UNIVERSITY KASDI MERBAH-OUARGLA

Faculty of Letters and Languages

Department of Foreign Languages

English Section

Dissertation

Academic Master

Domain:Letters and foreign Languages

Field: English Language and Literature and Civilization

Specialty : Applied Linguistics and English for Specific Purposes

Prepared by:*Djemaa Benaoun & * Souad Litime

The Effect of Cohesive Devices on Writing an Academic Essay for ESL learners

"The case of First –Year Master Students of Anglo-Saxon Literature at Kasdi Merbah University- Ouargla"

Publically defended
On: 09/06/2014
Before the jury:

Dr.Djamel Goui	President	UKM-Ouargla
Mrs.Samira Sayeh Lembark	Supervisor	UKM-Ouargla
Mr.Ahmed Noureddine Belarbi	Examiner	UKM-Ouargla

Academic Year:2013/2014

Dedication

I dedicate this modest work to

❖ *My dear parents.*

❖ *My brothers and sisters*

❖ *My fiancé Abed Elkarim Rezkane.*

❖ *My friends especially my dear Asma Benamrane*

❖ *My friend Souad Litime*

❖ *All my family Benaoun*

DjemaaBenaoun

Dedication

To my dear parents…

Souad

Acknowledgements

Abstract

Cohesion is one of the most important principles that should be respected while writing an academic essays. The present enquiry attempts to investigate the effect the number of cohesive devices on the quality of the essay. Thus, it is hypothesized that there would be a positive correlation between the quantity of cohesive devices and the quality of the essay. To test this hypothesis, both a descriptive and experimental methods were used to analyze the results of the students' test. This test is given to twenty seven students of first year master Anglo- Saxon literature of English class at Ouargla University. Findings of the study, then, rejected the hypothesis that there may be a positive correlation between the number of cohesive ties and the quality of the essay.

Key words: discourse, cohesion, cohesive devices, academic essay.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language

L2: Second Language

List of Tables

List of Figures

General Introduction

Introduction

Writing is among the ultimate goals of ESL/ EFL Learning. Thus, it is of great importance to learn how to produce effective writings. Cohesion is one of the most important principles of textual communication that leads to link the ideas inside the text, as Halliday and Hassan (1976) argued: "the concept of cohesion is a semantic one; it refers to relation of meaning that exist within the text and that define it as a text" (Halliday and Hassan, 1976, p.04). Thus, they believe that the writer should make use of cohesive devices so that to achieve a successful writing.

However, learners encounter many difficulties in achieving understandable writings, especially when writing academic essays, inspite of using cohesive devices. In the light of this, we can state the following research question: "does the quantity of cohesive devices affect on the quality of the essay? In other word is the quality of the essay dependent upon the number of cohesive devices insight?

So, the major aim of this research is to see the students' use of cohesive devices in writing an academic essay as well as to focus on the effects of those devices on creating coherent and understandable ones.

The main hypothesis put forward in this study is that there may be a positive correlation between the number of cohesive devices and the academic essay quality. That is to say the more we use cohesive ties the more the essay will be coherent and in high quality.

This study is carried out on first year Master students of "Anglo- Saxon Literature class at Ouargla University". It is based on a sample chosen randomly from the whole population.

The means used in this study is a test given to first- year Master students of Anglo- Saxon Literature to examine to what extent the number of cohesive devices affects on the quality of the essay. The students are requested to write an analysis of a short story that they have already read, in a form of a cohesive and coherent essay. So, through this experimental work, which focuses on the students' production of the essays, we will be able to confirm or refuse the hypothesis.

This research work falls into three main chapters; the first two chapters are theoretical one that represent the literature review, thus the first one is concerned with discourse analysis and cohesion, while the second chapter tackles with academic essay writing. And the last chapter deals with the practical part, thus the analysis of the student use of cohesive devices and the quality of the essay that represents .

Theoretical Part

ChapterI: Discourse Analysis and Cohesion

I.1. Introduction

I.2. DiscourseAnalysis

I.2.1. Definition of Discourse

I.2.2. Definition of DiscourseAnalysis

I.2.3. Text and Discourse

I.3. Cohesion

I.3.1. Definition of Cohesion

I.3.2. Cohesion and Coherence

I.3.3. Types of Cohesion

I.3.3.1. Grammatical Cohesion

I.3.3.2. Lexical Cohesio

I.4. Conclusion

I.1 Introduction

Mainly, the approach of discourse analysis attempts to find out the main aspects that would enable the user of language to produce a clear and understood message. Cohesion is among those aspects which ensure uniformity of the discourse. This chapter, then, is devoted to deal with the term discourse analysis and its main elements, then the cohesion and its main types.

I.2 Discourse Analysis
I.2.1.Definition of Discourse

The term discourse is derived from Latin "discursus" whose basic meaning is talk. Then, it is widely spread especially in the areas of linguistics and discourse analysis. It was used by several linguists to refer to several attitudes. Hence, there exist a number of definitions for this term. Some linguists like Nunan (1993) and Cook (1989) defined it as a unit of language larger than a sentence that might combine linguistic (form) and non-linguistic knowledge (knowledge of the subject matter or content of the text in question).

Discourse is a string of sentences which are coherent in form and cohesive in meaning and which are produced for an identified purpose, as Cook argued: "discourse: stretches of language perceived to be meaningful, unified, and purposive." (Cook, 1989, p.156).

Meanwhile, Nunan defined it as *"a stretch of language consisting of several sentences which are perceived as being related in some way"*. (David, 1993, p.5). Frances, H. and Carol, T. (2002) defined discourse as the use of language in its appropriate context*: "Discourse is a way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions."* (Frances and Carol, 2002, p.25). While Widdowson defined it as follows:

"People produce texts to get a message across, to express ideas and beliefs,

to explain something, to get other people to do certain things or to think in

a certain way and so on. We can refer to this complex of communicative

purpose as the discourse in the first place" (Widdowson, 2007, p.6)

Moreover, Widdowson suggests that the term discourse can be used to refer to both what a text producer meant by a text and what a text means to the receiver. Hence, he took account for both writer/ speaker and reader/listener (ibid).

In short, the term discourse can refer to a group of utterances (spoken/ written) which should be grammatically well structured and semantically clear and understood. Indeed, it is concerned as an interest for many language areas, especially, for the area of discourse analysis.

I.2.2. Definition of Discourse Analysis

Discourse analysis is a term coined first by Zellig Harris in 1952 as a pattern to analyzing language.

It is defined as an element that is concerned with the use of language in its appropriate context, above the sentence level, and it seems as an umbrella term for all those studies under applied linguistics and language learning and teaching (McCarthy, 1991, p.7).

Mills (1997) stated that discourse analysis appeared as a reaction to traditional linguistics which was based on the study of the surface and the structure of the sentence. Unlike this approach, discourse analysis changed this emphasis to applying the notion of the structure above the level of the sentence, the analogy of grammatical relation such as S +V+ O structure should be taken into consideration so that to analyze longer texts.

Meanwhile, for Paltridge (2006), discourse analysis is an approach to language study that is focused on the use of language beyond the sentence level. It examines both spoken and written texts and it puts emphasis on the ways in which people use language in different social contexts.

Hence, discourse analysts are interested in analyzing all kinds of both discourse and text.

I.2.3.Text and Discourse

The relationship between text and discourse is considered as one of the most debatable issues in the area of discourse analysis. Hence, some specialists agree that the two terms are related to each other and are used interchangeability while others point out that they differ from each other and that each term is used separately.

Halliday & Hasan (1976) argued that the term text refers to any passage whether spoken or written, and it is regarded as a semantic unit which has a meaning whatever is its size.

Moreover, text is defined as a piece of language that is created to serve certain communicative purposes, thus, it should be put in its appropriate context so that to get its intended meaning. (Widdowson, 2007, p 4).

For Fairchough (2003), a text is a part of social event in which people act and interact in this context by speaking or writing.

On the light of the prior definitions, it can be said that a text is a unit of language in use that is used to achieve a certain purpose and which should be meaningful.

Widdowson (2007) began his agreement by introducing first the types of text. Thus, a text can be simple or complex depending on the formulation of its purpose that it is being directed to function. Hence in the simple one, the purpose of the text is obvious and clear directed such as in label or public notice. Thought, the complex text serves different purposes that can be combined in a complex way. For this aim, he asserted that the black point is not in the recognition of the text itself, but it is on the understanding of its meaning. Therefore, he defined the discourse as "a complex of communication that underlies the text and motivates its production in the first place" *(p.6).*Then, he mentioned that the two terms are related to each other since the text needs to be interpreted by the reader in order to realize its meaning, and it depends on what the writer wants to say.

Likewise, McCarthy (1991) asserted that making the meaning of the text is *a matter of interpretation that* depends so much on what we, as readers, bring to the text as what the author puts into it.

However, Tanzanian (2006) distinguished between text and discourse by asserting that a text is "a dynamic communicative event which is used in spoken or written discourse in respect of the analysis of the other linguistic, cognitive and factors , whereas discourse is defined as the umbrella term for interconnected sets of text "(p.5).

Indeed, both the text and the discourse should be meaningful and understood in order to achieve their intended aim. Cohesion is one of the most crucial elements that ensure the unity of both of them.

I.3.Cohesion

I.3.1.Definition of Cohesion

Many researchers dealt with the concept of cohesion, and their findings were based on Halliday and Hassan's view (1976) who defined it as "a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text" *(*p.4), they agreed that cohesion occurs when the reorganization of some elements in the text is surly dependent to others, so they are interrelated. As a result, we can say that this discourse or text has a texture feature or a cohesive one.

According to Widdowson (2007), cohesion is a *discourse term* that refers to different connections which aim to relate the parts of the text together.

Furthermore, Cook (1989) considered cohesion as *"*formal links between sentences and between clauses" (p.156).

However, in order to produce a unified text/ discourse, cohesion is not sufficient. According to many researchers, there should be another element called "coherence".

I.3.2.Cohesion and Coherence

The two concepts of "cohesion" and "coherence" have been widely discussed in text and discourse studies. Thus, researchers made a distinction between them; referring to cohesion as the grammatical and lexical connection and to coherence as to be referred to the elements that make the text semantically meaningful.

In this context, Widdowson (2007) asserted that recognizing the cohesion of the text is a helpful step to understand its meaning as well as its coherence. He defended that by quoting: "Cohesive devices are only aids to understanding and can only be effective to the extent that the cohesion in the text enables them to derive a coherent discourse from it" (Widdowson, 2007, p.49). So, he believed that it is more important to look at how the text is related to the external context than at how much it is cohesive.

By contrast, Tanskanen (2006) considered cohesion and coherence as both independent and interrelated as he pointed out:

"Cohesion can be regarded as a property of the text, while coherence depends

upon the communicator's evaluation of the text. Cohesive devices, being on the

surface of the text, can be observed, counted and analyzed and are therefore more

Objective .Coherence on the other hand is more subjective, and communicators

may perceive it in different ways" (p.21)

Thought, cohesion and coherence are different, they are *intertwined* and *"successful communication depends on both of them" (Ibid: p.21)*. Moreover, both contain many devices which link the different parts of the text together. The following point, then, will discuss on the main important cohesive devices.

I.3.3.Types of Cohesion

On the light of the view of Halliday and Hasan (1976), cohesion can be divided into two main types; grammatical and lexical cohesion.

I.3.3.1.Grammatical Cohesion

Grammatical cohesion aims to make the connection between clauses and sentences in a given text, as illustrated by Widdowson (2007).Grammatical cohesion is "surface making of semantic links between clauses and sentences in written discourse" (Widdowson, 2007, p.34).

Furthermore, grammatical cohesion consists of four main types of cohesive devices; Reference, substitution, ellipsis and conjunction.

A-   Reference

According to Halliday and Hasan (1976), to make the connection between sentences, the writer may make use of several words whose meaning can only be understood by reference to other words or to elements of the context which are clear to both sender and receiver. Reference items can function either anaphorically, when they point the reader/ listener backwards to a previously mentioned entity, process or state of affairs (Nunan, 1993, p.22), or cataphorically where it draws the receiver forward (Ibid). Halliday and Hassan cited three types of referential cohesion; personal, demonstrative and comparative.

- **Personal Reference**

According to Halliday and Hasan (1976), personal reference is "reference by means of function in the speech situation, through the category of person" (Halliday & Hassan, 1976, p.37). Accordingly, the personal reference is realized through the function of the person, and Halliday and Hasan (1976) characterized three main types that include the term person; personal pronoun, possessive determiner (adjective) and possessive pronoun. They defended their view by a tree and labeled diagram (p.44) in which they categorized the role of person whether speech role in which the person can be a speaker (I , we) or addressee (you) or other role ,that is to say, specific one. And it can be made by a singular person (human or non-human) and male or female so that the use of the third personal pronoun "he, she and it" or it can be made by a plural (they). Other role can be generalized human (one).

E.g. Anna is a teacher, **she** is so cute. (She is personal reference and it is anaphora reference because it refers back to the noun Anna).

- **Demonstrative reference**

"Demonstrative reference is indirect reference by means of location, on a scale of proximity."(Halliday and Hasan, 1976, p.37). So, they pointed out that demonstrative reference can be realized by the proximity whether near, far or neutral. That is to say, there are three main kinds of demonstrative reference; determiner (this ,these , that and those) ,adverb (here, now, there and then) and determiner article (the). Each type has its grammatical function and semantic meaning as illustrated in the following table;

Semantic category	Selective		Non-selective
Grammatical function	Modifier/Head	Adjunct	Modifier
Class:	determiner	adverb	determiner
Proximity Near	This/ these	here (now)	The
Far Neutral	That/ those	There/ then	

Table01: Demonstrative Reference (Adapted from Halliday and Hasan, 1976: p.38)

E.g. this is the car **that** I told you about (**"this"** is a demonstrative forward reference to the word **"car"**/ **"that"** is backward reference to the word **"car"** also).

- **Comparative Reference**

"Comparative reference is indirect by means of identity or similarity" (Halliday and

Hasan, 1976, p.37).

Like Halliday and Hassan, Nunan (1993) asserted that Comparative reference can be realized through the identity or similarity.

Moreover, Halliday and Hasan (1976) stated that comparison can be a general or a particular one. Comparative general reference does not focus on any particular aspect but on the likeness or unlikeness; identity (some equal identical, identically), similarity (such similar,

8

likewise……etc.), and difference (other different else, differently, otherwise). Thought the particular comparison "means comparison that is in respect of quantity or quality" (p.77)

That is to say, when the comparison is quantitative, we use enumerative elements (more, fewer, less …...etc.), and if it is qualitative, it will be expressed in two ways; epithet (by a comparative adjective or by an adverb of comparison sub-modifying) or as adjunct in the clause (by comparative adverb or an adverb of comparison sub modifying an adverb).

Examples taken from (Halliday and Hasan, 1976, p.78)
E.g. *It's a **similar** cat to the one we saw yesterday. (General comparison)*
E.g. *'Take some **more** tea,' the March Hare said to Alice, very earnestly. 'I've had nothing yet, 'Alice replied in an offended tone, 'so I can't take **more.'**(Particular comparison)*

B- Substitution

Substitution is another way of creating cohesion in text. It is defined by Halliday and Hasan (1976) as "the replacement of one item by another" (p.88). It differs from reference in a way that substitution emphasizes on the relationship between wording or linguistic items. While reference focuses on the relation between meanings; it should have the same structural function as the element in the nominal group for which it substitutes. There are three types of substitution; nominal, verbal and clausal.

- **Nominal substitution**

Nominal substitution is expressed by the substitute items**;** one, ones and some**.** That is, these terms are used in the nominal group to avoid repetition.

E.g. there are some new <u>**tennis balls**</u> in the bag. These <u>**ones**</u> I've lost their bounce (**"ones"** presupposes **"tennis balls"**) (Nunan, 1993, p.25)

- **Verbal substitution**

To avoid long- winded sentences, it would be better to use words like <u>do</u>.

E.g.: She says you <u>**eat very much**</u>.

B: So <u>**do**</u> you.

As shown in the above example, **"do"** presupposes **"eat very much."**

- **Clausal substitution**

Halliday and Hasan defined the clausal substitution as the third type of substitution which presupposes the whole clause and they refer to it as **"entire clause".** It is realized by "so" and "not". Furthermore, Halliday and Hasan (1976) asserted that the common use of this type of substitution is on report, conditional and modlized clause.

Example taken from (Halliday and Hasan, 1976, p.130)

A: Is there going to be an earthquake?

B: It says **so**. (**"So"** presupposes the whole underlined clause).

B- Ellipsis

Ellipsis is defined by Halliday and Hasan as the substitution of zero. That is to say, the replacement of an item in the text by nothing because the meaning of the sentence or the clause is inherently mentioned and can be understood from the context. There are three types of ellipsis according to the material omitted; nominal, verbal, and clausal

- **Nominal ellipsis**

E.g. my kids play an awful game. Both (0) are incredibly energetic (the omission here is **"Mykids"**.

- **Verbal ellipsis**

E.g. A - Have you been working?

B- Yes, I have (0). (Working is the omitted word)**.**

- **Clausal Ellipsis**

E.g. A- Why'd you only set three places? Paul`s staying for dinner, isn`t he?

B- Is he? He didn`t tell me (0). (Omission of the clause "Paul is staying for dinner").

D- Conjunction

Conjunction is the final type of cohesive devices. It aims to relate the sentences and clauses with each other in order to achieve a certain grammatical function. For this reason, it differs from the three previous cohesive ties. Hence, reference, substitution, and ellipsis remind the reader about what has been said before while conjunction "single the relationships that can only be fully understood through reference to other parts of the text" (Nunan, 1993, p.26).

Halliday and Hasan (1976) classify four main types of conjunction; additive, adversative, causal and temporal.

- **Additive**

It means using additive elements that relate between sentences and clauses to adhere that there is an additional information. Halliday and Hasan (1976) asserted that the additive relation can be simple additive relation and it includes: additive (and, and also, and …..too), negative (nor; and ….not, not …either, neither) and alternative (or; or else). It can be a complex relation that contains additive (further (more), moreover…etc.), alternative (alternatively) and afterthought (incidentally, by the way). Furthermore, the additive relation can be comparative (similarly, likewise, in the same way, on the other hand, by contrast …etc.) or an appositive relation (that is, I mean, in other word, for instance, for example …etc.)

E.g.: My client said that he does not know this witness. <u>Further,</u> he denies ever having seen her or spoken to her.

- **Adversative**

Halliday and Hasan (1976) defined adversative relation as the relation which expresses the contrary to expectation like the additive. The adversative creates cohesion whether internal or external, in the sense that the internal one can be relied from the content thought the external one retrieved from the communication situation. The adversative includes elements such as: yet, however, but, thought, nevertheless, still, in spite of this, as against …etc.

E.g. All the figures were correct, they'd been checked. **<u>Yet</u>** the total came out wrong.

- **Causal**

It is the third type of conjunction and it can be expressed in numbers of ways such as general causal relation that includes; so, thus, hence, therefore, consequently, because of …..Etc. Specific causal relation consists of three main types; reason (for this reason , on account of this) , result (as a result , in consequence ….etc.) and purpose (for this purpose , with this relation …etc.). In addition to this, there are other types of causal relation as reversal, conditional, respective relation ….etc.

E.g. Chinese tea is becoming increasingly popular in restaurants and even in coffee shops this is <u>because of</u> the growing belief that it has several health giving properties.

- **Temporal**

It is the final type of conjunction that aims to describe a certain event or action in terms of time. It can be expressed by using link words that function as external such as; and, then , afterwards , after that , at the same time , earlier , before , at once , next time first ….then , first …..Next, etc. Or internal one as then next, secondly, finally, in the first place, at this point, from now, to sun up, short, briefly….etc.

Example taken from (Halliday and Hasan, 1976, p.263)

This time the Guard was looking at her, <u>first</u> though a telescope, <u>then</u> through a microscope, <u>and then</u> through an opera –glass. <u>At last</u> he said "you are travelling the wrong way" and shut up the window and went away.

II. Lexical Cohesion

Lexical cohesion is the second type of cohesion and it is achieved by the selection of vocabulary. Thus, the relationship between the lexical items. Halliday and Hasan (1976) agreed that it is very important to mention the lexical cohesion to complete the picture of studying the cohesive devices.

Halliday and Hasan (1967), Nunan (1993) and many others categorized lexical cohesion into two main classes: reiteration and collocation.

A. Reiteration

Halliday and Hasan defined reiteration as follows

> *"a form of lexical cohesion that involves the repetition of lexical item, at one end of; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between. The use of a synonym, near-synonym, or Superordinate" (277).*

So, reiteration is a phenomenon of referring one item to another which is related to the previous by having a common referent that can be repetition, synonym, Superordinate. Furthermore, Halliday and Hasan (1976) added to the previous kind of reiteration the general word that demonstrates the entire class.

- **Repetition**

Example taken from (Nunan, 1993, p.29)

e.g.: What we lack in **newspaper** is what we should get in a word; a popular **newspaper** may be the winning ticket. (We notice in this example the repletion of the lexical item **"Newspaper".**

- **Synonym**

Example taken from (Halliday and Hasan, 1976, p.278)

E.g.: Accordingly ….I took leave, and turned to the <u>ascent</u> of the peak .the <u>climb</u> is perfectly easy. (The item **"climb"** refers back to the word **"ascent"** which has the same meaning as the first one).

- **Superordinate**

Example taken from (Nunan, 1993, p.29)

E.g.: <u>Pmeumorria</u> has arrived with the cold and wet condition. **The illness** is striking everyone from infant to the elderly. (The term**"illness"** refers back to the item **"Pmeumorria"** and **"illness"** is superordinate of **"Pmeumorria"**).

- **General word**

Example taken from (Halliday and Hasan, 1976, p.280)

E.g. The idiot is going to fall if he does not take care. (The term **"idiot"** is a general word that refers to the whole clause).

B. Collocation

Collocation is seen as the most problematic part in the study of cohesion in text, thus, it is concerned with the relationship that is created between the different lexical items in terms of meaning. In this view, Nunan (1993) agreed that collocation is related to two main elements: lexical relationships (text and context .bound) and background knowledge of the reader. That is to say, the lexical relationship is based on the relationship between words and phrases, and sometimes some of the phrases related to each other in one text than in another text.

Furthermore, the background knowledge is very important in order to perceive a collocation pattern, thus, when the reader has background knowledge about the subject of the text, he will understand more.

The following table summarizes the main types of lexical cohesion as it is stated by Halliday and Hasan (1976):

Types of lexical cohesion	Referential relation
I. Reiteration	
(a) Same word (repletion)	(i) Same referent
(b) Synonym (or near-synonym)	(ii) Inclusive
(c) Superordinate	(iii) Exclusive
(d) General word	(iv) Unrelated
II. Collocation	

Table 02: Types of lexical cohesion (Halliday & Hasan, 1976, p288)

So, the cohesive devices are words or expressions that aim to relate different sentences and clauses in a number of ways summarized in the following Table:

Types of cohesive devices	The sub types
Reference	(a) Personal
	(b) Demonstrative
	(c) Comparative
Substitution	(a) Nominal
	(b) Verbal
	(c) Clausal
Ellipsis	(a) Nominal
	(b) Verbal
	(c) Clausal
Conjunction	(a) Additive
	(b)Adversative
	(c) Clausal
	(d) temporal
Lexical cohesion	(a) Reiteration
	(b) Collocation

Table 03:   types of cohesive devices

I.4.Conclusion

All in all, it can be said that discourse analysis is the study of language in its appropriate context. Discourse analysts consider discourse as a stretch of language that is cohesive in form and coherent in meaning. Furthermore, there exist many debates concerning text and discourse; whereas, some use them interchangeably, and others differently. Moreover, to achieve a meaningful discourse, the writer should make use of several cohesive devices. Thus, the student should use them appropriately in order to produce a good academic essay. This is what will discuss in the following chapter.

Chapter II: Academic Essay Writing

II.1. Introduction

II.2. Academic Writing

II.2.1. Definition of Academic Writing

II.2.2. Differences between Academic Writing and the Other Writings

II.2.3. Process of Academic Writing

II.3. Academic Essay

II.3.1. Definition of Academic Essay

II.3.2. Parts of Academic Essay

II.3.3. Types of Academic Essay

II.3.4 Process of Essay Writing

II.4. the Effect of Cohesive Devices on the Quality of the Essay Writing

II.4. Conclusion

Practical Part

II.1 Introduction

Language is a means of communication. It is either spoken or written. Nowadays, writing plays an important role in life, especially, in the academic field since it is used as a tool for assessing student's thinking and understanding. In this chapter, the focus will be on two main elements; academic writing (its definition, characteristics and its process), then, the emphasis will be on academic essay (its definition, parts, types, and the effect of the number cohesive devices on the quality of essay writing).

II.2.Academic Writing

II.2.1. Definition

Academic writing was defined differently by various writers; the following are some of its definitions.

Alice and Ann (2007) defined academic writing as a kind of writing that is used in high schools and colleges. Furthermore, Irvin (2010) argued that

> "Academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting" (Irvin, 2010, p.8)

It can be said, then, that academic writing is a kind of writing skill that differs from the other types of writing. And students in high schools and in colleges are asked to produce it as a means of evaluation that requires demonstration of knowledge and showing proficiency through thinking, interpreting, and presenting.

II.2.2. Differences between Academic Writing and the Other Writing Contexts

Writing is a skill that is required in many contexts throughout life as a mode of communication, but it differs from one context to another, that is why, there is the academic writing and other writing contexts. The following are some differences from which we can distinguish between academic writing and the other writings.

As (Bowker, 2007, p.2) pointed out that academic writing differs from the other writing contexts in terms of

- Some kind of structure is required in academic writing such as beginning, middle, and conclusion. For example, the essay structure (introduction, body,and conclusion), even a report follow a structure (introduction, discussion, conclusion, and recommendation. In contrast, in the interpersonal or personal writing there is no need to follow a structure.

- Academic writing is based on the citation of published authors so that the writer shows that s/he has read the literature and to support her/ his ideas. While in the personal/ creative writing, there is no interest in adhering the other's opinion, it is somehow a kind of free writing.

- The academic writing follows the grammar rules as well as the punctuation rules to maintain clarity and avoid ambiguity in the expression. For example, when the writer writes a cover letter for an employment position s/ he has to make her/ his ideas clear and explicit for the reader by respecting these rules, while in the other writing contexts, it is not important to follow these rules.

Similarly, Alice and Ann (2007) claimed that academic writing differs from the creative and personal writing in terms of the organization of the sentences, respect of the grammar and punctuation rules, and syntax.

Thus, academic writing is a formal writing, and it is a special genre which prescribes its rules and practices.

II.2.3.Process of Academic Writing

A successful academic writing is based on the way of writing or the methodology and this is what we call the writing process, this process requires different stages.

A-The Pre writing stage

The prewriting is the first step in the writing process which requires generating of ideas through the listing, that is to say, the writer is going to choose a topic and write it at the top of the paper, then; s/ he will make a list of words or phrases quickly. (Allis and Ann, 2007, p.16).

Moreover, Kalamdaza (2007) claimed that the first step in the writing process is the prewriting which is based on generating ideas.

For (Savage & Mayer, 2005, p.160), brainstorming is the first step in the writing process. In this stage, the writer is going to gather information and ideas that are related to the topic, after that, s/ he will read her / his assignment carefully so that s/ he will meet the instructor's expectation.

Moreover, there are various strategies that could be useful for this step. For this aim, (Kalamdaza, 2007, p.5) cited them as follows:

- ✓ **Brainstorming:** the writer should start with a word or phrase letting her/ his thoughts go whatever direction they will, without thinking, just writing the ideas that come to their minds as quickly as possible.
- ✓ **Wh Question:** it is also a useful way to develop the writer's ideas because for such a topic s/ he may ask (what, where, when, how, why, and who). Through this question s/ he will see the topic from different points of view.
- ✓ **Free Writing:** this technique can be called also writing without stopping. s/ he should write all what comes to the her/ his mind without caring about the sentence structure. The aim of this technique is to free the writer's mind, allowing it to organize the ideas.
- ✓ **Listing:** this technique is useful tool in the pre writing in which the writer puts the topic at the top of the paper and then quickly makes a list of words or phrases that comes to her/ his mind. (Alice and Ann, 2007, p.16).

B- Organizing (outlining) stage

The second step in the writing process is organizing or outlining, that is to say, the writer will make an outline. Thus, for Savage and Mayer(2005), in this stage, the writer is going to organize her/ his ideas into an outline by deciding which one is important than the other, then, s/ he makes a list of ideas under each important element so that to plan her/ his ideas.

    ✓ **Strategy:** as Savage and Mayer(2005) claimed that in order to develop writing an outline, the writer has to look at models that are similar to the writing that s/ he wants to do. Moreover, s/ he should learn ways to organize and sequence her/ his ideas, and create a visual plan for her/ his paper.

C- Writing draft paper stage

Writing draft paper is based upon the writer's pervious outline about the topic. In this stage, s/ he will write her/ his rough draft as quickly as possible without stopping or checking her/ his spelling, grammar, and punctuation. (Alice and Ann, 2007, p.16). Savage and Mayer(2005) asserted that through writing her/ his notes into a full sentence, the writer can expand her/ his outline into a draft.

    ✓ **Strategies:** To do this step effectively, the writer has to "evaluate her/ his outline, take out ideas that do not support her/ his argument, add clarifications or examples, check her/ his work to make sure that her/ his writing is clear and accomplishes the goals of the assignment ''(Savage and Mayer, 2005, p.160)

D- Editing stage

After finishing writing her/ his ideas down, the writer should apply the check her/ his mistakes of grammar, punctuation, and spelling. (Savage and Mayer, 2005, p.160). Through following two main steps, the editing stage would be a successful one (2007); the first one is to attack the big issues of content and organization, then work on smaller issues of grammar, and punctuation. (Alice and Ann, 2007, p.18).

    ✓ **Strategies:** The best strategy for the writer to do the editing stage is to separate her/ himself from the text that s/ he has written, or in other words, to forget that s/ he is the producer of the text, but its reader, so that to focus on clarity at the sentence level.

E- Writing a Final Draft and Submitting the Work

The last stage in the writing process, then, is writing the final draft, that is to say, the writer is going to rewrite her/ his draft after the correction of all mistakes. So that it will be a finished academic paper (Savage and Mayer, 2005, p.160).

- ✓ **Strategies:** as a final step, the writer should make sure that her/ his paper has the correct format, and has all the features of an academic paper.

II.3. Academic Essay Writing

II.3.1. Definition of Academic Essay

Zemach and Rumisek (2003) defined Academic Essay as a set of paragraphs that are written about such topic or a central main idea. Generally, it consists of three main paragraphs at least, but the most common academic essays are constructed of five paragraphs. (p.56).

II.3.3. Parts of the Essay

Academic essay consists of three main parts; introduction, body, and conclusion. Each part has its main features and importance in the formulation of the essay.

A- Introduction

It is the first part of the essay which aims to give a general overview about the topic. It contains a special sentence, known as the thesis statement that introduces the main idea of the topic. It usually comes at or near the end of the paragraph. (Zemachand Rumisek, 2003, p.56).

Likewise, Alice and Ann (2007) stated that introduction is the first part of the essay which consists of no more than one paragraph, and that it aims to stimulate the reader's attention and enables her/ him to get a general idea about the body. So, the introduction seems to be the door of the essay that should be written effectively with a strong thesis statement.

- ✓ **Thesis statement:** writing a thesis statement is an essential part of writing an essay, that is why, it is considered very crucial. Thesis statement should give an idea that can be discussed and explained with supporting ideas. It should not be a sentence that only gives a fact about the topic and it should not state two sides of an argument equally too. (Zemach and Rumisek, 2003, p.58).

According to Zemach and Rumisek (2003), to develop a thesis statement easily, it would be better if the writer writes in her/ his draft her/ his opinions about the topic; starting with expressions like" I think that", then s/ he removes the expression. Thus, the remaining words make a possible thesis statement.

Example taken from (Zemach and Rumisek, 2003, p.61):

Topic: diet /food.

I think that a vegetarian diet is one of the best ways to live a healthy life.

I think that governments should restrict the use of chemicals in agriculture and food production.

After that, the writer omits the expression**"I think that"**, and chooses the one that is appropriate to be a thesis statement. (Vegetarian diet is one of the best ways to live a healthy life).

B- Body

The second part of the essay format is the body that is consisted of one or more paragraphs which develop the subdivision of the topic. (Alice and Ann, 2007, p.152).

Moreover, Zemach and Rumisek (2003) precised the position of the body which comes between the introduction and the conclusion.

Furthermore, each paragraph in the body contains a topic sentence followed by different supporting details. It may or may not have a concluding sentence. (Alice and Ann, 2007, p.152)

C- Conclusion

For Alice and Ann (2007) and Zemach and Rumisek (2003), conclusion is the last part of the essay that summarizes or reviews the main points which were discussed in the previous paragraphs of the essay. And it also restates the thesis statement.

It is very important to write a conclusion for the essay because it has the following features;

- ✓ Conclusion summaries the main points of the essay.
- ✓ It restates the thesis statement (by using different words).
- ✓ It makes a final comment about the essay`s main idea.
- ✓ It may emphasize an action that the producer would like the reader to get. (Zemach and Rumisek, 2003, p74).

II.3.3. Types of Essay Writing

Writing an essay is not an easy task. Thus, the writer should pay attention to the organization of ideas and information. There are different types of essays depending on the subject that the writer wants to write about.

A- Cause and Effect Essay

Cause and effect essay is one of the types of essay. It explains why a certain action, situation or behavior happens. The writer can either start illustrating the effect, then its causes or vice versa. (Jason andRhond, 2006, P.65).

According to (Jason and Rhond, 2006, p.65), each part of cause and effect essay has certain features that distinguish it from the other parts:

- **Introduction**
  ✓ The writer introduces the cause(s) and effect(s)
  ✓ Background information helps the reader understand the cause(s) or effect (s); it can give historical information.
  ✓ The thesis statement shows the relationship between the cause (s) and effect(s).
- **Body Paragraph**
  ✓ The topic sentence in each paragraph defines specific cause or effect to support the thesis.
  ✓ All supporting details must relate to the topic sentence. Each detail includes explanations, examples or facts.
- **Conclusion**
  ✓ The conclusion restates the cause(s) and effect(s) of the essay.
  ✓ It may evaluate or reflect on the idea presented.
  ✓ It gives advice.

On the other hand, connectors in cause and effect essay are very essential. They create coherence in the essay since they are used to relate sentences to each other. There are two major kinds of connectors that are used in cause and effect essay (Jason. D and Rhonda. L, 2006, P.72)

Thus, cause connectors are used to introduce the cause clause. When using these connectors, one should be aware of the punctuation as Jason and Rhonda (2006) asserted; "when the dependent clause comes at the beginning of the sentence, it is followed by a comma. Whereas, when the dependent clause comes at the end of the sentence, there is no need to use a comma before or after the connector"; as in the following example:

-Because /since the traffic was heavy, we were late for class.

-We were late for class **because /since** the traffic was heavy. *(Ibid.).*

There are other connectors that introduce the noun phrase such as; due to, because of, as a result. Moreover, there are various connectors that can be used to introduce effect clause such as: therefore, as a result, consequently, and so on. These connectors should be put between the cause and the effect clause without punctuation. When the clauses are joined into one sentence, the connector is always preceded by a semicolon and followed by a comma (Jason. D and Rhonda. L, 2006, P.74).

E.g. I studied all the holiday for the exam; as a result, I got good marks.

The connector may also be used to start a separate sentence. Then, it should be followed by a comma.

Example:I studied all the holiday.As a result, I got excellent marks.

B- Argumentative Essay

This type of essay is used to express an opinion about a controversial issue, wherein, the writer should give strong opinions and logical reasons that would support her/ his arguments. (Jason & Rhonda, 2006,P.93).

Furthermore, according to Jason and Rhonda (2006), in order to make a strong argumentative essay, the writer has to use a counter –argument, concession, and refutation.

Thus, counter-argument is the writer's opposing point of view. It gives the reader a clear sense through including reasons of that point of view. In addition, s/he may understand the opposing point of view through the counter – argument.

E.g. A student argues that leaving with friends in the campus is not good because it creates conflicts between each other, and then they lose their friendships.

Meanwhile, concession means that the writer's agreement of the opposing point of view is valid, and it emphasizes how her/his argument is still strong.

E.g. In fact most of the students dislike leaving in the campus because of the conflicts that happen with their friends, however, they can avoid those conflicts by trying to understand each other's behaviors.

While refutation is the writer's feedback or response about the counter- argument. In this step, s/he shows the weaknesses of the counter –argument.

On the other hand, Jason and Rhonda (2006) pointed out that in order to produce an effective argumentative essay, it is very important to put additional information or to construct different pieces of information. Additional connectors such as; furthermore, in

addition, and moreover are always preceded by a semicolon and followed by a comma when the clauses are joined in one sentence.

E.g. University students are always assessed through their essay writing; in addition, they may be assessed through their oral performance.

The connector may also be followed by a comma if it is at the beginning of a separate sentence.

E.g. university students are always assessed through their essay writing. Moreover, they may be assessed through their oral performance.

On the other hand, contrast connectors can be used to express contrast such as; however, nevertheless, but, and so on.

If the connector joined two sentences in one clause, the contrast connector will be preceded by a semicolon and followed by a comma.

E.g. the students who struggle with their writing might be tempted to plagiarize; however, it is crucial that they do owe their work.

If contrast connectors start to separate sentences, in this case it is followed by a comma.

E.g. students who struggle with writing, their paper might be plagiarized.

Furthermore, the adverbial clause is a dependent clause that must contain a subordinator, a subject, and a verb. It can be put before or after the main clause; as a result, punctuation differs according to its position in the whole clause.

So, when it is put at the beginning by using connectors like; while or whereas, it expresses contrast, that is to say, the information in the adverbial clause comes as a position to the main clause. (Jason and Rhonda, 2006, P.104).

E.g. While some students like reading the whole book, others prefer reading just little parts from it.

Thus, to show concession, we may begin with **although** or **even thought**. The information in the adverbial clause presents an opposite idea to that of the main clause.

E.g. Some students buy essays and present them as their own even though it is against the university rules. (Jason and Rhond, 2006, P.104).

Moreover, Jason and Rhonda, 2006, p93) pointed out that to write an argumentative essay, it is important to take into account the following:

- Introduction
  - ✓ It introduces the issue.
  - ✓ It gives a broader picture about the issue and the reason why it is important. It can also give history of the people involved; what they want, and how it affects them.
  - ✓ The thesis statement states the point of view of the writer.
- Body paragraph
  - ✓ The topic sentence in each paragraph presents one reason of the writer's point of view.
  - ✓ All supporting details in each paragraph must support the topic sentence; this detail can be examples, facts, definitions …etc.
  - ✓ The writer often presents one opposing point of view, but s/ he will use evidence to show that her/ his point of view is stronger than the counter argument.
- Conclusion
  - ✓ It restates the thesis statement (the argument that appeared at the beginning of the essay).
  - ✓ It can be a warning or other types of comment.
  - ✓ It may state the general issue in a broader context.

C- Classification Essay

Classification essay is another type of essay which is based on the classification and organization of information and ideas into meaningful categories that follow a single unified principle. (Jason and Rhonda, 2006, p.121).

Like the other types, classification essay is divided into three parts; introduction, body, and conclusion. Thus, each part should be as follows (Ibid.):

- **Introduction**
  - ✓ The writer introduces the information to be classified.
  - ✓ Background information gives a broader picture about the subject to be discussed.

- **Body**
  - ✓ The writer should describe one category or group in each paragraph in a logical order (according to their importance, size, degree, or chronological order) presenting them in a topic sentence.
  - ✓ S/ he should use definitions, examples, descriptions, anecdotes, statics, or quotations to support her/ his idea.
  - ✓ S/ he should put a concluding sentence so that to conclude the current paragraph and to introduce the content of the next one.
- **Conclusion**
  - ✓ The conclusion aims to restate the thesis statement and the content of each paragraph.
  - ✓ It may give prediction,an advice or make a general statement about the topic.

II.2.4. Process of Writing an Academic Essay

Writing an affective essay is not an easy task. Thus, the writer should follow five main steps; analyzing the question, researching, planning, writing and editing.

Step 1: Analyzing the question

Some questions are written in a way that they make the content and the essay structure clear and understood. This often occurs in a long question. By contrast, other questions require that the writer first analyses the question to determine the direction that is required and the level of the analysis needed. When this occurs, the following *key word analysis* will help ensure that the writer answers the question.

First, the writer should look for the content words that determine what s/ he is to going write. They may indicate either the general topic which can help her/ him to write an affective introductory paragraph, or a specific idea or the focus of the question. Thus, s/ he should underline them.

Then, s/ he has to note the task or the directional words that guide them to decide which type they are expected to select. The task words like; discuss, evaluate, compare, contrast, explain, analyze… and so on, are very crucial because they limit the depth of analysis or thinking required.

After that, the student should note any limitations (time, place, population) that will guide her/ his research.

Step 2: Research

After analyzing the question, the student is able to make an initial plan to her/ his essay. Though, before doing it, s/ he have to gather information through reading.

Step 3: Planning

In this stage, the writer is going to group and categorize the collected information into a series of points. Thus, s/ he should determine a logical order so that to present her/ his points and to develop a logical, coherent and explicit structure.

Step 4: Writing

This stage is like the draft paper in the writing process. Thus, while writing the essay, the student has to pay attention to its structure. Moreover, s/ he is expected to be careful about a lot of points:

- ✓ Following the plan.
- ✓ Using headings because sometimes turning a heading into a question helps students to keep to the point.
- ✓ Being aware if s/ he changes the terms used in the question. **E.g.** If the term used in the question is **'success'** and the writer substituted it with the term **'achievement',** the meaning may be quite different.
- ✓ Paying attention to her/ his topic sentences. Clarifying to the reader every point in each paragraph and why.

- **Step 5: Editing**

The final stage in the essay writing process is editing. The writer, then, has to edit what s/ he has already written so that to make her/ his essay professionally presented. According to McLaren (1997), there are two steps of editing; micro and macro editing.

Micro editing involves checking spelling, grammar and punctuation, while macro editing refers to examining the essay as a whole, and Checking for coherence and logic.

II.4. the Effect of Cohesive Devices in Academic Writing

Since the publication of the book <u>Cohesion in English</u> in 1967 by Halliday and Hasan, many researches started to contribute in the development of cohesion in written discourse, especially essay writing. Thus, the distribution of cohesion and its effect in essay writing.

Indeed, cohesion is a crucial feature of good writing. For Liu and Braine (2005), cohesive devices are very essential elements that are required in the written discourse for both L1 and L2 learners of English. However, they encounter difficulties in applying them. (As cited in Sanzyk, 2010, p.31).

Likewise, Hulkova (2005) inferred the importance of cohesive devices in the academic setting because it helps the producer of a text in linking ideas, conveying information, exploring facts, and so on. Moreover, she stated that to achieve a successful academic writing; "it is important to use the cohesive links that contribute to link the different parts of the whole text together". (As cited in Sanzyk, 2010,p.31).

By the 2000, Meisuo stated that the frequent use of the cohesive devices helps in connecting ideas. However, Khalili (1989) pointed out that there is no significant difference in the number of the cohesive devices and the essay level. (As cited in Sanzyk, 2010, p.31).

In the same context, for (Sanzyk, 2010, p.35), exploring the relationship between cohesion and coherence as an essential element in discourse is not an easy task because it is somehow a complex phenomenon, in a way, that some researchers, such as Connor (1984), claimed that there is no significant relation between the number of cohesive devices and the essay quality. Thus, the essay can be cohesive without being coherent.

By contrast, Maurer (2003) asserted that there is a strong positive relation between the number of the cohesive devices used in the essay and its quality as illustrated in the following quote:

"In the essays, the coloration between number of ties and coherence ranking was very high"

(Maurer, 2003, p.151).

I.5. Conclusion

Academic writing is a kind of writing that is required more in academic areas such as schools, college, and universities. It differs from the other writings in terms of structure, grammar, punctuation, the use of quotation, and it is more formal than the personal or other writings.

Concerning the process of academic writing, it requires five main stages; pre-writing, organizing (outlining), writing the first draft, editing, and writing the final draft that has the feature of academic paper. The essay writing is no harder than the paragraph writing just it is longer that it and it needs a careful planning. Thus, it consists of three main parts; introduction, body, and conclusion. Moreover, there are many types of essay such as; argumentative, descriptive, classification, and cause and effect essay. The writing of any type of the essay requires stages based on a careful planning and understanding of the question.

Chapter III: Analysis of the Students Use of Cohesive Devices and its Effect on the Quality of the Essay

III.1. Introduction

III.2. the Population

III.3. Methodology

III.4. Analysis of the Results

III.4.1. The First Step

III.4.2. the Second Step

III.4.3. the Third Step

III.5. Conclusion

Conclusion

Bibliography

Appendices

III.1. Introduction

After having examined the main points in cohesive devices, this chapter shows the extent to which the hypothesis is confirmed or refused. This is done through an analysis of the students' academic essays, that is to say, it will be an analysis of the quantity of cohesive ties used and its effect on the quality of the essay.

III.2. The Population

The study comprised a group of first year Master students of Anglo- Saxon literature at Ouargla University. The test took place at the tutorial class. The number of the subjects is 27. These subjects are supposed to analyze short/ long stories, novels, and poems. Hence, they have been asked to write an analysis of a short story in a form of a coherent and cohesive essay accounting for the plot summary, setting, and the themes. The sample is representative to some extent because they are supposed that they have been taught how to write an essay, and how to use cohesive devices. In addition, they are asked to write essays among academic year.

III.3. Methodology

The means that is used in this study is a test (task) given to 1st year Master students of Anglo- Saxon literature at Ouargla University to their use of cohesive devices. They have been asked to write a cohesive and coherent essay accounting for the plot summary, setting, and themes of any short story from what they have read before. Through this, some conclusions are drawn on the quantity of using cohesive devices and its effect on the quality of the essay.

Indeed, this test, which deals with writing an analysis of a short story in a form an essay, was based on the following principles:

- Since the subjects are literature students, they were asked to write an analysis of a short story.
- To not feel restricted, they were given the chance to choose any short story.
- They were given some instructions so that they do not get lost.
- They were informed that their writings are important and valuable for a scientific study.
- They were given the sufficient time to write.
- They were not informed about the goal of this study.

III.4. Analysis of the Results

Three steps are undertaken in conducting the analysis of the given data of the students' essays. As a first step, the students' essays were distributed on a jury composed of 7 teachers from Kasdi Merbah University. Each essay was assessed by two teachers. Meanwhile, we have analyzed the students' use of cohesive devices. Finally, the third step focuses on finding out the relationship between the quantity of the cohesive ties and the quality of the essays through statistical counting.

III.4.1. the First Step

As we have mentioned above, students' writings were assessed for their quality by the jury (see the appendix B) as shown in the following table:

Essay NB	Teacher 1	Teacher 2	Result
1	1	2	2
2	1	1	1
3	1	1	1
4	2	1	2
5	3	2	3
6	2	1	2
7	3	3	3
8	2	1	2
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	1	2	2
15	2	1	2
16	2	1	2
17	1	2	2
18	2	2	2

19	1	1	1
20	2	2	2
21	3	3	3
22	1	1	1
23	1	2	2
24	1	1	1
25	1	1	1
26	1	2	2
27	2	2	2

Table 04: Teachers' Assessment of the Learners' Essays

Total	Essay quality	NB	%
	Excellent	00	/
	Good	03	11.11
	Average	13	48.14
	Need to be improved	11	40.74

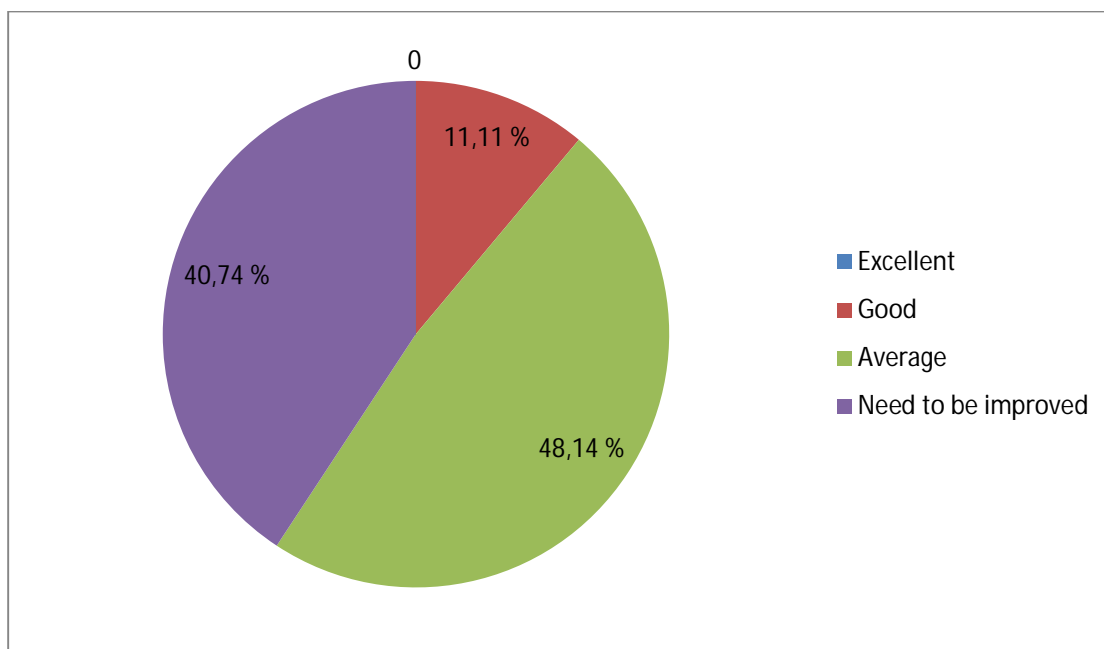**Table 05: Teachers' Assessment of the Learners Essays**

Figure 01: Teachers' Assessment of the Learners Essays

The results of this step show that the majority of the students' essays are very weak and that students really need to learn more about how to write a good essay.

III.4.2. The Second Step

- **Students' use of cohesive devices**

The second step, then, is analyzing the students' use of cohesive devices; the quantity of the cohesive ties used, and the most frequently used one. This total use is illustrated in the following tables:

- **Learners' Use of the conjunction Devices**

The following table summarizes the total number of the conjunction devices that students use in their academic essay:

Total	Conjunction	NB	%
87	Additive	225	46.20
	Adversative	52	10.67
	Causal	126	25.87
	Temporal	84	17.24

Table 06: Learners' Use of Conjunction
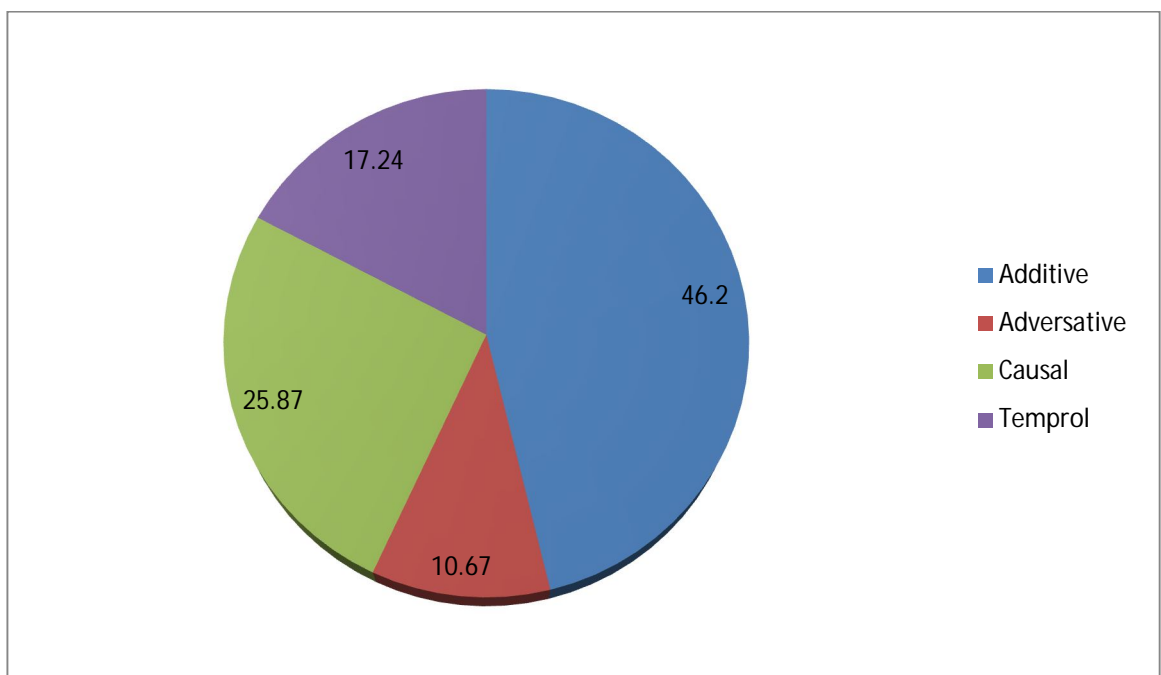
Figure 02: Learners' use of Conjunction

It is obvious from the given result that the additive conjunction is the widely used by student (46.20%) followed by the causal conjunction (25.87%) than the temporal (17.24%) and the adversative (10.67%).

- **The Learners' use of the reference devices**

The above table shows the frequent use of the reference devices by the students in all the essays.

Total	Reference	NB	%
1247	Personal	590	47.31
	Demonstrative	584	46.84
	Comparative	73	5.85

Table 07: Learners use of Reference Devices
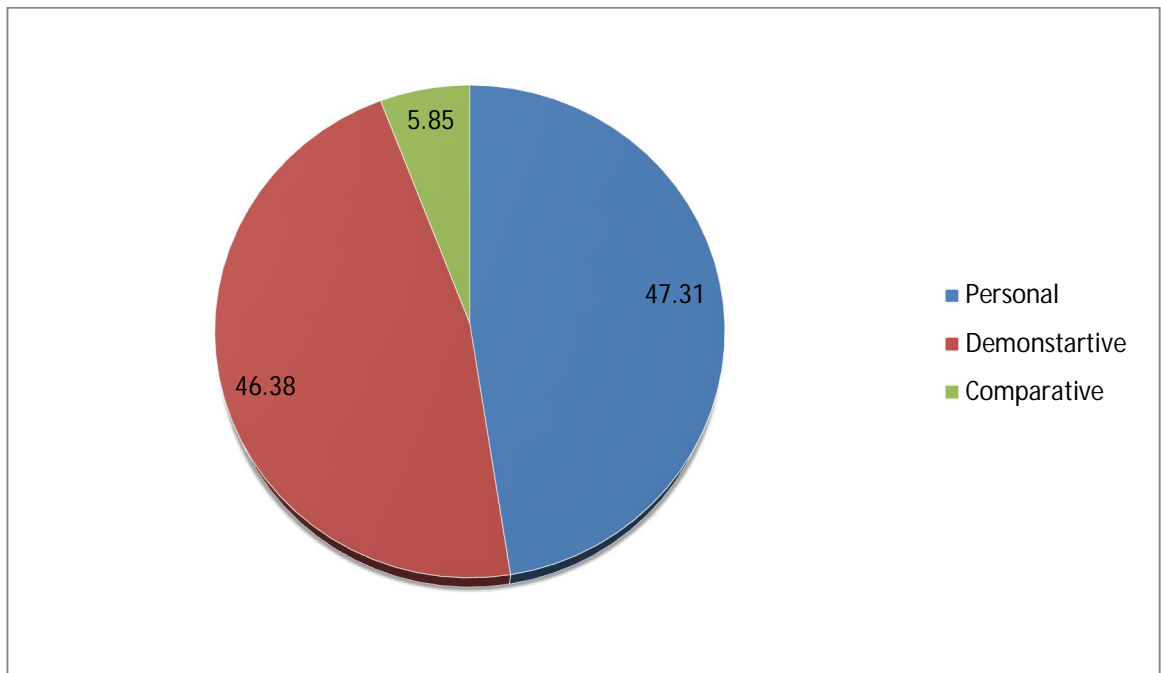
Figure 03: Learners use of Reference Devices

The result reveals that the students' use personal (47.31%) and demonstrative reference (46.38%) more than the comparative reference (05.85%).

- **The Learners' use of the Substitution**

In the following table the total number of the substitution devices that students use in the whole essays.

Total	Substitution	NB	%
5	Nominal	44	97.77
	Verbal	01	2.22
	Clausal	00	/

Table 08: Learners' use of the substitution
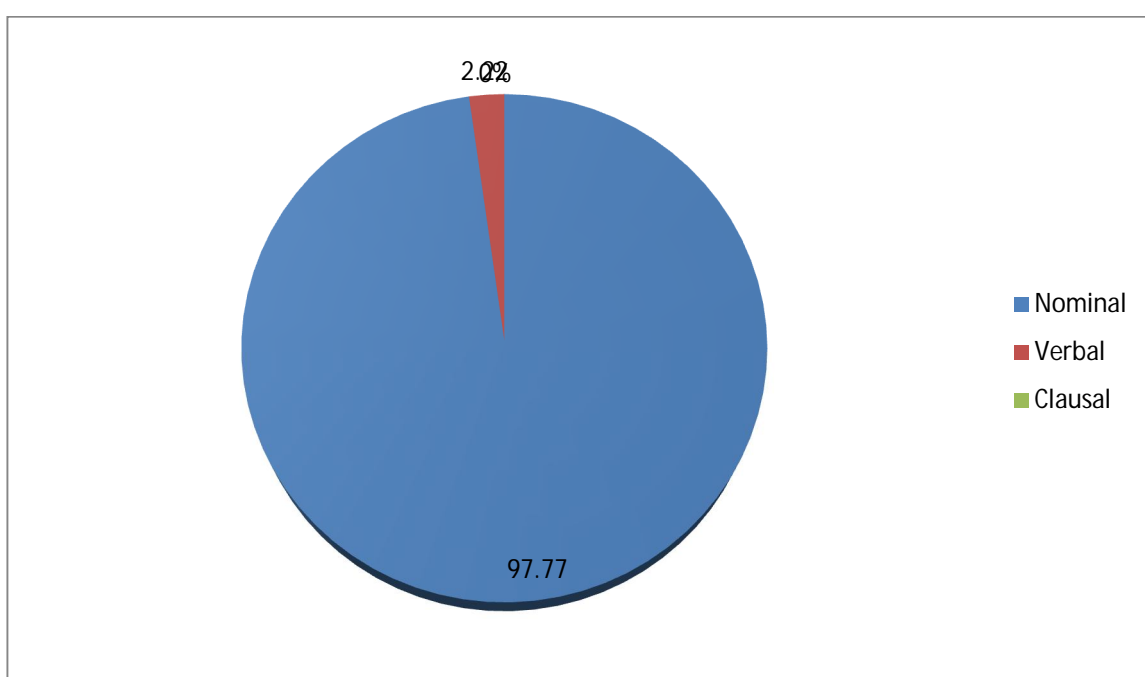
Figure 04: Learners Use of Substitution

According to the given results, it is clear that the student use nominal substitution (97.77) more comparing with the other verbal (2.22%) and the clausal (00%).

- **Learners use of the Ellipsis Devices**

The following table indicates the frequent use of the ellipsis by the student in the twenty seven essays.

Total	Ellipsis	NB	%
05	Nominal	05	100
	Verbal	00	/
	Clausal	00	/

Table 09: Learners' Use of the Ellipsis
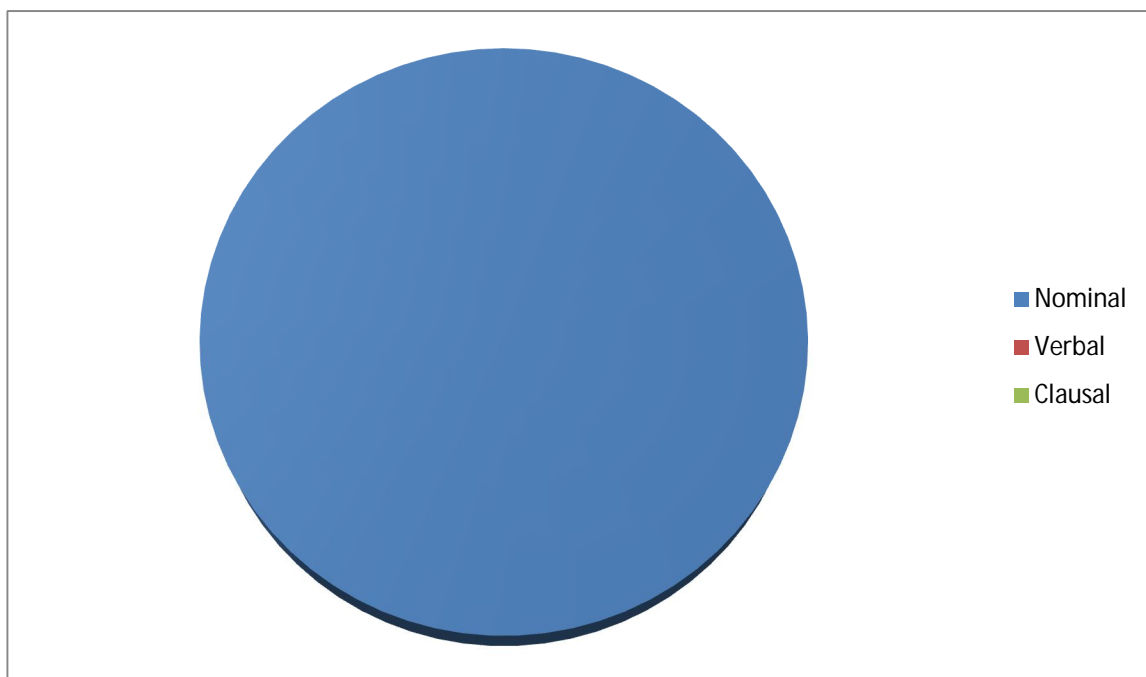
Figure05: Learners Use' of the Ellipsis Devices

The results reveal that all the students use the nominal ellipsis (100%) in contrast with the other`s types of ellipsis verbal (00%) and clausal (00%).

- **Learners' use of the collocation devices**

This table summarizes the total number of the collocation used by students in all the essays.

Total	Collocation	
34	**NB**	**%**
	34	100

Table 10: Learners' Use of the Collocation

- **Learners' use of the reiteration**

This table reviews the overall number of the reiteration used by students in their academic essay.

Total	Reiteration	NB	%
200	Repetition	54	27
	Synonym	1	10.5
	Superordinate	05	2.5
	General nouns	110	55
	Antonyms	10	05

Table 11: Learners' Use of the Reiteration
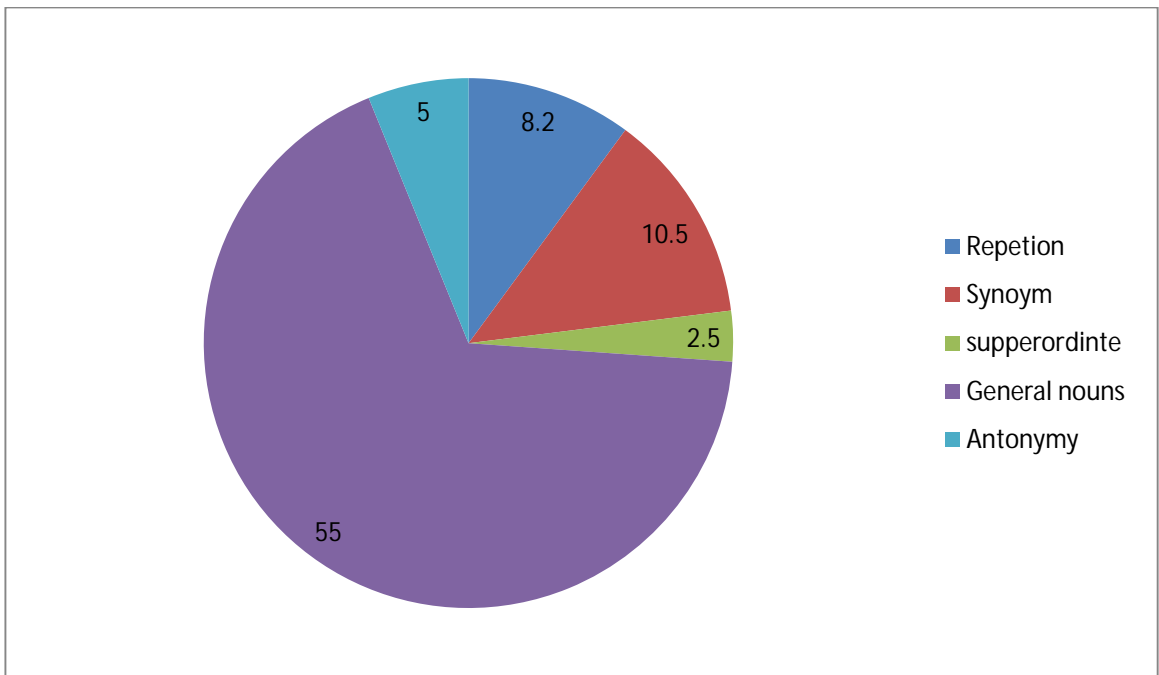
Figure 06: Learners' Use of Reiteration

According to the given results, it is obvious that students use the general nouns widely (55%).Then, it is followed by the synonym (10.5%) and repletion (8.2%). However, the use of superordinate is few one (5%).

- **Learners' Use of Grammatical cohesive Devices**

The following table shows the total number of the grammatical cohesive devices used by students.

Total	Grammatical cohesive devices	NB	%
1784	Reference	1247	69.89
	Conjunction	487	27.29
	Substitution	45	2.52
	Ellipsis	05	0.28

Table 12: Learners' Use of Grammatical Cohesive Devices
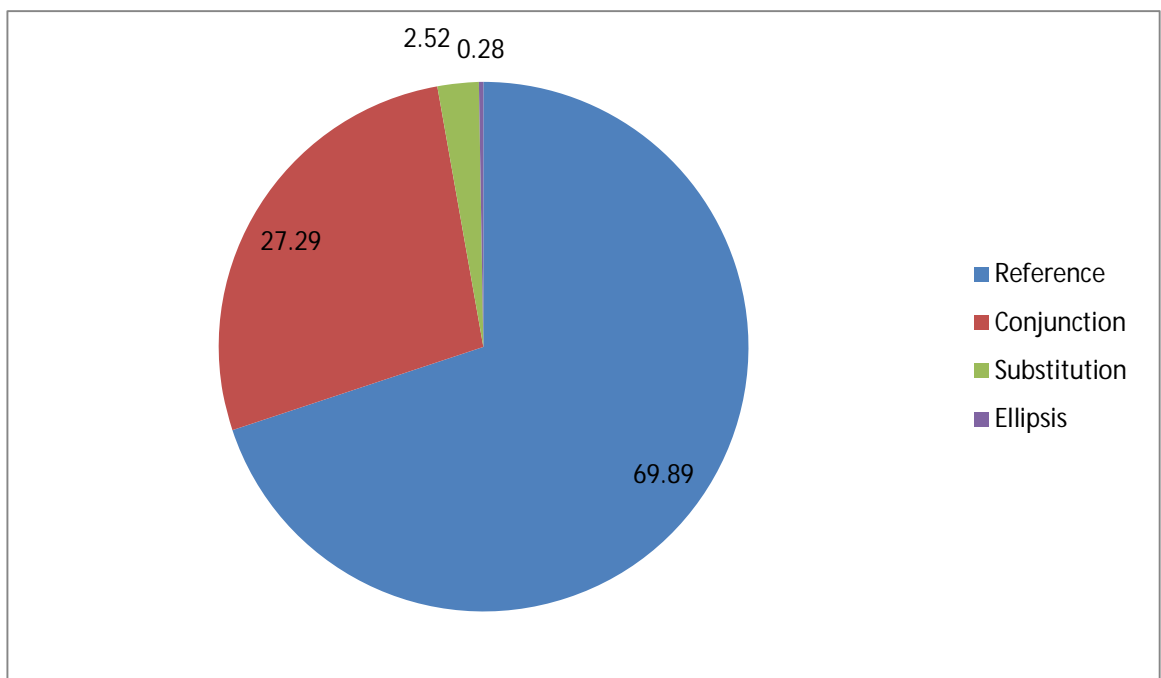
Figure 07: Learners' Use of Grammatical Cohesive Devices

From the presented results, it is observed that students used grammatical cohesive devices in their essay writing, however the common used is reference (69.89%) followed by conjunction (27.29%). Then substitution (2.52%) and ellipsis with few use (0.28%).

- **Learners' use of Lexical Devices**

The following table briefs the total number of lexical devices used by student in their essay writing.

Total	Lexical Devices	NB	%
234	Collocation	34	14.52
	Reiteration	200	85.47

Table13: Learners' Use of Lexical Devices
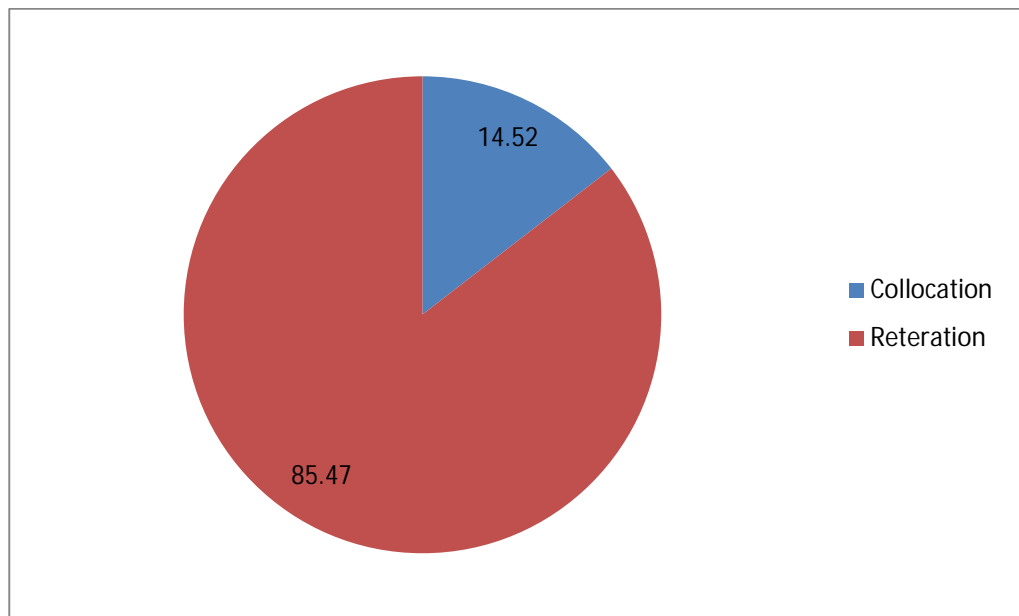
Figure08: Learners' Use of Lexical Cohesive Devices

The result shows that students use reiteration widely (85.47%) comparing with the collocation (14.52%).

Total	Cohesive Devices	NB	%
2 018	Grammatical	1784	88.40
	Lexical	234	11.59

Table14: learners' Use of Cohesive Devices
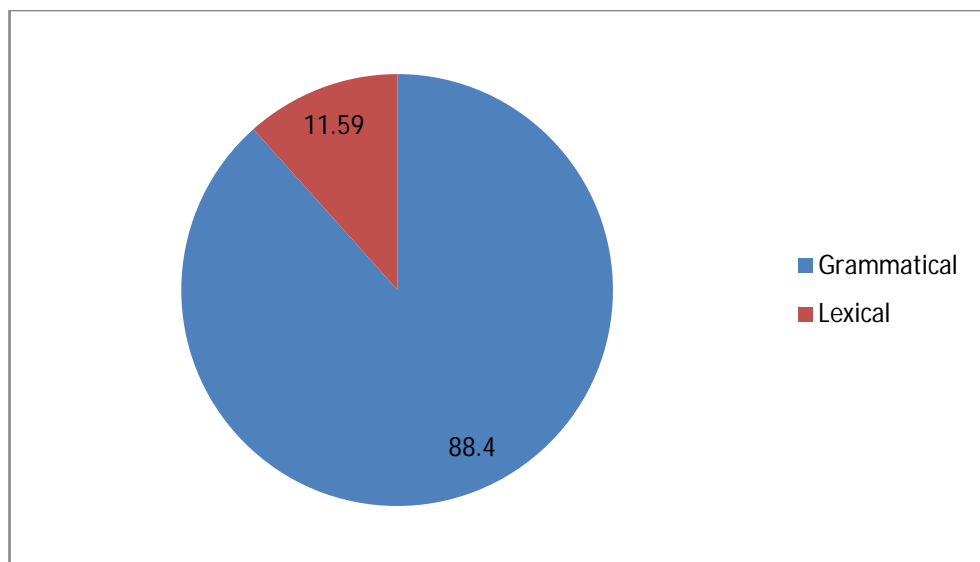
Figure 09: Learners' Use of the Cohesive Devices

The results of this step reveal that learners use the cohesive devices a lot in their writings. However, they use the grammatical ties more than the lexical ones.

III.4.3. The Third Step

Finally, we have done some statistical counting in order to find out the correlation between the number of cohesive devices and the quality of the essay to show whether there is a relationship between the number of the cohesive devices and the quality of the essay or not.

The Essay Number	The Essay Quality	Number of the Cohesive Devices
01	2	37
02	1	63
03	1	74
04	2	61
05	3	66
06	2	74
07	3	119
08	2	105
09	1	70
10	1	73
11	1	68

12	1	53
13	1	61
14	2	79
15	2	93
16	2	53
17	2	106
18	2	76
19	1	82
20	2	63
21	3	90
22	1	80
23	2	94
24	1	88
25	1	57
26	2	74
27	2	46

Table15: the Number of Cohesive Devices and the Essays' Quality

Pearson Correlation

It is used to determine the relationship between two variables or more and it has the symbol r. The relationship is either positive or negative and the correlation values are between $-1 \leq r \leq 1$. That is it is used to confirm the significance or non-significance of the findings. Its computational formula is as follows:

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum (X - \bar{X})^2} \sqrt{\sum (Y - \bar{Y})^2}}$$

$\bar{X}$ refers to the quantity of the cohesive devices.

$\bar{Y}$ refers to the quality of the essay.

R refers to the correlation between $\bar{X}$ and $\bar{Y}$.

Note: critical value is 0. 5 according to

The computation of the observed r

First, $\bar{X}$ and $\bar{Y}$ are calculated using the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{Y} = \frac{\Sigma Y}{N}$$

After, the results are as follows:

$\bar{X}$ = 75. 37

$\bar{Y}$ = 0.7

Then, we have multiplied $(x - \bar{x})(y - \bar{y})$

We get 99.97

Then we have counted $\sum (x - \bar{x})^2$

We get 114.22

And we have counted also $\sum (y - \bar{y})^2$

We get 3.41

Hence, **r** = (99. 97)/ (114.22) (3.41)

Finally, we get the following result:

R = 0.27

= 0.27 > 0.5

Since **"R"** is less than **0.5**, it can be said that the correlation between the quantity of cohesive devices and the quality of the essays is very weak. Consequently, there is no significant relationship between them. Then, our hypothesis, which says that there may be a positive correlation between the quantity of cohesive devices and the essay quality, is rejected.

Conclusion

All in all, we can come to the conclusion that first year Master Anglo- Saxon students use cohesive devices, especially the grammatical ones, frequently. However, they do not write coherent and well-structured essays. Moreover, the quantity of cohesive devices in an essay does not effect on its quality. Hence, there should be other factors.

General Conclusion

Conclusion

Along this study, one can come to the conclusion that cohesive devices are very crucial elements in writing an academic writing. However, it is not too necessary to use a high number of them. Indeed, a good essay inquires other principles that would make it meaningful, coherent and understandable, especially for the reader, such as; choice of words, paragraph division, capitalization and punctuation, and so on.

This study reveals also that students need more awareness about how to write a good essay in terms of quality. As it has been found out, students were interested more on using cohesive devices frequently ignoring a lot of principles.

All in all, one can say that while writing an essay, learners should not focus only on using a lot of cohesive devices ignoring many other factors that contribute heavily on constructing at least a meaningful, coherent, and comprehensible essay for the reader so that it will achieve its purposes.

Bibliography

- **Books**

    1. Bowker, N. (2007). **Academic Writing**: Guide to tertiary level writing. Massey University.

    2. Clanchy, J &Ballard, B. (1998). **How to write essay**. Malysia: Longman.

    3. Cook, G. (1989). **Discourse analysis**. London: Oxford University Press.

    4. Davis, J. & Liss, R. (2006). **Effective academic writing**. New York: Oxford.

    5. Fairclough, N. (2003). **Analyzing discourse**. USA: Routledge.

    6. Halliday, M.A.K. & Hasan, R. (1976). **Cohesion in English**. United Kingdom: Combridge.

    7. Hatch, E. (1992). **Discourse and language education**. London: Cambridge University Press.

    8. Hogue.A. (2008). **First step in academic writing**. 2ndEd.NewYork:Longman.

    9. Kalamdaza, M. (2007). **English academic writing**. Centre for Social Science. Budapest. Hongrie.

    10. McCarthy, M. (1991). **Discourse analysis for language teacher**. London: Cambridge University Press.

    11. Mills, S. (1997). **Discourse**. London: Routledge.

    12. Nunan, D. (1993). **Introducing discourse analysis.** Longman: Peniun Books LTD.

    13. Paltridge, B. (2006). **Discourse analysis**. Great Britain: MPG Books Ltd.

    14. Tamskame, S.K. (2006). **Collaborating towards coherence**. USA: John Benjamins Company.

    15. Trweciak, J. & Macka, S.E. (ND). **Study skills for academic writing**: Student's Book. London: Phoenix ELT.

    16. Widdowson, H.G. (2007). **Discourse analysis**. Oxford.

    17. Zemach, E.D& Rumisek, A.L. (2003). **Academic writing from paragraph to essay**.Spain: Macmillan.

- **Dissertations**

18. Sanzyk, A. (2010).Investigating argumentative essays of English undergraduates studying in Poland as a regards their use of cohesive devices. Unpublished master Dissertation, Oslo University, Oslo.

- **Magazine Articles**

    19. Dastjerdi, V.H. &Sanian, H.S. (2011, May). Quality of Iranian EFL Leaner's argumentative essay: cohesive devices in focus.Mediterranean Journal of Social Science,p.65-70

- **JournalArticles**

20. Ahmed, A. (2010, December). Student's problem with cohesion and coherence in RFL essay writing.Literacy information andcomputer journal, p.211-218.

21. Panck, M. (2001, Jun). The role of coherence and Cohesion in text Comprehension.Cognitive Brain research, p.325-422.

22. Tamgkiemgsirism, S. (2013, January). Cohesion and Coherence in text. Thammasat. Journal, p.115-164.

Appendices

Appendix A

Students' Test

In a cohesive and coherent essay account for the setting, plot summery, and themes of a short story that you have read.

…………………………………………………………………………………….................…
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………............
....
....
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…….

Appendix B

Teachers' Assessment

Dear teacher

This essay is based on the study about *The Effect of Cohesive Devices on Writing an Academic Essay for ESL Learners,* especially first year master Anglo-Saxon and literature student .We would appreciate if you could find time to assess the essay quality throughout the Rubric which consists of: Content, language, organization, and cohesion /coherence.

So, please provide us with the final assessment by ticking the appropriate box.

Thank you for your collaboration

This essay is:

a- Excellent   ☐   b- Good   ☐

c- Average   ☐   d- Need to be improved   ☐

Account for the setting, plot summary, and themes of a short story that you ~~are~~ have read

Misery is a short story written by the Russian Anton Chekov. In this paper we will account for the setting, plot summary and the themes.

The story is about Iona Potapov, a sledge driver whose son died a week ago. He makes several attempts to tell his customers about the grief he feels because of his son's death, yet ruthlessly none of them seems to care. His attempts go in vain until he finds himself telling his story to his mare.

(There are 88)
The story takes place in through the streets of Russia where Iona drives many fairs on his sledge. These fairs happen in the twilight of a snowy evening that all the streets and people be

in these streets turn to be motionless and white.

There are several themes which can be detected in Misery. The major one is the need of communication, all humans need to communicate their thoughts and feelings especially in a case where one loses their only son. On the other hand, negligence is another major theme in this story. No one of Iona's customer listens or pretend to do. Through each of them, the social background yet their reactions are similar. Why are they uninterested in sharing Iona's grief? This is the third theme in Misery the busy life style makes people too occupied to listen to another man's preoccupation. Poverty is also another theme. Iona, despite sad and only a week after his son's death, goes out to work and even that gaining enough for him and his mare.

ملـخص الـدراسة

يعتبر الترابط من أهم الأساسيات التي يجب التقيد بها عند الكتابة الأكاديمية. تهدف هذه الدراسة إلى إظهار مدى تأثير عدد أدوات الربط اللغوية على جودة المقال. لذلك فإن الافتراض الذي نطرحه هو أن كثرة استعمال الروابط اللغوية قد يأثر إيجابا على جودة المقال الأكاديمي. و لاختبار فرضيتنا، اعتمدنا على الدراسة التجريبية في ما يخص نتائج اختبار الطلبة. حيث تم اختبار 27 طالبا من طلبة أولى ماستر أدب أنغلوساكسوني قسم اللغة الانجليزية في جامعة ورقلة. و من خلال الدراسة، نفت النتائج الفرضية القائلة بأن وفرة الروابط اللغوية في المقال الأكاديمي تحسن من جودته.

الكلمات المفتاحية: الخطاب، الترابط، أدوات الربط اللغوية، الكتابة الأكاديمية.