion corresponding to the total number of collocation will presented in the following table.

Total	Collocation lexical cohesion used	
44	N	%
	15	34.09%

Table20: Students' use collocation lexical cohesion

The results in the table above show that students use collocation adequately, this indicate that student use the words that belonged the meaning of topic to beautify their writing in various lexical item.

General comments

According to the different results above that used in the tables about the use of cohesive devices; it is noticed that in every type of cohesive devices there is predominant of specific devices in different type which there is widely used in

the, it/its, because of, and where as they rarely used in substitution and ellipsis, without forgetting the lexical cohesion that used respectively by them.

3.1.4. Error analysis of students' use cohesive devices

After collect the data about the use of cohesive devices by the students second year, this part will present the errors that committed by them through they use cohesive devices in their paragraph.

1. Errors of use cohesive devices

The following table will show the total number of cohesive devices' errors that used by the students and the number of every type of devices used too

Total	Types of Cohesive devices used	Number of errors	%
87	References	38	43.67%
	Conjunction	40	45.97
	Ellipsis and	0	0%
	Substitution		
	Lexical cohesion	9	10.34%

Table21: students' errors of use cohesive devices

The table above identified the errors that used by the students when distribute cohesive devices in their paragraph which shown that the highest frequency of errors in use conjunctions device (45.97%), followed by reference device(43.67), whereas the little use of lexical cohesion (10.34%), but there is no errors in substitution and ellipsis. (See the table 21).

1.1. The Students' errors of use reference devices

The following table will show the total number of reference devices used and number of each category used too.

Total	Types of reference used	Number of errors	%
38	Personal	15	39.47%
	Demonstrative	22	57.89%
	Comparative	1	2.63%

Table22: Students' errors of use reference devices

With more detail the following table will show the number of errors of each reference type that occurred.

Total	Reference types		N	%
15	Personal	They	2	13.33%
		Your	1	6.66%
		I	1	6.66%
		Me/my	4	26.66%
		It/its	4	26.66%
		we	2	13.33%
	demonstratives	That	5	22.72%
		This	2	9.09%
		The	11	50%
		Those	1	4.54%
		which	2	9.09%
			1	4.54%

Table23: students' use errors of the reference types

Based on the tow table above the results show that the students use errors in reference cohesive devices which the highest one of errors that committed by the students on the use demonstrative reference(57.89%)followed by personal reference(39.47%) and little errors in comparative reference , that mean in demonstrative reference the widely use of error in definite article "the" (50%),

this is caused by different problems which some students did not use “the” and some them may confused with “a”, “an” or put it in inappropriate way. In addition is followed by the errors in use “That” (22.72%).

Whereas the errors that used in personal reference by students in “it/its”, “me/my” (26.66%) that mean they use pronoun without explicit which either use singular pronoun to refer to the plural, or they do not use any pronoun to refer the intended item, the following errors are found on the use “we”, “they” (13.33%), these results are mentioned in tow table above.

1.2. The students’ errors in using conjunction devices

The following table show the students use errors in conjunction types according to the total number of conjunction’ errors used and the number of each type

Total	Conjunction device used	Number of errors	%
40	Additive	17	37.50%
	Causal	7	17.50%
	Temporal	16	45%

Table 24: students’ errors of use conjunctions device

The following results from the table above revealed that the most frequent conjunction errors that used by the students in the use temporal conjunction (45%) followed by additive (37.50%) and in the last in use clausal (17.50%) see the table (24).

1.2.1. The Students’ errors of use types of conjunction

The following table will show the errors that used by the students in additive, causal and temporal conjunction device by the total number of each type corresponding to number of errors of each category used too.

Total	Types of conjunction devices		Number of errors used	%
17	Additive	And	8	47.05
		Also	4	23.52
		For example	1	5.88
		Moreover	2	11.72
		Then	2	11.72
7	causal	Because	2	28.57
		So	5	71.42
16	temporal	First/firstly	5	31.25
		Second/secondly	5	31.25
		Third	5	31.25
		Fourth	1	6.25

Table25: students' errors of use conjunction types

The following results from the tables above revealed that the most frequent conjunction errors that used by the students in temporal conjunction, by the students in over use of (first, second and third) which implies them between sentences, but the best use for these devices between paragraphs. In addition to, in additive conjunction the most frequent errors in use “and” (47.05%) which they use it in an inappropriate disposition, followed by “also” (23.52%), whereas which concern by causal the students commit errors in use “so”(17.50%) which they usually use this device in the beginning sentence. See the (table25).

1.3. The students' errors of use lexical cohesion

Total	Lexical cohesion types		Number of errors	%
9	reiteration	Repetition	8	88.88%
	collocation	—	1	11.11%

Table26: students' errors of use lexical cohesion types

These results show that the students make errors in reiteration (88.88%) which it is the largest amount than collocation (11.11%), that mean the first one the students' errors occur in the use repetition that make their paragraph uninteresting, this problem may cause of the students are not able to use reference or they fail to use ellipsis

General comments

we summarize that students have problems in using certain devices that make their paragraph not cohesive which they use several conjunctions frequently than others these caused that students second year do not use them correctly. More than this which concern by ellipsis and substitution, they have big problem with them in order to have little experience about to use them appropriately, however they go to use repetition as saw in the errors of lexical cohesion.

3.1.5. The comparison between correct and incorrect cohesive devices

After we collected the data about the use of cohesive devices and we analyzed the errors' use. For this we make comparison between the correct and incorrect use of every devices to understand the actual level of students second year LMD.

1. Correct versus incorrect use of cohesive devices

The table bellow represents the number of correct and incorrect use of cohesive devices concerning the total number of cohesive devices used by the students.

Total	Correct use of cohesive Devices		Incorrect use of Cohesive devices	
	N	%	N	%
	616	87.58%	87	12.41%

Table27 : students correct versus incorrect use of cohesive device

From the results above, we have found that the percentage of correct use of cohesive devices go over of the percentage of incorrect use of cohesive devices with more detail we show the correct and incorrect use of each category of cohesive devices.

1.2. Correct versus incorrect use of reference devices

The total number of reference used by the students and the number of appropriate versus inappropriate use is revealed in the following table.

Total	Correct use reference		Incorrect use reference	
	N	%	N	%
	395	91.22%	38	8.77%

Table28: Students correct versus incorrect use and reference devices.

The results show that the students' correct use of reference (91.22%) is higher than wrong use (8.77%).

1.2.1. Correct versus incorrect use of personal, demonstrative and comparative

The following tables show the students correct and incorrect use of every type of reference device

Total	Correct use of personal Reference		Incorrect use of Personal reference	
	N	%	N	%
	245	94.23%	15	5.76%

Table29: students' correct versus incorrect use of personal reference

The results from the table above revealed that students 'correct use of personal reference is higher (94.23%) than incorrect use (5.76%).

Total	Correct use of demonstrative reference		Incorrect use of Demonstrative reference	
	N	%	N	%
	130	85.52%	22	14.47%

Table30:students' correct versus incorrect use of demonstrative reference

The results that shown from the table above the students correct use of demonstrative reference (85.52%) is higher than incorrect use (14.47%)

Total	Correct use of comparative reference		Incorrect use of comparative	
	N	%	N	%
	20	95.23%	1	4.76%

Table31: students' correct versus incorrect use of comparative reference

The results from the table above show that students correct use of comparative are larger amount than incorrect use. In addition to, the students are able to master comparative (95.23%) and personal (94.23%) rather than demonstrative (85.52%).

1.3. Correct versus incorrect use of conjunction devices

The total number of conjunction to the total number of correct and incorrect use of conjunction by the students is shown in the table below.

Total	Correct use of Conjunction		Incorrect use of Conjunction	
	N	%	N	%
211	171	81.04%	40	18.95%

Table32: students' correct versus incorrect use of conjunction

The table above shows that the correct use of conjunction is higher than incorrect one.

1.3.1. Correct versus incorrect use of additive, causal and temporal conjunction

The following tables show the total number of students' correct and incorrect use of each type of conjunction (additive, causal and temporal) to the total number of conjunction used by the students

Total	Correct use of additive		Incorrect use of additive	
	N	%	N	%
127	112	88.18%	15	18.95%

Table33: students' correct versus incorrect use of additive conjunction

From the table above the results revealed that the students use additive conjunctions appropriately, which the correct use (88.18%) is larger than incorrect one (18.95%).

Total	Correct use of causal		Incorrect use of causal	
	N	%	N	%
27	20	74.07%	7	25.92%

Table34: students' correct versus incorrect use of causal conjunction.

According to the results above the total number use of causal conjunction the students' correct use of causal is higher than incorrect one.

Total	Correct use of temporal		Incorrect use of temporal	
48	N	%	N	%
	30	62.50%	18	37.50%

Table35: students' correct versus incorrect use of temporal conjunction.

The results from the tables above, it noticed that students are good in using temporal (62.50%), in addition to, which concern by the types of conjunction; it seems that students are master the use of additive (88.88%) rather than other conjunctions.

1.4. Correct versus incorrect use of lexical cohesion

The following table shows the students use appropriate and inappropriate lexical cohesion according to the total number of lexical cohesion to the number of correct and incorrect use of it.

Total	Correct use of Lexical cohesion		Incorrect use of Lexical cohesion	
44	N	%	N	%
	35	79.54%	9	20.45%

Table36: students' correct versus incorrect use of lexical cohesion

These results revealed that the appropriate use of lexical cohesion is higher than inappropriate one.

1.4.1. Correct versus incorrect use of reiteration lexical cohesion

The following table will show the total number of use reiteration according to the number of appropriate and inappropriate used to.

Total	Correct use of reiteration		Incorrect use of Reiteration	
	N	%	N	%
29	21	72.41%	8	27.58%

Table37: students' correct use versus incorrect use of reiteration

1.4.2. Correct versus incorrect use of collocation lexical cohesion

The following table will show the comparison between correct versus incorrect use of collocation lexis cohesion according to the total number of collocations device use corresponding to the number of correct and incorrect used too.

Total	Correct use of collocation		Incorrect use of Collocation	
	N	%	N	%
44	14	93.33%	1	6.66%

Table38: students' correct versus incorrect use of collocation.

The results that show from the tables (37, 38) it's noticed that students are also able to master for both reiteration and collocation lexical cohesion.

General comments

Through the comparisons between the appropriate and inappropriate use of cohesive devices, we found that the appropriate use of cohesive devices in reference (91.22%) which it is higher than conjunction (81.07%) and lexical cohesion (79.04%), for this inappropriate one in the last device that lead to lexical cohesion (20.45%). In accordance with the result of correct and incorrect use of

reference types, the highest one that used appropriately is comparative reference (95.32%) (See table: 31), but they have problem in use demonstrative reference (14.74%) (See table: 30), due to they use “the” in appropriate way because students do not distinguish between definite and indefinite article. In addition to highest one that used appropriately in use additive conjunction (88.18%) (See table: 33), but they have problem in use temporal (37.50%) (See table: 35). Whereas which concern by lexical cohesion types, collocation (93.32%) is highest one for students use it in appropriate way than reiteration, because students in collocation type use more items that related to the topic.

3.1.6 Discussion of results

We can draw from the all these results is that second year students may able to master the use of cohesive devices in their writing, which when we analyze the use of cohesive devices we found that in each type of cohesive devices there is predominant one that used by the students, but in the same time they have problem in some of them, which the more use of reference devices (61.76%) this they are not competent in using them but after the analyzing the errors we found that students use some them in appropriate way . In addition to the less use of substitution and ellipsis this noticed that they little experience about how, when and where use them, for this students tend to avoidance in that ,however students have little difficulty in use cohesive devices, thus the more use of cohesive devices ,there is inappropriate, and the less cohesive devices there is an appropriate. Furthermore, students’ errors in use cohesive devices this explained in terms of misinformation and misunderstanding about the function of each one of them.

3.2. Section two: teachers' interview

the interview is part from our research that designed to gather information from our teachers about the use of cohesive devices by the students second year which is appropriate or not in addition to the appropriate solution for helped them in order to avoiding the errors when use or misuse them.

3.2.1. The sample

The interview is given to three teachers of written expression of second year LMD, in the department of English at university of Biskra in academic year (2010/2015).

3.2.2. Description of interview

The interview consist of 14 questions has been divided into tow parts: the first one consist of from 1 to 3 that includes general question about teachers' qualification, years of teaching at the university in and years of teaching written expression. Whereas the second part that consist of 4to12 that deal with the use of cohesive devices, which attempting to find out the students problems in relation to appropriate use of cohesive devices in their paragraph writing.

3.2.3. Analyzing the interview

Q1: what your qualification?

Teacher 1: Magister

Teacher 2: Magister

Teacher 3: Magister

From the results above we can say that our teacher is highly qualified for teaching in which all of them have the magister degree.

Q2: how long have you been teaching English?

Teacher 1: ten years

Teacher 2: thirteen years

Teacher 3: nine years

The results revealed that our teachers have been teaching English from nine to thirteen years this means that they are well experienced in language teaching.

Q3: how long have you been teaching the module “written expression”?

Teacher 1: seven years

Teacher2: seven years

Teacher 3: six years

Which concern by the teaching the module written expression the result show that our sample has been teaching from six to seven year this means that they are experienced in teaching this skill and that they are aware the difficulties that face our students in this module.

Q4: is writing an easy task for second year LMD students?

The results that shown from the views of our teachers revealed that the students still have difficulties in this skill despite of they got some experiences in writing which they have problems in grammar, lack of vocabulary and sentence structure.

Q5: do the students have enough knowledge about the difference between cohesion and coherence?

The results above revealed that some students somehow differentiate between them and some of them are not.

Q6: do you think that the students have the good level to write cohesion paragraph?

From the results above that it seems that the students have not enough experience about this aspect because of the lack of much practice either individually or by with teachers in their classroom.

Q7: do you think that the students are aware of using cohesive devices in their paragraph writing?

The results show that the students are somehow aware of using cohesive devices, but if they guided with their teachers they can develop them.

Q8: do you think that the students use cohesive devices according to their functions?

The results show that succeed to use cohesive devices according to their functions, while others they can't distinguish between the meaning of different device.

Q9: what are the most useful cohesive devices for the students?

The results from our teachers revealed that; the most useful cohesive devices from the students, by use coordinate conjunction as (and), opposition as (but). This means that these relations are familiar for them rather than other types, that have little experiences for use them correctly.

Q10: in what genre of writing students find it difficult to use cohesive devices?

Teacher 1: descriptive

Teacher 2: persuasive

Teacher 3: argumentative

The teachers have different views about which type of writing that are difficult for the students when they use cohesive devices which the first one with descriptive, the second one with persuasive where as the last view with argumentative, this means that the use of cohesive devices in each type of writing is difficult for them.

Q11: to what extent do the students use errors in cohesive devices in their writing?

The results revealed that the students are frequently use errors in use cohesive devices, but in some types of category. This means that they have some experiences in some of them.

Q12: what are the appropriate solutions to students' problems when they misuse cohesive devices?

From the answers of our teachers the appropriate solutions to reach an accepted level of use cohesive devices appropriately, by much further practice either in classroom or individually at home.

3.2.4. Discussion of results

These results show that students are somehow able to use cohesive devices in their paragraph writing and despite of they make errors of some of them, but with much practice and guided from their teachers in their classroom the students may able to use cohesive devices frequently and develop their writing as we see in testing some paragraphs' second year students.

Conclusion

In this chapter we have discuss the use of cohesive devices in paragraph writing which through the analysis of some paragraph students and from the interview with the teachers it revealed that the students still have challenges in use some cohesive devices as ellipsis and substitution and they make errors in use some of them as reference and conjunction in order to they don't have information about their function, it confirm that our students have problems about how, where, and when as the teachers said , but with great guidance and practice , they will develop them.

Recommendations

The purpose of this section is to help students to develop the use of cohesive devices in their writing. As a solution to this problem there is different ways:

1. The teachers should teach students cohesive devices by additional sessions to give more information about them, this will arise students awareness in their use,
2. They inform students about the role of cohesive devices as they should write more paragraphs which majority of them still have challenges with different connections which they don't differentiate between their meaning,
3. Students develop their use of cohesive devices, by ask their teachers about any problems that faced them.
4. Students develop their use by much more reading or practice individually at home or by their teachers.

GENERAL CONCLUSION

The present study attempted to highlight on the use of cohesive devices in paragraph writing to students second year LMD at Biskra university. The current research showed that writing is difficult skill that the students in order to master clear organized paragraph by ensuring its cohesion by use different cohesive devices that regards as the most challenges aspect when dealing with writing.

The field investigating carried out by means of collected paragraph students in order to test them about their use of cohesive devices which are appropriate or not was that students are able to use cohesive devices in their writing but some they used in appropriate way. in addition to there is overuse of conjunction and reference and misuse to lexical cohesion but rarely to ellipsis and substitution it seems that over use of some them in order to they are familiar by them.

The suggestions that inform from the teachers to our students of second year those concerned by the misuse, over use of cohesive devices or used in inappropriate way besides some errors by much more practice either individually at home or with their classmate in classroom, in addition to guided with their teachers. They will develop their use of cohesive devices in their writing appropriately and frequently.

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Appendix:

Dear teachers:

Teachers' interview

The following interview is designed to gather information about the use of cohesive devices and the problems that face students second year when they use each type of them in appropriate way.

Part one: general information

1- What is the degree of your qualification?

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2- How long have you been teaching English?

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3- How long have you been teaching the module “written expression”?

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Part tow: cohesive devices

4- Is writing an easy task for students second year LMD

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5- Do you think that students have enough knowledge about cohesion and coherence in writing?

.....

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6- Do the students have enough knowledge about the difference between cohesion and coherence?

.....

.....

7- Do you think that students have the good level to write cohesion paragraph?

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8- Do you think that the students are aware in using cohesive devices in their paragraph writing?

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9- Do you think that the students distribute cohesive devices according to their functions?

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10- What is the most useful cohesive devices for the students second year.

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11- In What genre of writing students find it difficult to distribute cohesive devices?

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12- To what extent do students' use errors when use cohesive devices?

.....

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13- What are the appropriate solutions to students' problems when they misuse cohesive devices?

.....

.....

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جيد و استعمال

هذه الأدوات من طرف المتعلمين هي الطريقة الناجحة لتكوين نص ذات معنى شامل. هذا البحث يهدف التدقيق

المستعملة من قبل طلابنا و تحديد نوعية هذه لانجاز هذا الهدف نفترض انه

الانجليزية يستخدمون المتماكة بشكل ملائم و دقيق سوف يطورون من كتابتهم للفقرة. من هذه الدر

خلال المنهج الوصفي الذي يناسب لإظهار المستعملة من قبلهم و لا لهذا

التعبير الكتابي لجمع معلومات حول المشاكل التي تواجه الطلاب في استخدا

هي الحلول المناسبة لمساعدتهم على ذلك . هذه المقابلة صممت بعد اختبار بعض فقرات طلبة السنة الثانية

المتحصلة من هذا الاختبار وجدنا الطلبة قادرين على استخدام هذه لكن لديهم بعض المشاكل في استب

حذفها فيما يخص النتائج طلبة السنة الثانية لديهم خبرة قليلة في

في الكتابة لكن مع تمارين أساتذتهم يطورونهم إذن ا

المتحصلة عن هذه الدراسة أكدت الفرضية أن عندما الطلبة يستعملون أدوات المتماكة بطريقة ملائمة سوف ي

على فقرة ذات ترابط جيد