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Title

Discourse Approach to Teaching L2 Writing Cohesive Devices

Case study: 2nd Year Students of English at UKMO

Publically defended

On:

Before the Jury:

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List of Abbreviations

EFL: English as Foreign Language

ELT: English Language Teaching

SS: Students

T: Teachers

Dedication

This work is dedicated

To our Parents

To our Brothers and Sisters

To our best Friends

To all Our Relatives

TO The dearest persons to OUR heart.

Thank you

For all your encouragement, and above all

your love.

Thank you for your patience and support.

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First, we would like to thank ALLAH who paved us the way for the

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Chapter one

Introduction

1. Background to the Study

A variety of approaches has considered text as discourse, but all have tried to discover how the writersorganize language to produce cohesive purposeful text (Hyland, 2009),

Cook (1991). Pointedthat, much language study, and good deal of language has been devoted to sentences .Yet , as far as discourse is concerned with the study of the relationship between language and context in which it is used . it also looks at how the grammar of English offers a limited set of options for creating surface links between the clauses and sentences of a text otherwise known as cohesion. (Cook,1991, p5-25).

Researches on writing skill such as Halliday and Hassan (1976) emphasis on the act of producing a well organized and cohesive text, in other words a cohesive discourse in order to ensure texture or cohesion in writing (P.02). Thus, sincein traditional grammar the focus is on form not syntax, there was a need to have sentences incombination which are created with discourse analysis attempts. According to McCarthy (2001)

> *The text is not a container full of meaning which the reader simply downloads.*
> *Howsentences relate to one another and how the units of meaning combines*
> *to create acoherent extended text is the results of interaction between the readers*
> *world and thetext.*
> *(p. 97).*

Thus, having a high level of writing ability is predictor of future success in professional

and academic situation (Weigle, 2002). Moreover, teaching writing predominant involves developing learner's skills in producing fixed patterns, and responding to writing means identifying and correcting problems in student's control of language system

(Hyland, 2002,p.04).

Hyland (2009) stated that many students can contrast syntactically accurate sentences and yet are unable to produce appropriate written text.(p.11). Therefore, the effect of discourse on writing is very strong since they provide learners with various kinds of cohesive devices which are used to stretch any piece of texts to be cohesive (ibid).

2. Statement of the Problem

According to Halliday and Hassan (1976) the use of cohesive devices makes the text more organized, connected and understandable (p.2). However, it seems that students do not use cohesive ties and teachers noticed that students encounter problems when using cohesive devices in writing. Therefore, this study aims at investigating the extentto which the discourse approach enhances students' use of cohesive devices in writing.

3. Purpose of the Study

The present study aims at assessing the efficiency of discourse approach in enhancing L2 writing ability, in particular the use of cohesive devices. Firstly, it attempts at investigating the difficulties that EFL students encounter when using cohesive devices. Besides, this study aims at finding out teachers' attitudes towards the implementation of discourse approach in writing classes, and the obstacles that may prevent hem in doing so. The present study has two variables:

The independent variable: Discourse Approach.

The dependent variable: Cohesive Devices.

4. Research Questions

The present study attempts to answer the following main question:

    4.1. To what extent does discourse approach enhance **EFL** students' academic writing ?

Under the main question, two sub-questions are posed:

    4.1.1. What are the main difficulties encountered by **EFL**students when using cohesive devises?

    4.1.2. What are teachers' attitudes towards the application of discourse approach in writing classes?

5. Research Hypotheses

The present study hypothesizes that a discourse approach enhances EFL students' academic writing; However, EFL students may encounter certain difficulties when using cohesive devices such as: reference, substitution, ellipsis, conjunction,and lexical ties. It is alsohypothesized that EFL teachers may develop positive or negative attitude towards discourse approach in writing classes. Consequently, they may fail for certain constraints such as the lack of teachers' awareness of this approach and the absence of training.

6. Research Objectives

The present study aims at :

Assessing the efficiency of discourse approach in enhancing L2 writing ability, in particular the use of cohesive devices. Investigating the difficulties that EFL students encounter when using cohesive devices. Finding out EFL students / teachers' attituds towards discourse approach in writing classes.

7. Outline of the Dissertation

The present study consists of five chapters. The first chapter, Introduction , introduces the background of the study, statement of the problem, the purpose of the study, research question and the research hypothesis. The second chapter is devoted to the concept of discourse approach. The third chapter presents the methodology; it clarifies the research methods and the population of the study. Then data collection, validity and reliability are discussed in detail. The fourth chapter is divided into two parts. The first one introduces the results of the pre-test and the post-test and the interview. Then, the second one presents the interpretation of the results .finally, the fifth chapter deals with the summary of the major findings ,limitations and suggestions for further researches. Then implication of the study.

Chapter Two

Review of Literature

1. Introduction

This chapter presents the theoretical part of the study that investigates the role of discourse approach in developing EFL learners' writing ability in particular the use of cohesive devices. It identifies the role of discourse approach in language teaching. Moreover, it discusses the role of teachers, students and materials in the implementation of the discourse approach. Then, its application in teaching language skills, and the use of cohesive devices in writing skill.

2. Overview of A Discourse Analysis

According to McCarty (1991),"discourse analysis is concerned with the study of relationship between language and context in which it is used"(P.05).Thus, discourse analysts study language in use.(ibid).For many years, linguistics werelargely concerned with the analysis of single sentences where the focus was on morphology and phonology areas. However, the analysis was based on the formal properties of language rather than achieving meaning (Coulthard, 1977).

Cook (1989) stated that linguists have become aware of the use of context and language function. This awareness came with Hariss' paper published with the title "Discourse Analysis" in (1952). Thus, Harris shifted attention towards sentences in combination; i.e., there was sequence to produce coherent stretches of language (Roles of use). Therefore, it is important to mention that there was an attempt in discourse analysis where the emergence of other disciplines such as: Semiotics, sociology, psychology …etc(p.13).

which often examine their object of study through language and are thus carrying out their own discourse, very often some of the best (p.13). These disciplines were influenced by the study of language in context and led from 1960s to the work ofAustin (1962), Hymes (1964), Halliday and Hassan (1976), Grice (1973), M.A.K Halliday and Hassan (1973), Sinclair and Coulthard (1977), Van Dik (1972), and many others. Moreover, McCarthy (1991)stated that:

> *Discourse analysis has grown into a wide-ranging and heterogeneous discipline which finds its unity in the description of language above the sentence and an interest in the contexts and cultural influences which affect language in use. It is also now,increasingly, forming a backdrop to research in applied linguistics, and second language learning and teaching in particular.*(p.07).

Thus, it can be noticed that discourse analysts work mainly with written language where theyconsider texts as language elements hung together to give a relationship with the other parts ofthe text. (McCarthy,1991) . Therefore, Discourse analysis now plays an integral role in applied linguistics and language learning and teaching in particular.(ibid, p.07).

3. Discourse Approach and Language Teaching

The goal of teaching English as a foreign language is to enable the learners to communicate effectively and appropriately by using the target language.(Hyland,2002). Therefore, teachers make use of different types of texts in various topics. Thus it gives the chance to teaching language for the sake of communication and leading the students to take the opportunities to experience relevant instances of communication (Schifrin et al, 2000).

Discourse analysis has a lot to offer to both language teachers and learners. Therefore, courses that rely on discourse approach play an integral role in teaching programs(Demo,2001). Furthermore, this approach improves the way students in which they learn language through exposure to different types of discourse (ibid). Thus, Discourse providing insight into the problems and processes of language use and language learning, and therefore of great importance to language teachers" (Cook,1989,p.02).

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Consequently, it can be seen that the study of language in use become a need to practice and to understand the language. In order to demonstrate this need.Schifrin et al, (2000) noted that Cook (1989), Nunan (1993), McCarthy (1991), Hatch (1992), McCarthy and Carter (1994) introduces the theory of discourse analysis and its relevance to teaching and learning, addresses language teachers who aim to use discourse into their teaching by theoretical frameworks, mentions the relation between discourse analysis and language areas, considers the importance of integrating the theory of communication and discourse analysis in language teaching, presents the relevance between discourse analysis and language teaching ,respectively.

3.1. The Role of Teacher

Hyland (2009) stated that , writing is learnt, not taught , and the teachers' role is to be non-directive and facilitating, providing writers with the practice to make their own meaning through encouraging positive and cooperative environment with minimal interface (p.12). Therefor, teachers assume the responsibility for facilitating the communication process. Also, teachers give the learners opportunity to learners to participate in the classroom through communicative activities under their control.

In the other hand that helps teachers to assess the efficiency of certain activities on the learners abilities underlying different discourse types.(Demo,2001).Moreover, Harmer (2004) asserted that teachers have to demonstrate to the learners the common features that characterize each activity in the classroom, motivate and provoke the students to help them to create and express theirideas, support the learners to improve their weaknesses, and respond the learners' feedback.

3.2. The Role of Learner

The major role of the learners is to focus on the process of communication rather than mastery of language. In the other hand, relying on discourse approach "learners are expected to be more independent, to make choices, and to initiate learning activities" (Celce-Mercia and

Olshtain, 2000,p 17). Moreover, learners are assumed to be self-directed, and to carry out self-evaluation in order to plan and regulate their own learning and language using skills (ibid). Demo (2001) argued that learners have to gain knowledge and experience related to discourse, and to explore the accurate use of language in order to enhance their communicative skills.

3.3.The Role of Materials

According to discourse, based approach materials have the major impact on the classroom interaction and language use (Article CLT). Thus, the content of any material in classroom have to be authentic and simulate the learners' real life. As Cece-Mercia and Olshtain (2000), claim that materials should encourage the learners to be autonomous and it facilitate the teaching process. (p.18). CelceMrcia and Olshtain(2000) stated that:

> *Materials used in the learning/teaching process must allow the autonomous learner*
> *and the facilitating teacher to make the choice, consider, alternatives, and plan for*
> *specificneeds.Only materials that are flexible enough to allow for and encourage*
> *such tactic can ensure the personal growth of both teachers and learners* (p.18).

4. Discourse Approach andTeaching Language Skills

Cook (1991) stated that, the traditional view of language teaching divided discourse into two major categories. The spoken and the written, but, recently divided into four skills of speaking and listening, writing and reading (Cook, 1991). Thus, it is clear that the traditional division of language into the spoken and the written one based on difference in production and reception (p.50).Cook(1991), stated that:

> *Yet , as far as discourse structure is concerned , a more fundamental*
> *distinction between the spoken and the written language seems to be*
> *between formal , planned discourse which may be written or spoken and*
> *less formal ,unplanned discourse which is usually associated with the speech.*
> (p.50)

Nevertheless, despite these general observations about the difference in language of spoken and written discourse .Hatch (1992) argued:"some researchers have struggled to demonstrate explicit difference in language of oral versus written discourse" (p.235).on the other hand, spoken language share many features with written one such as (*prepared lectures, notes ...*) which share features with spoken language (p.235).

Therefore, revised and published language was described as planned while spontaneous language performance described as unplanned language whether spoken or written (p.235). According to Cook (1991) described the language skills can be grouped in two different ways *productive skills* (speaking , writing) versus *receptive skills* (reading ,listening) (1989,p.50).

Concerning the receptive skills, Celce Mercia and Olshtain (2000) stated that,in reading process, the reader perform a number of a number of spontaneous tasks, decode the message of written text. Also, interpret the meaning and figure out the author's intention (2000, p .119) .Moreover, in listening the language teacher for instance can provide the learners with a variety of listening activities (ibid).

The characteristics or the features of listening activities include focus on phonological signals ,in addition to grammatical signals , also, the knowledge of content organization and incorporating of contextual features (ibid).On the other hand, concerning *the productive skills,* Celce-Mercia and Olshtain (2000)argued that   teaching   speaking skill from discourse perspective implies taking a pedagogical shift from focusing on linguistic performance, to a focusing on more pragmatic perspective (2000 , p.178) .

 Furthermore, contextual and situational features of spoken interaction must became taken into accountan integral part in classroom activities and the choices have tobe offered to students   practicing speech production (ibid, p.178). Moreover, according to Celce-Mercia and Olshtain (2000) writing is the production of the written words that results in text but the text must be read and comprehended in order for communication to take place .(ibid, p.142).

5. Discourse Approach to Teach Writing

Tribbel(1996) argues that teaching writing is a central element in educational system, often conflicting views of the best way of going about it. Thus learners should be competent to communicate their ideas and meaning to others who are distant in time and space (ibid).And he went so far when he claims that discourse based approach enhances students' abilities in discourse to improve the writing skill.

Furthermore,the difficulty to master the writing skill may be from the nature of the skill itself or in the way in which the written language has developed (Celce-Mercia and Olstain.2000). Therefore, it is the responsibility of writing teachers to improvestudents' ability to be good writer. As Tribble (1996) notes, that language teachers should be aware of relevant issues regarding writing and the mean that they have explore knowledge about the nature of writing and the best method and approaches to teach it (Triblle,1996)

In the current approaches to teaching writing inforeignlanguage, it seems that writing is a process to produce logic statements and paragraphs. Therefore, writing classes emphasis on improving students' abilities in discourse construction (ibid). Furthermore, the foreign language learners need to become aware of the conditioning role of a discourse and context, which guides the language used in making appropriate choices. (Schifrin et al,2000,p714)

5.1. Writing and Context

The interpretation of a text as a coherent unit depends on the context. Traditionally, contexts was seen as objective variable, but according to discourse based approach context seem to be "socially constituted interactively sustained and time bound",(as cited in Hyland , 2009,p.45)c. Therefore, Cutting (2002) suggests three main aspects of context. The situational context, the cultural context, and the co-textual context.

The situational context involves a consideration of the linguistic choices that determined by the situation (Cutting,2002). Thus the properties of the latter influenced by the purpose, the participants the writer , the reader also the relationship between them and the physical setting where the communication is taken place (Celce –Mercia and Olshtain,2000,p.12).Cutting (2002) argued that cultural context refers to how a particular circumstances influence the use of language.(p,45).

Moreover, Van Dik (1997) stated that types context refer to as nouns and conventions that communities establish for their language users .these norms and conventions are the common sense notions, ideologies that related to society. The third type of discourse according to Cutting (2002) is the co-textual context which concerns with the organization of the stretch of language .this means the language materials in any particular piece of discourse, that is constructed from prior knowledge (Celce-Mercia and Olstain, 2000).

5.2. Discourse Approach and Teaching L2 Cohesive Devices

Teaching and learning writing is a most difficult skill for both teachers and students , since it requires a higher level of productive language than the other skills (Celce –Mercia and Olshtain, 2000). Consequently, writing is not easy as it may seems, because writers may encounter some difficulties. For this reason the most skilled writer takes a step further towards a more consideration of the use of specific features of a text such as choosing proper lexical items and grammatical forms. Also, the appropriate use of cohesive devices and using proper punctuation of other details of form (Cece-Mercia and Olshtain,2000).

Thus, one of the important features of a well-formed text is the unity and connectedness that make the individual sentences in the text "hangtogether", related to each other, and create a thread that holds the text together and creates unity and interest (ibid, p. 151)

According to Celce-mercia and Olshtain (2000). An experienced writer will use cohesive elements in the language in order to establish a clear sequence of anaphoric reference and forward progression in the discourse (p,154). Therefore, all this is the responsibility of the skilled writer .Moreover, writing is usually achieved through revision and rewriting, in order to pay attention to the way in which the text is presented (ibid) .

McCarthy (1991) supported the same view, when he confirmed that by saying: "we shall consider some regularities in well formed text and how the structuring of sentences has implication for the progress of whole text" (1991,p.25). Therefore, most text display such cohesive features to show tier role in creating links between the sentences boundaries and pair and together items that are related for instance by referring to the same entity (ibid,p.27).

On the other hand, the more we learn from discourse analysis how to create and organize written text at the various levels , from small units to the large one. The more we are able to create the progression of the whole text (McCarthy, 1991).Alternatively, Hatch (1991) stated that other researchers have searched for *system* in discourse and some of them described the structures that are properties of the text .such as *the universal system of components, which* fall into this category in Coffman (1976),*the narrative structure components* in Labove and Waletsky (1967), and *cohesive ties* in Halliday and Hassan(1976).(Hatch,1991).

Furthermore, Hinkel (2004) claims that through both discourse and text level , features play a crucial role in teaching writing and the importance of these features in text and discourse serve as the organizing principles for targeting pedagogical utility and become better equipped for their academic survival (2004,p.14). Beside, Weigle (2002) explains that, writing in a class "Is used to test students' ability to plan and write an essay or text without the use of outside resources" (p. 174).

Therefore, the main goal of teaching writing especially at the university level is to train students "To produce writing under timed conditions in their academic class" (Wiegle, 2002).Consequently , it is essential for the students to be able to organize, write , and edit a composition in relatively short amount of time and provide information that the teacher use to evaluate their students' progress and abilities in writing skills (ibid, p.175).

5.3.   The Concept of Cohesion

Halliday and Hassan (1976) define a text as a unit of language in use. In linguistics, this term used to refer to any passage spoken or written. They have done much researches into what makes a text a text, in other words, how can we differentiate a cohesive grammatical unit from a random collection of unrelated sentences.(1976, p.01).

Therefore, studying cohesion means to identify which features that are characteristics of text in order to establish what are properties of text in English and what is that distinguish a text from disconnected sequence of sentences .In other words what provide cohesion to text and distinguishes it from what is not a text (ibid).

Texture considered as a passage in English that contain more than one sentence is perceived as a text , there will be certain linguistic features present in that passage which can be identified as to its total unity and giving it texture (Halliday and Hassan,1976). Thus a text has texture, andthis what distinguishes it from something that is not a text. According to Halliday and Hassan (1976) these explicit clues make a text. Furthermore, cohesion occurs when the interpretation of some elements in discourse is dependent on that of the others (1976).

They illustrate by the following examples :

"Wash *and core six cooking apples .Put them them into a fireproof dish"*

(From Halliday and Hassan)

They account for this sentence by saying: "It is clear that *¨Them¨* in the second sentence refers back to (isanaphoric) *¨The six cooking apples ¨* in the first sentence. This anaphoric functionof *¨Them¨*gives cohesion to the two sentences. So that we interpret them as a whole , the two sentences together constitute a text" (1976,P.02) .Consequently, structure is one of the means of expressing texture.

Halliday and Hassan describe text connectedness or what is known by cohesion in terms of five cohesive devices, which have been sorted out namely "reference*, substitution, ellipsis, conjunction* and *lexical ties"* (Hatch, 1992 p.223). Therefore, cohesion occurs "When the interpretation of some elements in discourse is dependent on that of another" (Hlliday and Hassan, 1976).

*Refrence*is usually established by using *pronouns* (e.g. *he*, *she* *,it, him, they, them, etc…)*,Demonstrative,*(*this, that, these, those), Articles,*(the definite article " *the*" used to anaphoric reference) and the *items* like *such a* (McCarthy,1991) these items in language have property of reference to something else for their interpretation (Halliday and Hassan,1976) .Halliday and Hassan (1976) summarize the types of references in the following diagram:
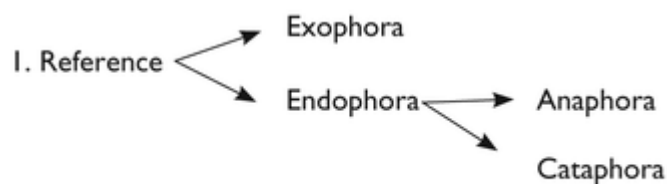
I. Reference — Exophora
I. Reference — Endophora — Anaphora
Endophora — Cataphora

Diagram 01: Types of reference

(FromHalliday and Hassan,1976)

Moreover, if subdivided reference could be (indophoric) reference within a text, referring to person(s), or item(s) talked about within a previous (anaphoric) and/or succeeding (cataphoric) context.(ibid). To illustrate this let us look at the following example:

"*Three blind mice, three blind mice*

See how they run! Seehow they run!" (fromHalliday and hasssan,1976)

It can be seen that "*they"* refers back to "*the three blind mice"* for their interpretation and that *"they"* is semantically related to the *"three blind mice".* In contrast to reference *Substitution,*is an item mentioned previously. It can be used to substitute *Nominal, Verbal,* or *clausal* items. For example when an item is mentioned for the second time. It is more likely to be replaced by *one*(s) or (*it ,them*) to avoid unnecessary repetition (Nunan, 1993). The following sentence illustrate an example of *one* as substitute:

" I have heard some strange stories in my time. But, this one was perhaps the

strangest one of all time" (From Halliday and Hassan, 1976).

It is clear that the use of "*one*" as substitute in the second sentence to replace "*stories*" in the first one.

Ellipsis seem to be the same as substitute, are also used to establish ties to,*Nominal, verbal, clausal.* ellipsisis omission of some essential structural elements from sentence and these elements exist in the preceding text (Nunan, 1993). According to Nunan (1993) what distinguishes ellipsis from substitution is that ellipsis is "Ziro" cohesive device because it is not actually said or written down.

In terms of the linguistic system, reference is a relation on the semantic

level, whereas substitution is a relation on the lexico-grammatical level, the

level of grammar and vocabulary, or linguistic form.

*(*Halliday and Hassan 1976,p.89).

Some further examples of ellipsis and substitution:

1. *"Ellipsis" would you like a glass of beer ?* Instead o answering*yesI would like Aglass of beer* we just say *yes.*(From Cook, 1989).

2. *"substitution"* to answer the question. *Do you like mangoes*? With a sentence, *yes I like mangoes*. it is much quicker and it means the same if we say *yes I do*"
(FromCook,1989).

Conjunction is another cohesive device that differs from reference and ellipsis. As its name suggests, it is employed to link what is about to be said to what has been said before. I t can be only understood through reference to other part of the text (Nunan,1993). However, it is a cohesive devicewhich signals relationship that can only be fully understood through reference to another part of text (ibid).

Diagram 02: Different types of conjunctions
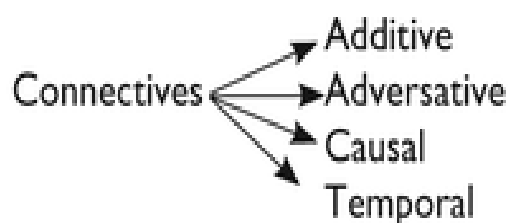
(fromHalliday and Hassan,1976)

There are four types of conjunction which show *additive, adversative, causal*, and *temporal relations* (McCarty,1991) in order to illustrate this let us look at the following example of a conjunction which shows adversative relationship:

"I'm afraid I'll be home tonight. However , I won't have to go in until late

tomorrow" (From Nunan,1993).

He explained these example by saying:"the relationships signaled by *however*is *adversative* because , the information in the second sentence of the text moderate or qualifies the information in the first" (From Nunan, 1993)

Therefore, it can be noticed that cohesive devices are elements which make sentences form a semantic unit and a text that contain these devices interpreted as a text. "Cohesive ties between sentences stand out more clearly because they are ONLY source of *texture*"(p.09). the last category of cohesive devices of Halliday and Hassan's system is the system is the device of *Lexical cohesion.* Which occurs when the words in a text are semantically related. In other words, texts are related in terms of their meaning (Nunan, 1993).

In Halliday and Hassan (1976) .the two major categories of lexical ties are reiteration and collocation. Reiteration is a form of cohesion which involves the use of *repetition, synonym, near synonym, superordinate ,*and*general words* (p.278). The second form is collocation, which can cause a problem for discourse analysis. Because it includes all items in text that are semantically related (Nunan, 1993). Thus, it is difficult to decide for certain whether the cohesive relationship exists or not (e.g. *taking* in the sense of *earning*)
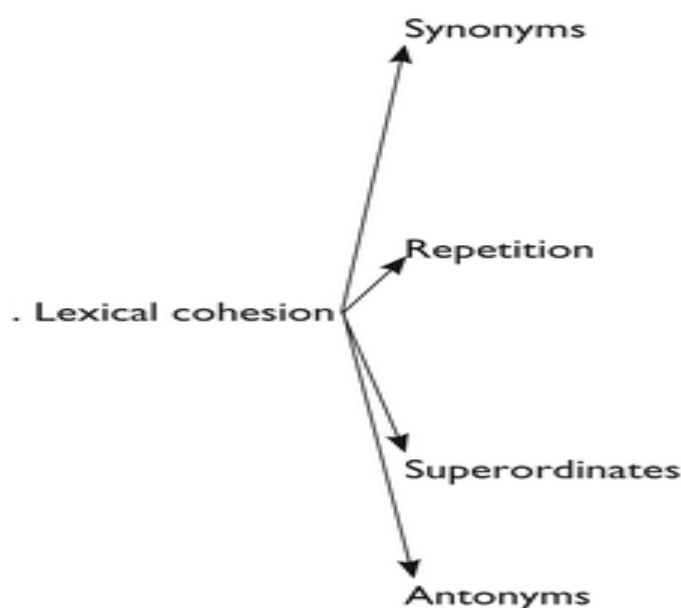

Diagram 03 : Different types of lexical cohesion.   (fromHalliday and Hassan,1976)

In addition, "the ability to identify the collocationrelationship in a text will depends on the background knowledge" (Nunan, 1993).Therefore, background knowledge of the reader play an important role in the perception of lexical relationship and the perception of the other types of cohesion (ibid).However, despite of its problematic nature.Hoey(1991) argue that lexical cohesion is the only most important form of cohesion.Nunan argued that:

> *"Lexical cohesion is, in many ways, the most interesting of all the cohesivecategories. The background knowledge of the reader or listener plays a more in the perception of lexical relationships than in the perceptionof other types ofcohesion. Collocation patterns, for example, will only perceivedby someone whoknows something about the subject at hand."*
>
> (Nunan, 1993,p .30)

Moreover, Yule (1996) asserts that discourse structure is very important. It focuses on the main elements that confirm a well stretched text, these structural connection between sentences create cohesion (192). In sum, Nunan (1993) stated language teacher should have an understanding of cohesion and how it makes textual relationship, for that reason learning to write involve developing the various devices (p.32).

6.Conclusion

This chapter reviewed the literature of the literature of the present research. Concerning discourse analysis approach and its implementation in teaching language skills in particular writing, and how a number of cohesive devices governing the organization of the text in terms of devices used from the sentence level to the discourse level.

Chapter Three

Methodology

1. Introduction

This chapter is devoted to present information concerning the methodology that is used for collecting data, the population who participated in the present study, and the techniques used to analyse the findings.

2. ResearchMethods

This study aims to investigate the extent to which discourse approach enhances students' academic writing in particular the use of cohesive devices. Therefore, a quazi-experimental method was carried out by means of pre-test and post-test which is coupled by an interview to clarify the attitudes of teachers. The findings obtained are discussed quantitatively and qualitatively.

3. Population

3.1. Students

The participants of this study were second year students at K.M.O.U. The students have been chosen because they are required to do much writing in their academic studies. The total number of the participants was 27 of the two genders male and female (see table 01).

Table 1.Participants' Profile

Gender	Number	Percentage
Males	6	23%
females	21	77%
Total	27	100%

3.2. Teachers

In order to clarify EFL teachers' attitudes towards the implementation of discourse approach in writing classes and the difficulties that face them , an interview was conducted . The number of the teachers who participated in the study was 05 and they have an experience in teaching writing module in K.M.O.U.

Tabel 2. Teachers' Experience in Teaching English and Writing

Teachers:	T1.	T2.	T3.	T4 .T5		
			Years			
Teaching English	18	05	27	12	8	
Teaching Writing	12	1	20	5	4	

4. Data Collection

A quasi-experimental isconducted to determine whether a discourse-based approach enhances teaching foreign language cohesive devices. In the present study a pre-test was assigned in which the trainees were asked to write an essay of no more than 15 lines in order to identify the problems that the students encounter when using cohesive devices .

After analyzing the results of the pre-test and being familiar with students' strengths and weaknesses regarding the use of cohesive devices, a lesson was planned in order to improve the students' difficulties. Then a post-test was conducted to judge the extent to which discourse approach enhances students' use of cohesive devices.

In addition the interview was conducted with writing teachers at K.M.O.U. the objectives of this interview are to evaluate the effectiveness of discourse approach in teaching cohesive devices, to get their suggestions on how to improve the course content regarding the use of discourse approach. The interview containing 18 items had the following 04 sections:

a- Part one: Background information comprising 3 items.

b- Part two: Discourse approach to teaching in EFL classes comprising 7 items.

c- Part three: Students motivation comprising 2 items.

d- Part four: reflection and further directions comprising 5 items.

The Statistical tool used in the present study is the mean, which is a type of average. As an example, assume you have three different responses. The first one rates the painting at a 5. The second one rates the painting as a 10. The third one rates the painting as a 15. The mean of these three ratings is calculated by finding the sum of the ratings and then dividing by the number of rating responses.

The calculation of the mean in this example is $(5 + 10 + 15) / 3 = 10$. The mean is then used as a basis for comparison for other ratings. A rating, which is above 10, is now considered above average and a rating of below 10 is considered below average. Therefore, the texts collected from students in both pre-test and post-test are 27 numbered from 01 to 27.

5. Validity and Reliability

The validity and the reliability of results of the present study .as Brown (1997) argued that validity is "The degree to which the results can be accurately interpreted and effectively generalized", whereas, he defined the reliability as " the degree to which the results of a study are consistent" (p.156). Thus a quasi-experimental study of pre-test, treatment and post-test was conducted during the second semester of the academic year 2015/2016. Also the findings obtained are discussed quantitatively and qualitatively.

Furthermore, the present study gathered data from the participants' different views through an interview. The purpose of the interview is to investigate the targets and the objectives of initiating discourse approach in writing classes, and to obtain the teachers' views on a number of aspects related to the use of this approach to enhance foreign language

students' use of cohesive devices. The teacher have experience in teaching writing at U.K.M.O. The interview was recorded in English and is attached with the dissertation.

6. Conclusion

This chapter represents a detail rationale for the research methods. It sets the participants of the study setting and the procedures that are used for data collection that consist of pre and post-test in addition to an interview . Then the validity and reliability of the present study were discussed.

Chapter Four

Results and Discussion

1. Introduction

The aim of this chapter is to introduce and analyze the results obtained from the study The presentation of the data analysis is followed by a discussion of the findings.

2. The Pre-test and Post-test Results

Table 3.Students Mean of the Use of References

Reference	Mean	
	Pre-test	Post-test
Personal Pronouns	8.18	9,62
Demonstrative Pronouns 2.03	2,66	

As revealed on the table (3) the mean of personal pronouns is (8.18_9.62) and the mean of the demonstrative pronouns is(2.03_2.66). From these results, it can be interpreted that the participants have a high frequency in using the personal pronouns, while a very little concerning the use of the demonstrative pronouns.

I first met her in my first year at university as a classmate. She looked like a snobbish girl. We did not talk a lot. I never thought that this girl will be one of my best friends. (From text 01)

It is clear that the student is widely use the personal pronouns, such as "I", "she" ,and "we", while the demonstrative pronoun "this" used for one time.

Table 4.Students Meanof the Use of Conjunctions

Conjunctions	Mean	
	Pre-test	Post-test
Additive	8.14	9,18
Adversative	1.25	1.48
Causal	1.07	1.29
Temporal	0.25	0.35

Table (4) indicates that, the mean of the additive, adversative, causal and conjunctions is

(8.14_9.18; 1.25_1.48; 1.07_1.29 ; 0.25_0.35) respectively. The results show that there is an

overuse of additive conjunction comparing with the other types of conjunctions.

> *Although villages are known by their customs and lifestyle. They combine many good*
> *attributions. In contrast of cities, villages are less crowd and pollution areas, because of*
> *the few number of dwellers. Also people in villages are healthier, active, and simpler in*
> *habits than those of cities. In addition they live in unity and peace with kindness and*
> *charity. But in the other side villages have many disadvantages.* (From text 02)

As indicated in the paragraph the use of the additive conjunction is the predominant one, like

"and" , "in addition" , and "also". Moreover, the students use of the causal conjunction as

"because" and the adversative conjunction as "in contrast" is approximately the same. In the

other hand, a student seems that they not prefer the use of the temporal conjunction   in their

writing.

Table 5.Students Mean of the Use of Substitution and Ellipsis

Substitution and ellipsis		Mean	
Pre-test	Post-test		
One		0.5	0.8
So		0	0

As table (5) shows, the mean of substitution by using *One* is (0.5_0.8), and by using *So* is 0 , also there is no use of ellipsis .from these results, it can be interpreted that the students face a serious problem regarding the use of substitution and ellipsis.

Each week she reads stories especially the petrified ones (From text 07)

The example revealed that the students might not master the use of ellipsis. It is also seems that they have a little experience in using of substitution.

Table 6 . Students Mean of the Use of Lexical Ties

Lexical ties		Mean	
Pre-test	Post-test		
Synonyms		0.48	0.55
General Words		0,48	0.48

As above mentioned on the table(6), The mean of synonyms is (0,48_0.55) and the mean of general words is (0.48_0.48). The frequencies obtained reveal that the students have a very low frequency in using lexical ties.

We were usually going to the forest in every spring holiday to spending time by enjoying with beautiful landscape (From text 20)

It was a fine Saturday morning. I was getting ready to go out with my family to the mall. I got myself ready and was waiting for my parents (From 16)

The two examples above show that the learners' use of synonyms as "forest" and "landscape" and general words like "family" and "parents" is lower than the use of other types of cohesive devices.

.4.The Interpretation of the Post-test Results

The results revealed that in every type of cohesive devices used, there is a predominance of specific devices at different times, i.e. the students use of the personal pronouns is characterized by the high frequency, while some little use of demonstrative pronouns .Thus students prefer using the personal pronouns because they might use them from their earlier writing (Table 3).

The extended use of additive conjunction (Table 4) reveal that the students are familiar with types of cohesive devices.And the frequencies of the causal and adversative conjunction show that students have little experience in using them. Moreover , in all the conjunction used , it is noticed that the temporal conjunction is rarely used , because students seem to have difficulties in using it.

The results obtained show that students are not familiar with the use of ellipsis and substitution in comparison with other types of cohesive devises. This might the students avoid using ellipsis and substitution because they fair about their appropriateness. Therefore students have difficulties in determining the clause to be substituted or omitted (See table 5). Also according to the results, there is a little occurrence of lexical ties, because students might not yet master the use of synonyms and general words (See table 6).

5.The Interpretation of The Interview Results

In this part of an interview consists of 3 items that introduce information concerning the teachers who participated in the study. From item (1) and (2) it can be noticed that the teachers have an experience in teaching English especially writing. That is to prove that they deal with different levels of students and adopt several approaches. Item 3 reveal that there are modules contribute teaching writing like grammar (correctness use of language) and discourse analysis (Language in context).

The second part deals with the teacher attitude towards the application of discourse in their classroom. Thus, the first item shows that the teachers have knowledge about discourse approach either theoretical or practical. Moving to item (2), teachers seem familiar with the strengths of discourse approach and the weaknesses of the traditional approaches and that motivate them to apply the former one in their classes. In addition , teachers prefer adopting discourse approach , and this may be due to the nature of the approach in practice and theory and that appear in their answers to item(3).

Moreover, in the forth item teachers believe that they need to use discourse approach .this demonstrates that they handle the importance of this approach. The item (5) shows that teachers like the main strength of discourse in teaching texts in the contexts, which enable the learners to communicate effectively through writing. Furthermore, item (6) indicated that the proposed activities that focus on communication in order to teach cohesive devices.

The third part investigates the extent to which students are motivated under discourse approach. Item (6) shows that students are motivated according to the views of their teachers. Therefore, teachers claimed that there are some difficulties face them when adopting discourse approach in their classes. One of the obstacles is the number of the students. The fourth part shows teachers' future reflections towards the implementation of discourse

approach. From Item (1) we conclude that the majority of teachers see that discourse improve learners' use of cohesive devices.

Therefore, to achieve these results they claimed that teachers have to change the profile of their classroom by exposure to the discipline of discourse with their student's .in addition, in Item (3) teachers proposed namely academic books to teach writing. Finally Item (4) indicated teachers'' suggestions about teaching writing, which are:

- Using texts in teaching rather than isolated items.

- Adopt authentic materials in classroom.

- Choosing deferent genres for classroom work, this clarifying the nature of discourse.

6. Conclusion

The present chapter introduces the results of both the experimental study andthe teachers' interview. Then a detailed interpretation of these results is provided.

Chapter Five

Conclusion and Recommendations

1. Introduction

The present chapter is devoted to introduce the summary of the findings concerning the research questions. In addition, it presents the limitations of the present study.

2. Summary of the Major Findings

The findings revealed that the majority of teachers have a positive attitude towards the implementation of discourse approach in teaching writing, because they view it as an important approach for achieving their goal. That is discourse approach enable the students to communicate effectively through writing. Thus, teachers tend to use text as an element of analysis, adopting authentic materials, and use activities that focus on communication.

In addition, the results indicated that the students have serious problems in using the cohesive devices.These problems related to the overuse of specific cohesive ties, and the avoidance of using other types of cohesive devices. These problems affect the meaning and the unity of sentences that constituted the texts that the participants produced.

Moreover, the analysis of the two tests show that the post-test indicated a high frequency in using cohesive devices than the pre-test. Thus, learners' level has improved in comparison to their state of knowledge before the implementation of the lesson. That is the lesson produced positive effect, because it was based on the results of both the pre-test and the interview.

3. Limitations and Suggestions for Further Researches

A number of obstacles encountered the present study when trying to achieve its aims. The first limitation is concerning the participants Teachers/Students, choosing one group of students from a large number of students at KasdiMerbahOuargla University was not helpful. Therefore, there is no possibility to generalize the findings, because it does not represent all students and teachers. Thus, the future researches should be carried out with a large number of participants.

The second limitation is the time where research has no sufficient time where the researcher has no sufficient time to organize lessons and interview with the participants in order to know the reason behind writing problems in general and the use of cohesive devices in particular. Besides, some teachers opposed the interview reasons while the others accepted to cooperate. Thus, it is suggested for further researches are to organize more lessons and interviews.

4 .Implications of the Study

Based on the findings of the present study, we suggest the following recommendations. First, in order to improve the teaching education courses in writing classes, teachers have to develop their awareness of discourse conventions. Therefore, teachers need to attend training courses to help them to be familiarized with the techniques and strategies that is used under discourse approach.

Second, teachers have to identify the lacks of their learners concerning the use of cohesive devices and try to reduce them. Thus, teachers should design syllabus that cover all the types of grammatical cohesive devices, and they should focus more on the meaning of text.

Third, because of the fact that discourse-based approach focus more on the learners, students' involvement and participation in the classroom should be valued. That is of course with regarding to the number of students because it has an impact on the motivation of both the teacher and the learner. Thus, classes of small size help the teacher to gain time and effort, and the student to understand better the lesson.

Fourth, since that the main objective of discourse approach is to enable the learner to communicate effectively, teachers have to adopt authentic materials in their classroom, and choose activities focus on communication. Furthermore, teachers need to use classroom multi-media materials, the learner perform better when teachers use audio or visual aids.Furtuer activities on the use of cohesive devices

Teachers use a several activities to enhance their teaching process regarding the use of cohesive devices in writing, and make the students more interacted with them, the following are some examples of thoseactivities:

Activity 01: Fill in The Gaps.

Part A:Fill in the blanks using AND, SO, BECAUSE, BUT or OR.

1. I could not go out last night _____ I was too busy.

2. I could not go with my friend _____ he went without me.

3. My friend went to the cinema to see a film _____ the film wasn't very good.

4. The cinema was full of people _____ they were all smoking.

5. I like people _____ I don't like smoke.

6. Do you want an orange juice _____ a guava juice?

7. It was my birthday _____ he didn't send me a card.

8. I didn't write to him _____ he didn't write to me.

9. We couldn't contact him _____ we didn't have his number.

10. The new department store is now open _____ it is offering big discounts.

Part B: Complete the short story below with appropriate cohesive devices.

Mary could not go out with me _____ I invited Anne instead. Anne was very happy to accept my invitation _____ the film was very popular. Anne and I had a good time _____ next day Mary was very angry. "Do you love me _____ do you love Anne?" she asked me. "I like both you _____ Anne," I answered. "Look!" said Mary. "Either you go out with me _____ you go out with Anne. You can't love both me _____ Anne at the same time." "Why not?" I answered. "_____ it's not fair." I asked Mary if she would go out with me tonight _____ she said that she had a new boyfriend _____ didn't want to see me again _____ I didn't really love her. I phoned Anne _____ she said she was busy _____ now I'm alone.

PART C: Combination

Combine the following pairs of sentences to be one sentence by using appropriate cohesive device(s). For example:

The little boy walked to the store.

His dog walked along with him.

→ When the little boy walked to the store, his dog walked along with him.

1. Bob is an only child. He isveryindependent.

2. You have to bring your examination card. You cannot join the exam without the examination card.

3. She went to work. She did not want to go.

4. My cat was hungry. It had not eaten since breakfast that day.

5. A book can be a lot of fun. A book can be boring.

6. Her wallet fell to the floor. A photo of her boyfriend came out of it.

7. Andy watched her favourite TV show. Andy went to bed.

8. Karen and Sally are best friends. Karen and Sally have many things in common.

9. They made plan to go to the beach. Theycould not do it.

10. I could not sleep that night. I was too tired the next morning.

PART D: Reducing the number of sentences

Make less number of sentences by combining as many sentences as you can in the following paragraph, using the above examples to guide you.

The Garuda team was three games down. The Garuda team had to win the next four games to move to the next round. Fans of Garuda were worried. Garuda had not won any championship for four years. No team had ever come back in the playoffs from a three-game deficit. All of the Garuda fans knew this. The fans of the Garuda watched anxiously as the fourth game against the Bear began. The fans of the Bear watched confidently. The Bear had a good chance to win the match. The fans of the Bear knew this. Nobody believed the Garuda would win that year. The Garuda won the match that year.

Activity 02: Fill in the the Gaps

Complete the sentences with the appropriate conjunctions from the box bellow:

AND. SO. BUT. WHERE. YET. WHEN. WHICH. BECAUSE. OR. WHOM.

1- I got a wonderful opportunity to go overseas to Italy _____ study music there.

2- I'd really like to work both as teacher and music director _____ I finish my studies.

3- Life gets hectic sometimes, _____ I like go off on my own and meditate.

4- I'm hoping to get a job as interior designer _____ I can also use my painting skills.

5- I'd like to describe a movie _____ made a strong impression on me.

6- People know they need to exercise _____ they do not do anything about it.

7- We are trying to televise some international films _____ haven't had much success.

8- I enjoy having to stay in mountains _____ it brought back beautiful memories on my country.

9- The choices was paying the fine _____ losing my license.

10- She was famous lady _____ I had the privilege of meeting after the concert.

Activity 03:

Part A: Answering the topic : describe a person you admire too much , in the table below.

Topic : Describe someone you admire very much ?

1.The person who I really admire is a professor from my university days. her name is Vera Santiago 2. She is very talented lady 3. Vera is about fifty and married with three children but the reason I admire her is that she raised a family and, at the same time ,taught in primary and secondary school and then

went on to teach at university .4. I met her when I started university. I was nintheen.5. Vera had passion for literature and she was able to pass this on to herstudents

She taught us how to analyze a text and love literature .6. that is something which is hard to do because when you are at school you don't really want to study literature. 7. You're more interested in playing with your friends, but she was able to capture our imagination and keep us interested in all stories , and she also enriched our lives with music and poetry . we listened and discussed .8. I think it was important to have her as a teacher because she made us see the world in different ways .9. we felt something that literature and life are not that different , in fact , there are many similarities .10.. so from that point on we interpreted things differently.

Part B: Identify and write down the example of cohesive devices used in each of the numbered sentences from the text above.

N°	Cohesive devices	Examples
1.	Relative pronouns	
2.	Referent	
3.	Coordinatingconjunction- Contrastingideas	
4.	Subordinatingwords referringto time	
5.	Referent	
6.	Referent	

7. **Coordinatingconjunction –**

   to express equalideas

8. **Subordinatingconjunction –**

   to express reason

9. **Transition signals to emphasis**

   a point which is the opposite of what

   wassaidearlier

10. **Linking words to express results**

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Pre-test

Dear students, write an essay of no more than 20lines.

Describing a person

I first met her in my first year at university as a classmate. She looked like a snobbish girl. We did not talk a lot, and I never thought that she will be one of my best friends. She is a distinctive one; she has different attractive physical features, a special personality and an ordinary life.

The surprising thing is that although she is twentyish, she seems younger. She is tallish and slim. She has the cat woman dark brown eyes and cheekbones with thick lips and brunette skin. As well as being quite good looking, she is reasonably-charming. Her most attractive feature is her well-organized dresses.

My first impression about her has changed because when you deal with her you will discover that she is totally different. Personally, I consider her my funniest friend with her daily jokes that change the mood. She is known for her activeness and capability of dealing with different mentalities. In addition to being sensitive, she has a high dignity.

In fact, she is a very natural girl who lives happily with her humble family which consists of her parents and three sisters. She travels yearly to different cities; consequently, she gains various souvenirs. Each week, she reads stories especially the petrified ones.

Nowadays, when the concept of friendship is decreasing, she is the best model of the real friend.

Members: (G 01)

Appendix (B) Lesson PlanSheet

Teacher: HAOUA and CHEGOUA		**Subject area :** Academic Writing	
Skill: Writing	**Title:** Cohesive Devices		**Time allocated:** 45mn
Lesson: Introducing Cohesive Devices	**Materials:** Handouts with sample text.		

Objective: by the end of this session students will be able to:

- Understand the meaning and the importance of cohesion
- Identify the problems of cohesion in written text
- Know different types of cohesive devices, namely reference, substitution and ellipsis, conjunction and lexical ties.
- Learn different ways to make their writing more cohesive

Stage aim:	**Description**	**Interaction**	**timing**
- Ask and elicit the students' ideas on what links sentences together.	**Introduction to cohesion:** Explain cohesion which is more specific in the structure of the essay it pays attention to links between words and sentences.	T - SS	5 mn
- Stress the clarity of reference.	**Reference and pronoun:** Ask students to underline all pronouns in text and see if their reference is clear to them If not, then what seems to be the problem and how they can make the texts better.	T - SS Individual	7 mn
- Explain that substitution and ellipsis helps add unity to the text.	**Substitution and ellipsis :** Ask students to identify the topic of the text, then ask them How the writer connect sentences together.	SS - SS	7 mn

- Draw the students attention (if no one mentioned this) that linking sentences doesn't have to be done by using extra words (pronouns and conjunctions)	**Conjunction and lexical ties:** Ask students to underline conjunctions and lexical this in the text and read the sentences before and after each one. Conjunction and lexical ties decide on the relationship between the two sentences. Then they think of conjunction and lexical ties used and whether it serve this relation if not then which other conjunctions and lexical ties should be used to deliver the intended meaning.	T – SS SS - SS	7 mn
- Review of what have been discussed.	**Warm-up:** List the elements of cohesion that have been discussed on the board with a quick remind of what have been said.	SS - SS	3 mn
- Students will work individually.	**Application:** Ask students to review the essays they had written and see how cohesive that they are. Checking on their of cohesive ties before they write their second essays.	SS – individually	16 mn

Appendix (C) Course Material

Grandparents 'juggle career and caring'

People in 50s and 60s feel pressure to work on

John Carvel
Social affairs editor

Growing pressure on people in their 50s and 60s to stay in paid work is set to divert grandparents from helping their working daughters and sons with childcare, according to a report today from the Joseph Rowntree Foundation.

It found a shortage of young people in the population – confirmed by the national census on Monday – would make employers do their utmost to retain older staff.

This would shrink the number of retired people who were able to care for their grandchildren or frail older relatives, said researchers from the Institute of Education in London.

After a survey of more than 1,000 employees over 50 and recently retired local authority staff, they identified a 'pivot generation' of people combining work and care roles.

Two-thirds of people between 50 and retirement were in paid employment, one-third had grandchildren by the age of 50, and 60% had living parents.

Nearly half the local authority staff had some caring responsibility. One in three looked after an elderly relative or friend, one in six provided care for a grandchild and one in 10 did both.

From *The Guardian* newspap

Reference
Text adapted from the *Guardian newspaper* -2.20.02. In Harmer, J. (2004), *How to TeachWriting,* Pearson Education Limited.

Appendix (D)

Post-test

Dear students, write an essay of no more than 20 lines. The purpose of this essay is to identify the problems that students encounter when using cohesive devices in writing for academic purposes.

To achieve this, your text has to confirm the following points:

➢ It has to be coherent.
➢ Sentences in the text have to be interdependent.
➢ Paragraphs in the text have to be interrelated.
➢ It has to be in a formal style.

Appendix (E)   Answer sheet

Topic: Village Vs city life style

A written text on the topic:

Village life refers to the living conditions of rural people, while city life refers to the life of urban people. For many reasons one may prefer a simple life in countrysides, whereas others may prefer luxurious one in city. The choice depends on many reasons. Conversely, life style of rural and urban is completely different.

Although villages are known by their cumbersome life style, they combine many good attributions. In contrast of cities, villages are less crowded and polluted areas because of the few number of dwellers. Also people in villages are healthier, active, and simpler in habits than those of cities. In addition they live in unity and peace with kindness and charity. But in the other side villages have many disadvantages. Dwellers face many difficulties like transportation problems. Adding to that, job opportunities and education are far less because of the deficiency of schools and companies. People need to go to cities to supply their daily needs. In addition many people die for want of proper treatment because of the lack of hospitals and doctors.

Urban life is totally unlike the previous. First of all the city is noisy and crowded. The air is polluted because of factories. Secondly citizens suffer from stress and tiredness. Moreover people are unhealthy because they eat junk food and for this reason they have many deverase. But also in cities you can live easily because of the abundance of schools, shopes, hospitals, companies, job opportunities and also transportation.

Finally, Urban and rural lifestyle is clearly diffrent and after some reasons abare shown very Q clearly that life style in cities is much better, but again it is a choice made by people.

Appendix (F)

The interview

A .Background information's

1 .How long have you been teaching English?

2. What are the modules that you have been teaching beside writing?

3. How long have you been teaching writing?

B. Discourse is an approach to teaching / learning writing in EFL classes.

1. What is discourse approach?

2. How do you envisage that discourse approach will defer from traditional

approaches?

3. What advantages do you think discourse approach will have for students?

4.Do you think teachers are trained to cope with discourse approach?

5. Do you think that discourse approach is important in teaching writing?

6. How do you deal when it comes to cohesive devices?

7. Describe one or two activities you used to teach cohesive devices?

C. Students motivation

1. Do you think your students are motivated? Why?

2. Do you face any difficulties with the number of students when it comes to write an essay or when grouping them?

D. Reflections and further directions

1. How would you rate the progress regarding you and your student's use using discourse approach in teaching cohesive devices?

2. What features do you consider crucial to a successful implementation of discourse approach?

3. Which books do you advice teachers to use?

4. Which activities you think are useful to be used in teaching writing?

5; Are there any further suggestions?

Abstract

The present study aims to investigate the extent to which discourse approach enhances second year lecense LMD system students use of cohesive devices when writing. The participants of the present study consist of 27 students and 05 teachers at K-M-O-U, during the academic year 2015/2016. The researchers have selected a quazi-experimental method consisting of a pre-test and post-test in addition to an interview as instruments for collecting data from the participants. Consequently, the results showed that discourse approach enhances students use of cohesive devices when writing. In the overall conclusion the results showed an understanding of the use of cohesive devices to form a text as whole. Thus, discourse approach develop and improve student's writing ability in general and the use of cohesive devices in particular.

Keywords: discourse approach, cohesive devices, EFL (English as Foreing Language) ,ELT (English Language Teaching), writing skill.

الملخص

تهدف هذه الدراسة إلى استقصاء مدى مساهمة منهج تحليل الخطاب في تعزيز استخدام وسائل الربط اللغوية عند الكتابة . طبقت الدراسة على 27 طالب من السنة الثانية و 5 أساتذة من قسم اللغة الانجليزية بجامعة قاصدي مرباح ورقلة ،خلال السنة الدراسية 2015/2016. و قد اختار الباحثون طريقة الكوازي التجريبية التي تتكون من مرحلة ما قبل الاختبار و بعد الاختبار , بالإضافة إلى مقابلة مع الأساتذة كأدوات لجمع البينات من المشاركين . و بناء على ذلك أظهرت النتائج أن نهج تحليل الخطاب يعزز من استخدام وسائل الروابط اللغوية لدى الطلاب عند الكتابة. في الخلاصة العامة أظهرت النتائج وجود فهم و استخدام وسائل الربط اللغوية لتشكيل النص ككل. و بالتالي منهج تحليل الخطاب طور و حسن قدرة الكتابة بشكل عام واستخدام وسائل الربط اللغوية على وجه الخصوص.

الكلمات المفتاحية : منهج تحليل الخطاب وسائل الربط اللغوية, لغة انجليزية كلغة أجنبية, تدريس اللغة الانجليزية , مهارة الكتابة.