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Cohesion and Coherence in the Essay Writing
of
Palestinian College Students

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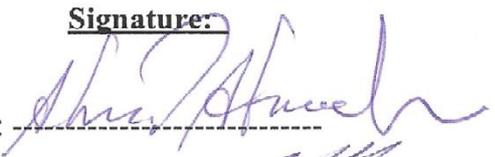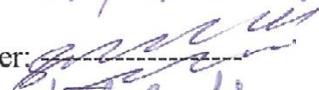
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Abstract

The purpose of this study is to examine the problems and difficulties of cohesion and coherence encountered by Palestinian junior college students in their argumentative writing. Participants' level was categorized as high, intermediate, and low. In this study cohesion is evaluated following Halliday and Hasan's (1976) *cohesion theory* whereas coherence is evaluated following Grice's maxims. Oshima and Hogue's (2006) criteria of achieving coherence were also used in the analysis. The analysis of cohesion shows that the three groups tend to use lexical devices. In fact, intermediate and low level students overused reiteration as a cohesive device more than the high level students. In addition, other lexical devices like substitution and ellipses were rarely used by the three levels of students. Moreover, results reveal that language transfer is a main factor that impedes cohesion and coherence especially by intermediate and low level students. The evaluation of coherence shows that high level students achieve higher scores than intermediate and low level students. Hence, the low level students violate the criteria of achieving coherence as delineated by Grice (1976) and Oshima and Hogue (2006). Through examination of cohesion, cohesive devices do not always lead to achieve coherence. The poor quality of the low and intermediate students' writing causes lack of persuasive, satisfaction and logical connection of ideas.

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Chapter One

1.1. Introduction

Writing is a fundamental component of English language learning. In light of this fact, it is imperative that learners be taught and trained on the conventions of English writing. Some of these conventions are cohesion and coherence. Cohesion refers to "the grammatical and/or lexical relationships between the different elements of a text." (Richard, Platt &Weber 1985:45). Coherence refers to the relationships of ideas and the ability of those ideas to function together for the purpose of conveying the meaning. (Mclinn 1988: 15).

It has been noted that EFL learners focus almost exclusively on the sentence level rather than the level of the whole discourse that is textual coherence. Most of EFL learners feel that correct grammar is the only tool they depend on in writing English essays. Therefore, they rely on what they have learned about grammar.

However, EFL writings appear to be poor in coherence and in cohesion. Such writings may lack persuasiveness, satisfactory and logical connection of ideas. This problem can be attributed to the fact that learners know the grammar and lexical items of the language, but they are unaware of the mechanics of coherence and cohesion. Maqableh (1992) claims that Arab EFL learners encounter serious problems when they write. These problems involve producing a coherent text and making the produced text cohesive.

The focus on writing has been on generating grammatically correct sentences depending on the belief that grammar is the only requirement for learners. That is to say teaching writing cares about the sentence level rather than the discourse level. Therefore, teachers judge texts in terms of grammaticality without paying attention to logic and meaning.

In recent years with the appearance of Halliday and Hassan's book (1976) *Cohesion in English*, there has been a shift in focus among researchers from detecting EFL learners' problems at the sentential level toward diagnosing problems at the intersentential level. Hence, writing is now seen in terms of cohesion and coherence. Khalil (1989:359) says" New concepts such as cohesion and coherence have identified as two major standards of textuality".

Halliday and Hasan (1976) consider the text as a unit of language in use. They do not see the text only as a grammatical unit but also as a semantic unit since grammar alone is misleading.

It has been noticed that the conventions of writing may be ignored by Arab EFL learners. Some of these conventions are cohesion and coherence. English cohesion and coherence are advanced features for learners. Researches point out three factors that could contribute to the weakness in writing. These factors are:

1. Language Transfer. Different studies by Kapalan, 1966, Tadros, 1976 and Holes, 1984) indicate that Arab learners transfer the conventions of L1 to L2. Therefore, Arab learners' writings like other EFL learners show negative transfer. Conner (1996:3) says "Students often mention that when they write in English, they translate, or attempt to translate, first language words, phrases and organization into English".

2. Ignorance of the conventions of cohesion and coherence. It has been noted that Arab learners are unaware of the terms cohesion and coherence in writing. Thus, they have inadequate knowledge of cohesive devices that are necessary for making a text cohesive. Even if they have knowledge of these discourse markers, they do not use them appropriately. This problem can be attributed to the fact that teachers at schools generally do not emphasize on such devices.

3. Lack of training: students in schools are not well-trained in English writing. Normally, the focus is laid on the sentence level and in some cases the paragraph level.

To sum up, it can be concluded that Arab EFL learners encounter rhetorical problems especially in coherence and cohesion. These problems can be attributed to many factors such as, negative transfer, or rather nonexistence of certain features in the mother tongue. That is to say, many learners still do not have the adequate knowledge of using cohesive devices that are necessary for making a text cohesive.

1.2. Objectives of the Study

1. To investigate the problems of cohesion and coherence in essays written by Arab EFL learners.

2. To evaluate text coherence in terms of coherence conventions.

3. To analyze text cohesion in terms of Halliday and Hassan's cohesion theory.

4. To compare and contrast between the students' high proficiency level and low level in terms of cohesion and coherence.

5. To make a hierarchy of the most frequent cohesive ties used by Palestinian college students.

6. To come up with recommendations that could improve EFL writing.

1.3. Research Questions

1. What are the deviations of the Palestinian college students from the conventions of Halliday and Hasan.

2. What types of cohesive ties do the Palestinian college students actually use in their writings?

3. What differences are there between high proficiency level and low level in terms of cohesion and coherence?

1.4. Hypotheses

1**.** It is hypothesized that essay writing of Palestinian college students has deviations from the conventions of Halliday and Hassan in cohesion and coherence.

2. It is also hypothesized that Palestinian college students transfer the conventions of L1 to English writing.

3. It is hypothesized that students of high proficiency level will observe the rules of cohesion and coherence better than those of low level.

1.5. Scope and limitations of the study

The following points can be regarded as limitations of the study:

1. This study is restricted to Palestinian college students in specific universities.

2. It is confined to the analysis of cohesion and coherence written by 60 learners in different universities.

3. This study deals with problems of writing from a discoursal point of view. It excludes problems at the sentence level.

4. It is limited to the problems of cohesion and coherence; therefore other errors will be excluded.

1.6. Statement of the Problem

Descriptive studies in (Halliday & Hassan 1976, Hassan, 1984, Halliday 1985, Hoey 1991, Martin 1992, Halliday and Mathiessen 2004, Tanskanen 2006) developed a taxonomy for the analysis of all kinds of texts. Due to the development of text linguistics, the concept of cohesion and coherence has emerged as two major standards of textuality.

Generally speaking, Arab EFL writing deviates from the conventions of cohesion and coherence found in native writings. It is noticeable that EFL writing is characterized

by the presence of resident problems such as misuse of cohesive ties and underuse of connectors. The overall text could become disorganized due to the fact that EFL writers may fail to apply the conventions of English writing and use the conventions of L1. It has been also noticeable that Arab EFL learners may be unable to produce a satisfactory writing. They may write disconnected sentences, which might lead to vague and meaningless text although knowledge of the grammatical rules and the lexical items of English language are high. Their ignorance of cohesion and coherence play an essential role in the inability of making a persuasive piece of writing.

1.7. Design of the Study

This thesis consists of five chapters. It begins with the introduction, literature review, methodology, discussion and findings. It also ends with conclusion and recommendations. The first and the second chapter shed light on the theoretical foundations for both cohesion and coherence in EFL and ESL settings. However, the related literature paves the way for the second part: the field study. Chapter three includes the methodology, data collection and data analysis. The fourth chapter presents the discussion and the findings of the study. Finally, chapter five summarizes the results of the data and it ends with some pedagogical implications and recommendations.

1.8. Importance of the Study

It is hoped that this study will contribute to the field of applied linguistics especially writing in particular. This study is a practical one since it makes a shift from detecting Arab EFL learners' problems at the sentential level toward diagnosing problems at the intersentential level.

This study aims at investigating Palestinian college students' problems in cohesion and coherence. Therefore, it can be a contribution for evaluating students' writing performance in terms of cohesion and coherence.

The significance of this study can be stated that it will provide teaching implications for EFL teachers into the procedures and the teaching material to be used in dealing with cohesive devices and coherent elements. Witte and Faigley (1981:199) indicated that cohesion and coherence research can help discover the developmental stages students undergo in their writing process.

1.9. Procedure of the Study

The informants of the study belong to different Palestinian universities. The problem of cohesion and coherence will be investigated since it offers insight description to what extent this problem can affect English writing. Also, it shows the interference of L1 in students' essays. An instrument will be used for collecting the data. Randomly written essays by Palestinian college students will be gathered by the researcher. The essays were corrected by the students' professors and categorized the students according to their grades.

In addition, these essays will be analyzed following Halliday and Hasan's (1976) cohesion theory, Grice's maxims (1975) and Oshima and Hogues' (2006) criteria of achieving coherence.

1.10. Definition of key terms

The following definitions are adopted by the researcher in the study.

Text: it is a passage, spoken or written, that forms a meaningful and unified whole. (Halliday and Hassan : 1976).

Cohesion: it is the linguistic relationship between clauses and how the surface linguistic elements of a text are linked to each other in order to create a unified whole text. (Peterson & McCabe: 1991).

Coherence: it refers to the functioning of the text as a unified whole. Moreover, coherence refers to the relationships of ideas and the ability of those ideas to function together for the purpose of conveying the meaning. (Mclinn 1988:15).

Cohesive devices: are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas. (Zemach & Rumisek 2003: 78)

Lexical cohesion: it is the cohesive effect achieved by the selection of vocabulary. It is divided into two main types' reiteration and collocation (Halliday & Hassan. 1976: 274).

Language transfer (also known as **L1 interference**, **linguistic interference**, and **cross meaning**) refers to speakers or writers applying knowledge from their native language to a second language.

Cohesive ties: it is a semantic relation between an element in a text and some other element that is crucial to the interpretation of it (Halliday and Hassan. 1976: 4)

Paragraph: a unit of written communication dealing with a topic within a multi-paragraph text. It consists of more than one sentence.

Pronominalisation: it refers to the use of pronoun or what De Beaugrande and Dressler (1981) call pro-form in a place of full lexical item. It is used by writers to avoid direct repetition of the same lexical item.

Argumentative writing: In this kind of essay, we not only give information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behaviors.

Holistic scoring: it is the evaluation of the rater which is based on his\her impression of the entire text.

Collocation: it is a term for expectancy relations between lexical items.

Cohesive errors: they are cohesive statements that refer to either ambiguous or incomplete information.

Exophoric pronoun: it is a pronoun which points to an antecedent within a context but is not mentioned in the actual text. For example: *I want that cookie.*

Endophoric or Anaphoric pronoun: is a pronoun which occurs in relative proximity to the noun to which it refers and which was previously mentioned in a particular sentence; e.g., I wrote with the pencil and broke it. (Nicolosi, et al, 1983: 176).

Reference: it is a semantic relation in which a meaning is specified through the identification of referent. Reference cohesion occurs when one item in a text points to another for its interpretation.(Halliday& Hasan, 1967). For example: I can see a light. Let's follow it.

Personal reference: it is personal pronoun and possessive pronoun that refers to the identity of persons, objects, and events. (Liles, 1985: 132).

Demonstrative reference: it can be defined as a form of pointing, identifying the referent by location in place or time. (Liles, 1985: 132). For example: *this*, *that*, *these, those, here, there, here, now.*

1.11 Summary

This chapter begins with a brief introduction of the study, statement of the problem, purpose of the study, importance of the study, hypothesis, research questions, design of the study, procedure of the study, limitations of the study and finally definition of key terms which appeared in the study. In the next chapter, the focus will be about Halliday and Hasan's (1976) cohesion theory. It will also present the relationship between cohesion and coherence and the criteria which make the text coherent. Then, studies of cohesion and coherence on EFL and ESL setting will be reviewed.

Chapter Two

Review of related literature

2.1. Introduction

For the last few years, several theoretical and empirical studies have investigated the discoursal problems in general and problems with cohesion and coherence in particular. This review includes three parts; theoretical background, empirical studies that discuss cohesion and coherence at the discoursal level and studies that investigate the relationship between cohesion and coherence .

2.2. Theoretical background

Halliday and Hasan (1976) talk about texuality in the written discourse. They believe that the primary determinant of whether a set of sentences do or do not constitute a text depends on the cohesive relationships within and between the sentences, which create texture. Therefore, they think that any text should have a texture. "A text has a texture and this is what distinguishes it from something that is not a text". (Ibid 1976:1). In this regard, the texture is provided by the cohesive relation. They define cohesion as the relations of meaning that exist within the text and that define it as a text. It is displayed in the ties that exist between the presupposed and the presupposing item. So, cohesion is displayed in the ties that exist within a text. In the sentences:

John **makes a good meal. Last night** *he* **cooked spaghetti.**

The pronoun he in the second sentence is the presupposing item and John in the first sentence is the presupposed item.

Colomb (1990) as reported in Masadeh (1995) introduces two ways for making and producing cohesive passages. First of all, by managing the flow of information, therefore, we should take into consideration two principles:

Principle one: put at the beginning of the sentences those ideas that you have already mentioned, referred to or implied, or concepts that you can reasonably assume your reader is already familiar with and will readily organize.

Principle two: put at the end of your sentence the newest and the most surprising and significant information that you want to stress.

Second, the writer should begin well his essay because to begin well a sentence is surely harder than to end it well, hence, to begin a sentence we have to juggle the elements that occur early on to:

1. Connect a sentence to the preceding one by using the transitional metadiscourse such as, "*and, as a result, therefore.*"

2. Locate the action in place and time, by using words like "*then, later, after*".

3. Help the reader evaluate what follows by using expressions such as, "*fortunately, perhaps, it's important to note*".

4. Announce, at the beginning of a sentence, its topic and concept that we intend to say something about.

2.3 Types of cohesive ties

Halliday and Hasan (1976) present taxonomy of different types of cohesive ties. They classify cohesion into two major categories: grammatical and lexical. The former consists of:

2.3.1. Cohesion by Reference

Reference cohesion constitutes items in the English language "instead of being interpreted semantically on their own right ------make reference to something else for their interpretation" Halliday and Hasan (1976: 31). For example:

1. **You cannot see the *head master* now. *He* is interviewing a teacher.**

The pronoun" **he**" in example (1) is a reference cohesion tie because it shares the

same referent as, and refers back to the headmaster. This type of cohesion includes the following types of pronouns:-

a. Personal pronouns: *I, my, you, he, she, it, they, we, our, ours, us, ---------*etc.

b. Demonstratives: *this, that, these, those.*

c. Locative adverbs: *here, there.*

d. Temporal adverbs: *now, then, before, after, earlier, sooner*.

. Other interrogative, indefinite, reciprocal, reflexive, or intensive pronouns such

Who, that, which, whom, why, where, whose, whoever, some, any, none, someone,

Halliday and Hasan (1976) divide reference into three types:

1. An anaphoric reference presupposes for its interpretation an element that occurred earlier in the text, for example:

Tina is a student. She goes to school every day.

The pronoun *she* in the second sentence is an anaphoric reference for Tina.

2. A cataphoric reference presupposes for its interpretation an element that follows in the text, for example:

He was tired of writing. Ali had been writing for three hours.

In the first sentence, the pronoun "**he**" refers to *Ali* in the second sentence.

3. An exophoric reference presupposes for its interpretation something outside the text, for example, *look at that. (That refers to the car)*

2.3.2. Cohesive by Conjunction

Liebere (1981: 201-202) considers reference and conjunctive cohesion as the two most common areas in which students experience difficulty. This type of cohesion does not need a specifiable element in a situational context or text for its interpretation; therefore, it has its own intrinsic meaning.

Halliday and Hasan (1976: 222) point out "conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily

devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse". For example: **He took a cup of coffee *after* he woke up.**

The word *'after'* suggests a sequence, signaling that what is expressed in the first clause followed what is expressed in the second one. This type of cohesion consists of:

a. additive: *and, or, furthermore, similarly, in addition*.

b. adversative: *but, however, on the other hand, never the less.*

c. causal: *so, consequently, for this reason, it follows from this*   .

d. temporal: *then, after that, an hour later, finally, at last*.

2.3.3. Cohesion by Ellipsis

This type of cohesion refers to omission of a repeated word or phrase such as:

a. Deleted nouns: The *boys* went to the school. *Both* (   ) were late.

b. Deleted verbs: I do not *know* that man, but you *do* (   ).

c. Deleted predicate adjective: The elephant is *big*. The camel is (   ) *too*.

d. Deleted clauses: Who *hit the boy*? *Ali* (   ).

As reported in Ramasawmy (2004), there are three types of ellipsis, depending on the syntactic category of the presupposed elements:

1. **Nominal ellipsis**

Nominal ellipsis occurs when a noun or a noun phrase is presupposed, as shown below:

These are my two *dogs*. I used to have four.

The word "*dogs*" has been omitted and can be easily understood or recovered from the context.

2**. Clausal ellipsis**

Clausal ellipsis occurs when both a noun or a noun phrase and a verb, or at least part of a verb phrase, is omitted. It is mostly seen in dialogue yes\no questions.

Mary: *Are you going to buy a new dress for my birthday*?

Mother: *yes*.

Here the mother is affirming the entire clause you are going to buy a dress for my birthday.

3. **Verbal ellipsis**

Verbal ellipsis occurs where a verb phrase is presupposed, as in:

Teacher: *Have you done the homework*?

John: *yes, I have*.

John's answer is elliptical in the sense that ***done the homework*** is understood.

2.3.4. Cohesion by Substitution

Substitution cohesion is considered as a relation of sense identity rather than a relation of reference identity. This type of cohesion refers to the replacement of one word or phrase within another such as the use of:

a. Verb substitutes: *do, does, do the same, do so, do that, don't, ``so is, so has*,

b. Clausal substitutes: *so, not*.

As reported in Ramasawmy (2004) substitution can be divided into subcategories such as nominal substitution, verbal substitution and clausal substitution.

1. **Nominal substitution**

Nominal substitution occurs where the presupposed element is a noun or a noun phrase, as in the example below:

A: Can you give me a *glass*?

B: There is *one* on the table.

The presupposing cohesion element is '*one*'.

2. **Verbal substitution**

Verbal substitution occurs when the presupposed element is a verb or a verb phrase. The presupposing element which denotes the substitution is usually word **do** and its various forms. E.g. *does, did and done* as in:-

Every child likes *chocolate* and I think my son *does* too.

Does substitute for the verb phrase likes *chocolate*.

3**. Clausal substitution**

Clausal substitution occurs where the presupposed element is an entire clause. The most frequent presupposing element affecting this kind of substitution is so. For example:

***Latecomers* will not be allowed in school after 8.00. The headmaster says *so*.**

'So' in the sentence replaces the whole sentence that "latecomers" will not be allowed in school after 8.00 pm.

2.3.5. **Lexical Cohesion**

Halliday and Hasan (1976) indicate that cohesion, an intersentential property of a text, is achieved through texture, through specific features given to it by the text as can be seen in the case of lexical cohesion. For example:

***Young* people act quickly. *Old* people take their time**.

In this example**, *young*** and ***old*** are antonymous (they bear a relation of semantic contrast).

Halliday and Hasan (1976: 274-292) maintain that unlike reference, ellipsis, lexical cohesion is not associated with any special syntactic clauses of elements. It is, therefore, the most open-ended and least adequately defined of five kinds. In lexical patterning, successive sentence can be expected to exhibit relationship through their vocabulary.

For example:

1. Through repetition of a word phrase.

2. Synonyms (words of almost the same meaning, e.g. *commonly, popularly*).

3. Antonymy (the relation of semantic contrast, e.g. *high. low*).

4. Hyponymy (the semantic relation between a more general expression and related

specific relations, e.g. *cigarettes\cigars*).

5. Collocation (words which tend to occur with one another in certain contents, e.g.

education, classroom, class and so on.

Al-Jarf (2001) maintains that this type of cohesion includes:

a. Lexical sets: *oil, natural gas, falling water, energy, power resources, generate*.

b. Lexical reiteration: A canary is a *bird*. All *birds* have feathers.

c. Lexical collocation. (co-occurrence of words which regularly occur together). E.g.

The pencil costs fifty cents. I had a dollar.

Coherence refers to the functioning of the text as a unified whole. Moreover, coherence refers to the relationships of ideas and the ability of those ideas to function together for the purpose of conveying the meaning. (Mclinn 1988:15).

In fact, any piece of writing has coherence if it represents its argument in a clear, plausible, convincing and comprehensible order. This piece of writing should have no logical gaps in its line of reasoning and it avoids unnecessary digression.

Any piece of writing is considered coherent if it is understandable, follow a clear line in presenting facts, arguments and avoid statements which are incomprehensible for the reader. There is a strong connection between the text and the reader concerning coherence. So, the writer should cut what is irrelevant or unintelligible for the reader. Kies (1995) "Any piece of writing can be coherent if the authors:

1. Know their subject well.

2. Have an eye on their audience and tailor their writing to what their readers probably know beforehand and are able to understand.

   Oshima and Hogue (2006) indicate that there are four ways to achieve coherence:

1. Repeat key nouns: repeat key nouns or use synonyms or expressions with the same meaning.

2. Use consistent pronouns: make sure that you use the same person and number throughout the paragraph.

3. Use transition signals to link ideas: they are like traffic signs; they tell you when to go forward, turn around, slow down and stop.

4. Arrange your ideas in logical order: arrange your ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

   Halliday and Hasan (1976) prefer the term texture for the kind of text properly that is mere commonly referred to as coherence. They believe that coherence or texture is the combination of semantic configuration of two kinds: register and cohesion. Carrell (1982) says Register refers to the variety of language which is appropriate for the situation of the speech events, and it is not of any particular relevance or interest here while cohesion refers to the semantic relations in a text which Halliday and Hassan claim make the text cohere.

   Halliday and Hasan believe that coherence does not lead to cohesion, rather cohesion ties lead to coherence. Carell (1982) Halliday and Hasan's main point seems to be that mere coherence of content is insufficient to make a text coherent; rather that there must be some additional linguistic property, such as cohesive ties that contributes to the coherence of a text.

   It has been wrongly believed that we understand the meaning of any text depending on the words and structures of the sentence only. Brown and Yule (1983) point out that

one of the pervasive illusions which persists in the analysis of language is that we understand the meaning of a linguistic message solely in the basis of the words and structures of the sentence to convey that message.

It is not only enough for the writer to write perfect grammatical sentences to be understood but also he/she should supply the suitable information, well-formedness and empty of fragmentation. Brown and Yule (1983) say "When a writer has produced a perfectly grammatical sentence from which we can derive a literal interpretation, we would not claim to have understood, simply because we need more information".

Grice (1975) provides the most comprehensive framework for discussing discourse coherence. He was interested in the semantics of language and more specifically in how implicit meaning is conveyed. Campbell (1995:15) says "Grice's cooperative principle recognizes the cooperative foundation of communication by stating that discourse participants expect all contributions to be made as required based on the purpose of their interaction." Therefore, Grice's work classifies the expectations of discourse participants since expectations have been seen as central to the phenomenon of coherence. Grice suggests four maxims of his co-operative principle which characterize the effective use of language. These principles are:

1. Quantity: make your contribution as informative as is required.

2. Quality: do not say what you believe to be false.

3. Relation: be relevant.

4. Manner: be brief, clear and orderly.

To conclude, this section examines Halliday and Hasan(1976) cohesion theory. It reviews the standards of cohesion in writing as discussed by Halliday and Hasan. However, it presents taxonomy of different types of cohesive ties that lead to cohesion. Moreover, it sheds light on coherence and its necessity in writing. It also reviews how

coherence meets the maxims of Grice and Oshima and Hogue's criteria of achieving coherence.

In the following section, empirical studies about cohesion and coherence will be reviewed.

This part reviews empirical studies about cohesion and coherence in general. These will examine the problem of cohesion and coherence in Arab EFL and ESL writing. This section also reviews other empirical studies that deal with the relationship between cohesion and coherence.

2.4. Empirical Studies related to testing cohesion and coherence in EFL &ESL setting

Investigation of discoursal problems in general and problems with cohesion and coherence in particular includes two types of studies: studies examining Arab EFL learners' problems and studies dealing with ESL learners' problems. The researcher will start by reviewing the studies examining Arab EFL learners' problems.

In a paper investigating the stylistic features impeding the efficiency of communication in writing, Atari (1983) examined fifteen essays written by sophomore class at Birzeit University. He concluded that student-writers tended to extensively apply strategies of communication typical of the spoken mode of language. Accordingly, the written products often had no connectives between prepositions or specification. He also concluded that the students used parallel structures due to coordination.

Shatarat (1990) conducted a study to investigate some of the errors in using cohesive devices made by Jordanian intermediate community college students in the English language section. The sample of the study consisted of 100 students. The subjects were asked to sit for two tests in two separate sessions. The first test consisted of 57 multiple choice items and subjects had to choose the best answer. The second test

consisted of about 500 words with 28 blanks. Students were asked to fill in these blanks by using cohesive devices drawn from their own language experience. The result revealed that nearly 42% of the student's answers were erroneous or inappropriate. The causes of those deviant responses were the learner's failure to establish grammatical and lexical relationships or to make logical relationships.

In a study entitled "*Processing of Cohesive Ties by EFL Arab Students*: identifying four types of cohesion in reading text. Al-Jarf (2001) investigated difficulties that EFL college students in Saudi Arabia have in processing four types of cohesion, reference, conjunction, substitution and ellipsis. The researcher asked students to read a text and identify all cohesive ties and write the referent or substitute of each anaphor. Also, they were asked to list all the conjunctions in the text and supply the ellipted words or phrases. The answers were marked by the researcher according to the operational definitions of three cohesion types provided by Halliday & Hasan and Irwin. Both correct and incorrect responses were analyzed. It was found that substitution was the most difficult to process followed reference and ellipses, whereas conjunction was the easiest. In resolving the cohesion relationships, the student used the following faulty strategies:

1. An anaphor was associated with the closest noun whether intersentenential or intrasentential.

2. When preceded by two potential antecedents, an anaphor was associated with a synonym.

3. The students matched an anaphor with a word that is identical in pronunciation or punctuation.

4. Cohesion anomalies were caused by poor linguistic competence especially poor syntactic and semantic awareness, and poor inaccurate knowledge of the cohesion rules.

In a study entitled "*Problems of Writing Composition* in E.F.L." Kharma (1985) examined the difficulties encountered by Arab students in writing English at the rhetorical (discoursal) level. He mainly concentrated on the difference between the discoursal principles and devices used in English and Arabic. After analyzing hundreds of university students' compositions and essays, the result showed that all types of mistakes and irregular ties in the students' writing were either totally or partially due to negative transfer from Arabic. For example, the over use of "*wa*" (and) in Arabic was caused by negative transfer.

In a paper entitled "*A study of Cohesion and Coherence in Arab EFL College Students'* Writing", Khalil (1989) investigated the use of cohesive devices by college students in their writing. In his analysis of the data, he depended on two forms of evaluation: the holistic which is based on the general impression of English-speaking rhetoric instructors, and the analytic which is based on the conventions of coherence. He adopted Grice's maxims of relevance, quantity, and manner as quantifiable, objective measure of text coherence. He found out that Arab students overused reiteration of the same lexical item as a cohesive device, but underused of other lexical and grammatical cohesive links. He also found that those students' writing was incoherent as it lacked sufficient information about the topic.

In a recent study that involved EFL Arab learner, among other learners, Derrik & Gmuca (1986), as reported in Kamel (1989) investigated the concept of unity and sentence structure in Arabic, Malay, and Spanish language learners. The study concluded that Arabic speaking students were the group with the greatest problems. Arab learners have difficulty with the key aspect of the global coherence of English essays, i.e. the role of the thesis as an organizing principle. Derrik and Gmuca indicated that Arab students do not support their opinions with facts but instead "elaborate their topics" through a catalogue of information or through quotation." (p.7).

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Elkhatib (1983) as reported in Kamel (1989) looked at paragraph and essays produced by Arab learners: four EFL Egyptian students majoring in English. He performed an analysis that was "intended to describe inter-sentence structural relationship" (p.2). The results of the analysis were later examined in relation to rhetorical acceptability of English paragraphs as well as in the light of linguistic relativity hypothesis". (p.3). Elkhatib reported that the mean percentage of coordinate sentence produced by the students was 69% whereas the mean percentage of subordinate sentence was 31%. Therefore, he indicates that these results reflect a rhetorical preference by the students to produce coordinate sentences rather than subordinate ones, since he found no correlation between students' verbal abilities and/or apprehension level and the production of coordinate sentences. He does not offer a clear conclusion from his results; however, he explores several possible explanations, including negative transfer from the students' native language.

The studies cited above were intended to diagnose the writing problems of Arab learners. However, there are other studies that attempted to identify the writing problems of ESL learners in general.

Wikborg (1985), in his study "*Types of Coherence Breaks in Swedish Students' Writing*", identified different coherence breaks, such as irrelevance, unspecified topic, drift of topic, misleading paragraph division, uncertain inference ties and misleading sentence connection. What is noticeable about Wikborg is that he considers cohesion part of coherence, a point which so many researchers and text linguists do not approve of.

Cherry and Cooper (1980) conducted a study to investigate the cohesive devices in the writings of average and superior writers at grades four, eight, twelve and college. They found that as writers mature, they seemed to rely more on lexis and less on reference and conjunction. It was also found that the substitution and ellipsis were rare.

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In a study entitled "*Conjunctive Cohesion and Relational Coherence on Students' Composition*", Ramasawmy (2004) examined the relationship between conjunctive cohesion and relational coherence in students' narrative and expository composition and writing quality. The researcher, in the study analyzed 64 composition using Halliday and Hasan's (1976) cohesion theory and Crombie's (1985) set of interpropositional relations. The results show that both conjunctive cohesion density and relational coherence, as defined by the density of contiguous functional relations, affect perceptions of writing quality. Writers of low-rated narrative and low-rated expository compositions not only used a more limited range of conjunctive but their compositions manifested less cohesion density and contiguous relation density than writers of high-rated narrative and expository compositions did.

Aoui (1989) followed Hallidy and Hasan's model to study cohesion in written computer science discourse. He administered two tests for the students. One required the students to fill in the blanks while the other asked students to determine the reference and referent items. They found that students encounter difficulties in using the cohesive devices especially at the discourasal level. Also, the students misused and misinterpreted some of elliptical forms. It has been noted that all the studies mentioned in this chapter confirmed that cohesion and coherence are two elements that cause problems for Arab EFL learners in particular and ESL learners in general at the rhetorical (i.e. discoursal) level.

However, the literature indicates that EFL and ESL learners have problems in using cohesive ties, global coherence and fail to establish grammatical and lexical relationship to make logical relations. Moreover, the studies show that Arab EFL learners apply strategy of communication typical of the spoken mode. Also, several studies attribute the difficulties of Arab EFL learners in cohesion and coherence to negative transfer. (Kharma, 1985).

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It has been shown throughout the studies that cohesion and coherence are considered problematic for both EFL and ESL learners. Most of the studies have investigated cohesion and coherence in expository essays. They delineated with the problem of cohesion and coherence at the paragraph level.

This study is similar as a replica of other studies which analyze cohesion and coherence depending on Halliday and Hasan (1976). It also deals with the problem of writing from a discoursal point of view. In fact, it goes further which examines cohesion and coherence in argumentative essay writing by Palestinian college students. It aims at analyzing the essays to highlight the problems of cohesion and coherence depending on Halliday and Hasan's cohesion theory. It will also analyze coherence depending on Grice's maxims and Oshima and Hogue's criteria of achieving coherence.

To summarize, this section investigates studies that examined Arab EFL and ESL learners' problems in terms of cohesion and coherence. It is found that negative transfer causes difficulties for Arab EFL learners in writing English at the rhetorical (discoursal) level. In addition, several studies show that Arab EFL learners have difficulty with the key aspect of the global coherence of English essays.

In the following section the relationship between cohesion and coherence will be reviewed.

2.5. The relationship between cohesion and coherence

There are different views among linguists concerning cohesion and coherence. Some of them neglected any relation between them (Carrel 1982), others like Halliday and Hasan (1976) confirmed that they are interrelated. "Cohesion is an index of textual coherence". (p.1)

2.6. Studies support Halliday and Hasan's cohesion theory

Generally speaking, Halliday and Hasan are considered as the best who wrote and analyzed cohesion and coherence in writing. Their studies are the most comprehensive ones in the field. However, there are many studies that supported their theory of cohesion and coherence. Halliday and Hasan (1976) strongly believe there is a connected relationship between coherence and cohesion. They consider a text as "a unit of language in use" (p.1). What distinguishes a text from a non-text is its "texture". They maintain that the texture is provided by the cohesive relations that exist between certain linguistic features that are presented in the passage and can be identified as contributing to its total unity. The texture of a text is shaped by the cohesive ties. For example,

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

According to Halliday and Hasan (1976), the pronoun "*them*" in the second sentence refers back to the "*six cooking apples*" in the previous sentence, thus linking the two sentences into a cohesive text. This relation is called cohesion by reference.

McCulley (1985) as reported in Ramadan (2003) conducted a study to investigate the relationships among features of textual cohesion as identified by Halliday and Hasan's (1976), and primary-trait assessment of writing quality and coherence. A random sample of 493 papers written by 17 students were analyzed. The results showed that general coherence is an important element of writing quality and that the lexical

cohesive features of synonyms, hyponyms and collocation are important elements of writing quality and general coherence.

Markels (1983) as reported in Masadeh (1995) tries to prove that there is a relation between cohesion and coherence. He relates the two terms by saying "the assumption of coherence is one of the topic rules of the language game in which we all participate. Cohesion on the other side can appear as a pragmatic sufficiency or an artful tapestry." (P. 450). In order to prove this relation, he talks about some of the impetuses that make him believe that coherence is the function of cohesion. The first of these impetuses is summarized in the fact that composition textbook advocate the creation of coherence by the repetition of key words or by the substitution of nouns which is really a suitable path to create unity. The second fact that coherence as traditionally produced by repetitions and transitions words is not always enough to a produce a unified sensible whole, cohesion an ordinary day to day level should be judged in terms of the sense or non-sense. Therefore, cohesion is needed and considered as one of the requirements of successful writing because it can distinguish the effective text from ineffective one.

Zhu (1992) attempted to explore the features of cohesion and coherence in Chinese and English. He also investigated the similarities and differences between the two. He also tested the effect of language transfer and interference in Chinese ESL writings. In that study he selected four Chinese graduate students and asked them to compose two expository essays, one essay for each language. After that, the products were scrutinized for cohesion and coherence features. The results showed that the Chinese language depended on lexical ties and similarities of structure, reference took the form of lexical repetitions and semantic zero anaphora and the utility of more ellipses, whereas English employed more connectors, used more pronouns and deictics. Coherence features showed that essays written in Chinese were more implicit and more general unlike

essays written in English which were more explicit, more writer-centered demanding more effort of the reader to make sense of the text.

2.7. Studies against Halliday and Hasan's cohesion theory

The theory of Halliday and Hasan about cohesion and coherence led to the emergence of several studies that either supported or rejected their theory. The researchers who criticized this theory highlighted the issue of relationship between coherence and cohesion.

Raimes (1983) considered cohesion and coherence as two different elements. He maintained "it should be clear that these are not the same thing. That is, a text may be cohesive (i.e. linked together), but incoherent (i.e. meaningless)." He gave the following example to defend his point of view:

I am a teacher. The teacher was late for the class. Class rhymes with grass. The grass is always greener in the other side of the fence. But it wasn't.

He said that each sentence in the example is linked to the one that precedes it, using both lexical and grammatical means, but the text is ultimately senseless. Tierney and Mosenthal (1983) investigated the relationship between cohesion and coherence. Twelfth grade students were asked to write essays on two topics. The results of the essays showed that cohesive patterning did not rank on general coherence.

Pritchard (1981) as reported in Ramadan (2003) conducted a study to investigate cohesive devices in the good and poor compositions of eleventh graders. She found that the average use or frequency of total lexical or grammatical ties did not distinguish the good essays from the poor ones; so she concluded that counts of cohesive ties are not measures of their effectiveness.

Spiegal and Fitzegerald (1990) examined the relationship between cohesion and coherence in children's writing. The results showed that the relation between them is varied according to the context of the text. Feathers (1981) argued that cohesion theory

operates on the superficial surface structure of text in establishing the cohesive ties. He found that it is useful and more revealing to first analyze a text into its underlying propositional units and then look for cohesive ties between the propositional rather than the surface   structures.

   Neun (1987) as reported in Ramadan (2003) conducted a study to compare cohesive devices in good and poor freshman essays written on a single topic. The results showed that none of the eighteen different kinds of cohesive ties was used more frequently by the good writers than the poor. Therefore, cohesive devices did not distinguish the good from the poor writing.

   Carrell (1982) opposes Hallidy and Hasan's concept of cohesion as the basis of coherence according to schema-theoretical views of text processing. Schema theory emphasizes the "interactive process between the text and the prior background knowledge or memory schemata of the listener or reader". She indicates that "What is important is not only the text, its structure and content, but what the reader or listener does with the text". (p.482). Therefore, she believes that Halliday & Hasan failed to take the contributions of the reader into account. In the process of comprehension, the reader does not rely solely on the surface linguistic features of the text. Rather, the schemata, or the world knowledge, that the reader brings to the text play a more important part. Morgan and Sellner (1980) as reported in Carrell (1982), argues that cohesion of surface linguistic features is not the case, but the effects of the coherence.

 The following is given as an example:

The *picnic* was ruined. No one remembered to bring a *corkscrew*.

The coherence of this mini-text does not reside in the linguistic lexical cohesive tie between "*picnic*" and "*corkscrew*." Rather, our recognition of the string of sentences as a coherent text is based on the fact that we can "access familiar schemata….. in which picnics and corkscrews go together" (Carell, 1982, p.484) In other words, the lexical

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cohesion could be the effect, instead of the cause, of the text's coherence. Widdowson(1978) as reported in Chun-Chun Yeh (2004), says that a text can be coherent with "overt, linguistically signaled" cohesion. According to Widdowson (1978), when we utter a sentence in a normal communication activity, we are expressing a preposition and, at the same time, performing some kind of illocutionary act in expressing the proposition. Sentences used communicatively in discourse can take on value when they are in relation to other propositions expressed in other sentences. When we recognize this relationship, we recognize this sequence of sentences constituting cohesive discourse. However, when expressing propositions in discourse, we are also performing illocutionary acts. Where a text does not have overt linguistic cohesive links, a reader will make sense of it be inferring the covert propositional connections from an interpretation of the illocutionary acts. This is why we often find discourse coherent when it does not appear cohesive. Widdowson (1978, p. 29) uses a piece of

dialogue to illustrate his idea:

A: That's the telephone.

B: I'm in the bath.

A. O.k.

In this case, how do readers recognize this dialogue as coherent in spite of the fact that it contains no cohesive ties at all?. When considered in isolation, the three utterances cannot take on any particular communicative value. He considered A's remark about the telephone a request and *B'*s response as an excuse for not being able to comply with *A*'s request. *A*'s second remark is then understood as an acceptance of B's excuse. By recognizing the illocutionary acts performed by these sentences, we can supply the missing prepositions and interpret the text as coherent. Brown and Yule (1983) maintain that cohesion alone is never sufficient for the identification of a text. They are doubtful about Halliday and Hasan's idea of cohesion and raise two critical questions (pp: 194-5).

1. Is Halliday and Hasan's cohesion necessary to the identification of a text?

2. Is such cohesion sufficient to guarantee identification as a text?

They contend that a reader will automatically assume "semantic relations" when encountering a text and interpret sentences in the light of the previous ones. Hence, texture, the sense of "explicit realization of semantic relations", is not critical to the identification of text. They conducted a small experiment by scrambling the sentences in the following text while retaining the formal cohesion (p.197).

[1] A man in white clothes, who could only be the surviving half-breed, was running as one does run when Death is the pace-maker. [2] The white figure lay motionless in the middle of the great plain. [3] Behind him, only a few yards in his rear, bounded the high ebony figure of Zambo, our devoted negro.[4] An instant afterwards Zambo rose, looked at the prostrate man, and then, waving his hand joyously to us, came running in our direction. [5] They rolled on the ground together. [6] Even as we looked, he sprang upon the back of the fugitive and flung his arms around his neck.

(Recognized in the order 1, 3, 6, 5, 4, 2 , this passage is taken from Sir Arther Conan Doyle's The Lost World, 1912).

The results show that it would not be easy for the reader to interpret such a "collection of sentences" even with the presence of all the cohesive relationships, so cohesion alone is not sufficient for the identification of a text, but it could be found outside the text, instead of in the words on the page (983, p. 198).

In the light of Halliday and Hasan, Carell, Brown and Yule and others, all agree that semantic relations do exist in a text and help constitute its coherence. However, Halliday and Hassan emphasize the explicit expressions of semantic relations whereas; Carell, Brown and Yule advocate the underlying semantic relations.

The studies reviewed in this chapter dealt with cohesion and coherence from two perspectives. They revealed to what extents both of them can affect the other in writing.

Therefore, cohesion and coherence can be considered as two elements that deal with specific features which lead to organized and developed written paragraphs. Coherence in one hand deals with understandability and unity that affect the text as a whole. It refers to the relationship of ideas that hang together to convey a logic meaning. On the other hand, cohesion deals and represents the importance of the inter and intra-sentential links between the text units. Also, cohesion reveals the importance of cohesive ties and other elements that bind texts together such as parallelism and consistency of verb tense.

Finally, it can be inferred that cohesion and coherence are two considerable elements in writing. Hence, they complement each other, though, certain studies neglected such relation. Furthermore, it is noticeable, that there is a relation between them as mentioned by Haliday and Hasan (1976), but this relation to what extent is varied. That is to say, it can be showed that they are unrelated in short dialogues as reported by Widdowson (1978), whereas in writing long discourse, the writer should take into consideration these two elements which affect the reader's ability to comprehend what he/she reads.

To summarize, this section examines the relationship between cohesion and coherence. It represents different views about the relationship between them in the light of the theory of cohesion and coherence by Halliday and Hasan. It also represents studies that support and stand against Halliday and Hasan's cohesion theory (1967). Therefore, some linguists consider them as two different elements; others believe that they are interrelated.

In the following section, the methodology will be explained in detail.

Chapter Three

Methodology

3.1. Introduction

This study investigates the problem of cohesion and coherence encountered by Palestinian junior students in their argumentative writing. It is adopting Halliday and Hasan's cohesion theory (1976) in analyzing cohesion. It is also adopting Grice's maxims (1975) and Oshima and Hogue's (2006) criteria of achieving coherence. Furthermore, this study aims at investigating:

1. The cohesive and coherent errors in the written work of Palestinian junior students.

2. The number of occurrences of cohesive ties used in their expository written work.

3. The adequacy and inadequacy of cohesive ties used in their writing.

4. To what extent do the Palestinian college students taking into consideration coherence in their writing?

5. The role of negative transfer which leads to problems of cohesion and coherence in their writing.

3.2. Participants/population of study

The subjects' pool of the study consists of junior English major students at Palestinian universities: Hebron University, Bethlehem University, Birzeit University and Al-Quds University. The researcher selected the population of the study carefully so as to ensure that it represents most of the Palestinian universities.

This study was conducted in the second semester of the academic year 2011. The population of the study was limited to juniors for believing that they are more proficient in English writing than freshmen or sophomores and consequently can produce well-organized and coherent essays.

3.3. Sample

The sample of this study is consisted of 60 composition papers written by third year students, males and females at different Palestinian universities. All of the students were Palestinian. They had studied English as their major for three years and passed the pre-requisite courses for writing.

Table 1. The number of Palestinian universities participated in the study

University	Male	Female	Total
Hebron University	7	8	15
Bethlehem University	6	9	15
Al-Quds University	9	6	15
Birzeit University	10	5	15
Total	**32**	**28**	**60**

3.4. Data Collection

To conduct this study, the researcher selected 60 composition exams corrected by professors in the Palestinian universities. The subjects of these written papers were in language and literature. All of the papers were classified into three groups:

1. Group A: from 80% - 100%

2. Group B: from 70% - 79%

3. Group C: below 70%

The researcher classified the compositions into three groups in order to see if there is correlation between competency level and degree of correctness in cohesion and coherence.

3.5. Sampling Technique

Students from different Palestinian English Colleges were chosen as subjects for the study. The choices were random to make a representative sample in order to see to what extent cohesion and coherence are problematic for non-native students and what kinds of problems regarding cohesion and coherence do the Palestinian English college students have. Only gender was known and names were not given.

3.6. Data Analysis

The data used for this study have been analyzed according to the following points:

3.7. Evaluation of Cohesion

Cohesion in English specifies five major classes of cohesive ties, nineteen subclasses, and numerous sub-classes as represented by Halliday & Hasan. In the analysis of cohesion which follows in the next chapter, the researcher will be concerned with only the five major classes:

1. Reference.

2. Ellipses.

3. Substitution.

4. Lexical cohesion.

5. Conjunction.

1. A random sample consisting of 60 compositions was selected from different Palestinian universities.

2. The researcher analyzed cohesive devices using Halliday and Hasan's (1976) cohesion theory.

3. The researcher considered the following points in analyzing cohesion:

 a. The problems of Arab EFL learners in terms of cohesion and coherence.

b. The number of ties the students use in their essays whether these ties are lexical, ellipses, conjunction, substitution or reference.

4. For the analyses of cohesion, the researcher divided the essays into three levels; *A*, *B* and *C*. They were sequenced by numbers. In each T-Unit (Hunt, 1977), each cohesive tie was identified, counted and described in terms of the type of cohesion as represented by Halliday and Hasan (1976).

3.8. Evaluation of Coherence

For the purpose of the study, the researcher examined two ways to evaluate students' essays in term of coherence:

1. Holistic scoring. This way is based on the evaluator's general impression of the piece of writing.

2. Analytic scoring. This way is based on making use of a set of criteria pre-selected by the researcher.

Concerning this study, all of the essays written by Palestinian college students were typed. Each essay scored by English teachers. They were experienced English teachers with ten years of experience at secondary schools in Palestine, Tunisia, Algeria, Egypt and Morocco. Most of the evaluators have MA in applied linguistics. Grice's maxims and Oshima and Hogu's criteria of achieving coherence were explained to them by the researcher. Three groups of teachers scored the essays with a score out of five-point following: (*see appendix C*)

1. Grice's maxims (1975). These maxims consist of:

a. Relation: make what you say relevant to the topic or purpose of the communication.

b. Quality: be truthful and do not say things you know to be false.

c. Manner: be clear, avoid ambiguity and obscurity.

d. Quantity: do not provide more, or, less, information than is necessary.

The first group of teachers scored the high level students, the second group scored the intermediate students and the third group of teachers scored the low level students.

Moreover, in order to explore the relationship between the number of cohesive ties and the students' scores, another group of teachers scored the same essays with a score out of ten following: (*See appendix B*)

2. Oshima and Hogue's (2006) criteria of achieving coherence:

   a. Repeat key pronouns.

   b. Use consistent pronouns.

   c. Use transition signals to link ides.

   d.   Arrange your ideas in logical order.

In general, the compositions were ranked and ordered by the researcher from the most coherent to the least coherent. All of the essays written by college students were identified by numbers and the subjects' initials and every new paragraph was classified by means of a cardinal number. However, the researcher excluded the "quality" maxim from the study since it does not apply to the topic written by EFL learners in the present study. The other three maxims are considered to be necessary characteristics to measure coherence in the essays written by Arab college students in Palestine.

3.9. Pilot Study

The researcher conducted a pilot study on a small number of students for the following purposes:

   a. To assess the feasibility and usefulness of the data collection methods and making any necessary revisions before they are used with the research participants.

   b. To check the correct operation of equipment.

   c. To check the reliability and validity of the results.

   d. To check the comprehensibility of the procedures.

Therefore, a randomly ten essays written by college students at Hebron University were evaluated by the researcher following Halliday and Hasan's cohesion theory (1976) and the characteristics of coherence as delineated by Grice (1975) and Oshima and Hogue's (2006) criteria of achieving coherence. The essays were corrected by the students' professor. Then, the researcher classified the essays into three groups according to the students' level:

Level A: 80-100%

Level B: 70-79%

Level C: below 70%

3.10. Results of the pilot study

In order to evaluate cohesion, the researcher followed Halliday and Hassan's (1976) cohesion theory. The number of cohesive ties was counted to measure their frequency and percentage. The researcher tried to identify the cohesive errors made by the students on the five cohesive ties: reference, substitution, ellipsis, conjunction and lexical cohesion.

However, to evaluate coherence, the researcher adopted Grice's maxims (1975) and Oshima and Hogue's criteria (2006).

The findings of the pilot study showed the following points:

1. Most of the students in the three groups *A, B*, and *C* have problems in cohesion and coherence.

2. The results recorded that the informants of the study experience difficulty in both recognition and the production of cohesive devices.

3. The results have shown that ellipses and substitution are low rated by college students.

4. The excessive use of the connector "*and*" which is attributed to negative transfer.

5. Most of the students especially groups *B* and *C* digress or deviate from the target

    topic. (Coherence)

6. The findings also show that students tended to repeat the same idea in different

    paragraphs. (Lack of smooth flow of thoughts).

  Based on the results obtained in the pilot study, the researcher will follow the same

method in analyzing the students' essays concerning cohesion and coherence.

3.11. Summary

  To summarize, this chapter presents the methodology and procedures used in the

study. Three types of instruments were used to analyze the data. The next chapter will

discuss the findings and data analysis.

Chapter Four

Data Analysis and Discussion

4.1. Introduction

This chapter analyzes cohesion and coherence as found in the essay writing of Palestinian college students. There will be a discussion of occurrences and types of cohesive ties used by three groups of students: low, intermediate and high level. There will also be within the framework of Halliday and Hasan (1976), analysis of the cohesive errors found in the three groups. It will examine to what extent these groups have the same frequency of errors. Hence, it shows what types of errors and deviations the Palestinian college students commit in terms of cohesion and coherence. Moreover, this chapter will investigate coherence as evaluated by Grice's maxims (1976) and Oshima and Hogu's (2006) criteria of achieving coherence. Therefore, it will find out to what extent the Palestinian college students in the three groups observe coherence rules in their writing.

4.2. **The number of occurrences of cohesive devices in the three groups: *A, B* and *C***

   Students in the Palestinian universities were divided into three level groups depending on their grades as mentioned in the methodology section:

A: High

 B: Intermediate

C: Low

The sample of this study consisted of 60 argumentative essays. In fact, thirty essays related to language skills and thirty are related to literature, as in the following table:

Table 1.   60 argumentative essays across 4 universities

University	Number of essays	Types of essays	Related courses
Birzeit	15	Argumentative	Literature
Hebron	15	Argumentative	Literature
Bethlehem	15	Argumentative	Writing
Al-Quds	15	Argumentative	Writing
Total	**60**		

   The initial aim is to observe which are the most common cohesive devices used by our students to achieve cohesion as delineated by Halliday and Hasan. In order to do so, the researcher classified students into three groups to measure the number of the occurrences of the cohesive devices by the students as the following:

4.3. Analyzing the number of occurrences of cohesive ties in group *A*: High level students

Table2.   Cohesive ties in relation to number of occurrences.

Type of tie	Number	Percent %
Lexical	142	32.144%
Reference	140	31.697%
Conjunction	130	29.017%
Substitution	25	5.580%
Ellipses	7	1.562%
Total	**444**	**100%**
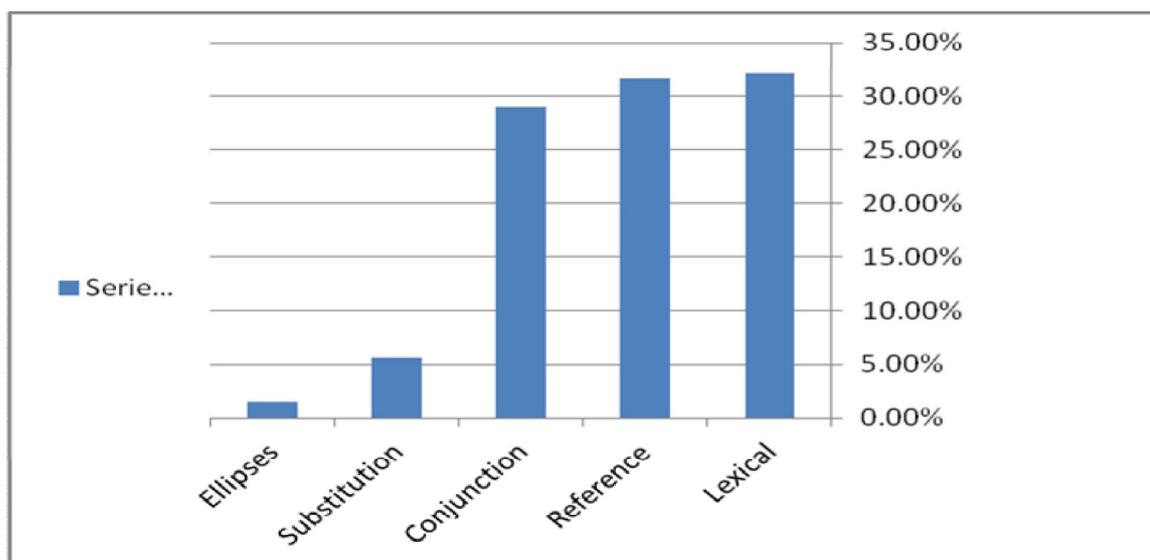
The cohesive ties in this group are counted in all essays and then classified into five major types using Halliday and Hasan's (1976) taxonomy of cohesion. Results observed suggest that the high level students tend to use lexical cohesion (32%) which is lower in comparison with group B and C that show higher frequency of lexical cohesion. Norment's (1995) assumes that the use of lexical cohesion would be higher than other types when writing in a second language. In fact, the essays show that the high level

students use 122 cohesive items of lexical reiteration. Let us consider the following example from students' writing:

1. I completely advise my friend *to travel* to Abu Dhabi. So, *to travel* to Abu Dhabi can give you a chance *to get* a high salary and *to get* a good house.

The above example shows that this student depends on the repetition of words in order to join sentences together. For example, the words "*to travel*" and "*to get*" are repeated twice. It is obvious in example number *(1)* that the student transfers the conventions of L1 by repeating the same word within the same sentence.

In addition, it has been noticed that the students in this group used twelve words as synonyms instead of repeating the same item. The use of synonyms in group *A* shows that some students in this group have the ability to avoid repeating the same word within the same sentence which is seen as a better style as in the following example:

2. The people in the past used to travel on foot which is *very hard*; however it is *very difficult* nowadays to move easily from one country to another.

It is very clear in this example that the student did not repeat the same word "*hard*" instead he/ she tried to use "*difficult*" as a synonym of "*hard*".

However, the students used three words as antonyms which show the relation of semantic contrast. For example:

3. There are *advantages* and *disadvantages* of travelling abroad.

In this example, the student used the word "*advantage*" and "*disadvantage*" to show contrast.

The essays show that hyponymy and collocation were rarely used by this group. All of the students in this group produced 142 lexical devices, which are about 32% of the five cohesive devices.

Concerning reference, it is obvious that most of the reference ties used were direct references which refer to the previous sentence as in the following example:

4. That is because Kurtz obviously symbolizes the savage exploitation of the colonizers as *he* completely responds to the deep wilderness. *It* represents the ambiguity of *his* character.

It can be seen in this example that the students extensively relied on using personal pronouns to join the new sentence with the former one. The pronoun "*he*" is used to refer to "Kurtz", "*it*" refers to "wilderness" and the pronoun "*his*" refers to Kurtz. The previous example shows that personal pronouns are the most frequent items of reference which are used by high level students in order to avoid repetition.

The analysis of the corpus shows that the students extensively used personal pronouns while demonstrative, interrogative, temporal and locative adverbs were less used.

Conjunctions in this group were successfully used though there were a small number of errors. The students produced 130 ties rating 29% of the sample. The most common ties used by the students are additives and adversatives such as *and*, *or*, *in addition*, *but*, *however* while causal and temporal come after them as shown in the following examples:

5. Nowadays, we see that technology becomes a main part of our life *and* it affects people. No doubt that there are many reasons behind that, *but* -------.
   In addition, the field of job has been influenced by technology.

In the above examples, we can see that the student used additive conjunctions like "*and*" and "*in addition*". Moreover, he\she used adversative conjunction like "*but*."

Finally, it has been noticed that the students in this group have fewer problems of cohesion in comparison with the other groups. They have fewer problems regarding

producing a coherent text and making the produced text cohesive. In fact, the high level students show adequate knowledge of cohesive devices. They used them appropriately. This shows that they are in line with the rules of cohesion as mentioned by Halliday and Hasan.

4.4. Analyzing the number of occurrences of cohesive ties in group *B*: Intermediate level students

Table3.   Number of occurrences of cohesive ties

Type of tie	Number	Percent%
Lexical	208	40.130%
Conjunction	151	30.273%
Reference	130	25.291%
Substitution	16	3.135%
Ellipses	6	1.171%
Total	**511**	**100%**
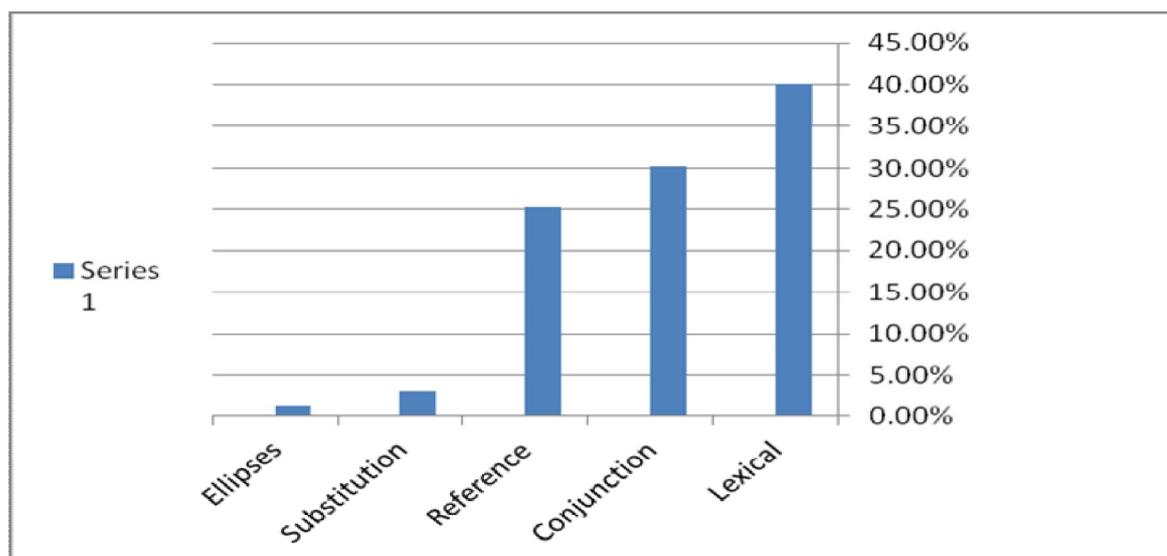
The results in this group reveal that lexical cohesion is highly rated 40% which is higher in comparison with group *A*. In fact, it is noticeable that the students tended to use reiteration more than synonyms or antonyms. In other words, they relied on the repetition of the same word. However, the students in this group used 208 cohesive items of lexical reiteration as in the following example:

6. There are many bad aspects of using *technology*. The development of *technology* cause serious problems, so *technology* must be used selectively

In the example above, the student tended to repeat the word "*technology*" three times in order to make a kind of connection between the sentences.

However, synonyms and antonyms were about 8 words out of 208. This fact shows that most of the students in this group tended to repeat the same words without using synonyms or antonyms instead. On the other hand, the writing of the students revealed that collocation was rarely used. (Only 2 words in fifteen texts).

In addition, the analysis of the corpus in this group showed that cohesive by conjunction come after lexical cohesion. Therefore, the table reveals that 151 conjunctive ties were used which were about 30%. In fact, additive and adversative were frequently rated as shown in the following example:

7. Second, the internet network makes the world a small village *and* connects people together *and* can make a call from your computer to any place in the world.

The example above shows that the student extensively used the cohesive tie "*and*" in order to make a sequence to what is expressed in the first clause.

Moreover, the causal cohesive ties like *so*, *consequently*, *for this reason* and temporal like *then*, *after that*, *finally* came after additive and adversative.

Reference ties came third in this group. The students produced 130 ties about 25%. Most of the ties were direct reference. In fact, personal pronouns were extensively used by the students as in the following example:

8. Many Palestinian teenagers leave school early because *they* thought that having a job is more important than education. *They* do not think ahead and are unable to realize the importance of education.

The example above shows that the pronoun "*they*" is used twice to refer to "many Palestinian teenagers." Most of the pronouns used in this group are anaphoric reference type which refers to an element that occurred earlier in the text. Substitution represents a very small percentage about 3% which is 16 words of the total number as in the example below:

9. *USA* is the land of the opportunity. If you go *there*, you may get the Green Card.

The writer in this example used "*there*" in order to substitute "USA)

Ellipsis ties were not only rare as well as substitution ones but they also were accidentally used. The total number of these ties was (6) about 1% as in the following example:

10. It is not easy *to live* in USA and Abu Dhabi too.

The mean percentage in the groups shows that the students tend to use cohesive devices such as lexical, conjunction and reference more than other devices like ellipses and substitution. In fact, the use of substitution and ellipsis show that they are difficult for them and often used more in the spoken discourse than the writing one.

Finally, the findings of the results show that the students in this group encounter problems that deal with cohesion. It has been noticed that they are unaware of the conventions of cohesion. In fact, most of the students in this group reveal inadequate

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use of cohesive devices that are necessary for making a text cohesive. In addition, they have not used these linking devices appropriately which affects cohesion. All in all, this deviation shows that they are not in line with the conventions of cohesion as represented by Halliday and Hasan.

4.5. Analyzing the number of occurrences of cohesive ties in group *C*: Low level students

Table 4.   Number of occurrences of cohesive ties.

Type of tie	Number	Percent%
Lexical	220	45.361%
Conjunction	140	28.866%
Reference	115	23.711%
Substitution	6	1.237%
Ellipses	4	0.825%
Total	**485**	**100%**
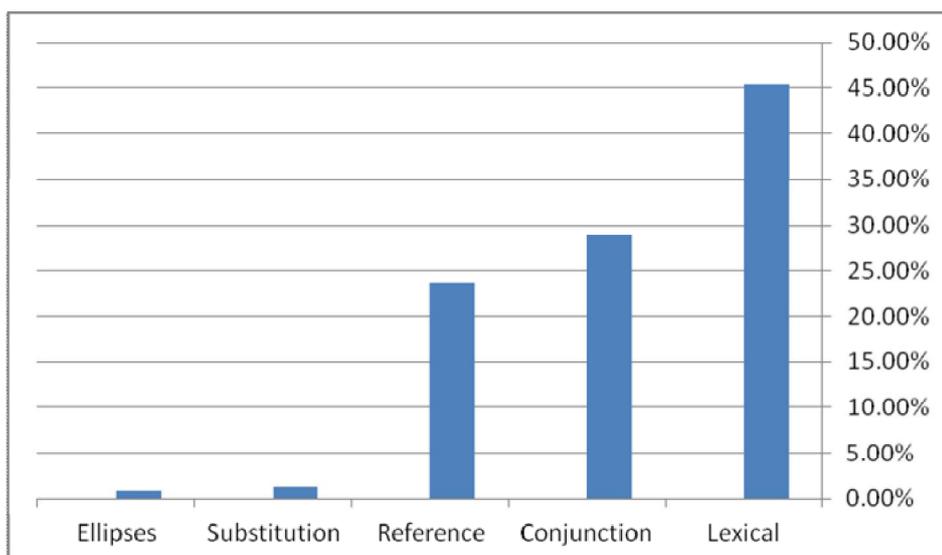
It is noticeable that lexical cohesion is highly used in this group. In fact, this kind of cohesion represents a high percentage about 45%. The lexical cohesive ties were about 220. Most of the students tended to use reiteration more than any cohesive ties. They used repetition very extensively for the same word. The following is an example of reiteration:

11. When Godman Brown went to the forest with the *devil*, he remembered that the *devil* forced him to be like the *devil*. In fact, the *devil* is widely condemned.

The above example illustrates that this writer has heavily depended on the repetition of the word "*devil*". Therefore, he/she s repeated the word "*devil*" four times in order to join the ideas together.

Some studies on Arabic rhetoric conclude that repetition is one of the main features of Arabic discourse. Johnston's seminal work on repetition in Arabic (1991) clearly shows, on the basis of extensive samples of Arabic writing, that "repetition is the principal text-building strategy and the principal rhetorical strategy in Arabic prose". (P.107)

Furthermore, Fakhri (1998) indicates that studies of Arabic discourse consistently note the prevalence of repetition at different linguistic levels and the use of flowery, high-flown language.

Fakhri (2002) asserts in his article "*Rhetorical Properties of Arabic Research Article Introductions*", the excessive use of repetition in Arabic texts. In fact, he reinforces his opinion through the following example:

يكفي أن الأمة العربية تملك وحدة اللغة التي تصنع وحدة الفكر والعقل ويكفي أن الأمة العربية تملك وحدة التاريخ التي تصنع وحدة الضمير والوجدان ويكفي أن الأمة العربية تملك وحدة العمل التي تصنع وحدة المستقبل والمصير.

yakfii 'anna al'ummata al'arabiyyata tamliku waHdata allugati allatii taSna'u waHdata alfikri wa al'aqli wa yakfii 'anna al'ummata al'arabiyyata tamliku waHdata attaariixi allatii taSna'u waHdata aDDamiiri wa alwijdaani wa yakfii 'anna al'ummata al'arabiyyata tamliku waHdata al'amali allatii taSna'u waHdata almustaqbali wa almaSiiri.

The following is an English translation of the above text:

(It is enough that the Arab nation possesses unity of language which produces unity of intellect and mind, and it is enough that the Arab nation possesses unity of history, which produces unity of conscience and effect, and it is enough that the Arab nation possesses unity of hope which produces unity of future and destiny).

The previous example consists of three conjoined sentences each beginning with the terms *yakfii 'anna…* "it is enough that…" which exhibit syntactic parallelism consisting of a main clause followed by relative clause, in addition to the obvious lexical repetition (e.g, *waHdah* "unity", *taSna'u* "produces").

The analysis of lexical cohesion shows that the students used 210 words out of 220 as lexical reiteration. On the contrary, synonyms and antonyms are rarely used. They used only 5 words as synonyms and antonyms.

Moreover, collocation was neglected in their essays. The results revealed that they used two words as collocation because they are not aware of such cohesive ties.

Conjunctive ties came second according to their frequency in use. The students used 140 ties (29%) as in the following example:

12. The job in Abu Dhabi can afford a very high income, *so* you can build a good life for you *and* for your family. *Then* you have a high class house.

The example above shows that the student used the conjunctive "*so*", the additive "*and*", and the temporal one "*then*."

However, many conjunctive references were wrongly used by the students especially the repetition of "*and*" which will be discussed later in this chapter. Moreover, reference ties came third in this group. The students used 115 ties about 24% of the cohesive devices. Most of the ties used in this group were direct references which were highly repeated especially personal pronouns as in the following example:

13.   There are some people who say that working in the USA is better because of the high technology. *They* do not know anything about technology in Abu Dhabi. *They* think that technology is only available in the USA. In fact, *these* should know that technology is not everything.

The example above reveals that the personal pronoun "*they*" was repeated by the writer to refer to "*people"*. The demonstrative "*these*" was also used to refer to "*people*". Substitution ties were not only rare as well as ellipses ones but they were randomly used. The total number of these ties was 10 about 2%. All of them occurred without planning because most of the students relied on other types of cohesive ties.

Finally, the findings reveal that low level students failed to produce cohesive and coherent essays. They committed more mistakes than the high level students. In fact, the corpus shows that they deviated from the norms of cohesion and coherence as delineated by Halliday and Hassan (1976), Grice's maxim and Oshima and Hogue (2006).

4.6. Comparing the three groups of students.

Regarding the use of lexical reiteration in the students' compositions data seem to suggest that high, intermediate and low level Palestinian students resort to this device more than any other type of cohesion. Palmer (1999:73) indicates that "We can assume

that the use of lexical cohesion would be higher when writing in a second language if L1 has this feature".

The analysis of the tables in the three groups above shows similar results to those arrived at by Khalil (1989) and Connor (1984) in their analysis of cohesion in the writing of ESL and EFL students. Khalil (1989) in his analysis of cohesion in the writing of Bethlehem students found that "The compositions have high percentage of lexical reiteration but a small number of collocations."

However, he discussed cohesion in one paragraph composition written by Arab freshman students regardless of their level of performance. This study goes further in a way that discusses cohesion and coherence in essay writing of Palestinian college students and divides students into three groups: high, intermediate and low in order to see to what extent the differences are as in the following table:

Table 5.   Use of lexical cohesion mechanism in the students' compositions

	Group	A	Group	B	Group	C	Total
	Instance	%	Instance	%	Instance	%	**%**
Reiteration	122	22%	198	38%	210	40%	100%
Synonyms	12	56.5%	7	30.4%	3	13.1%	100%
Hyponyms	3	37.5%	2	25%	3	37.5%	100%
Antonyms	3	72.5%	1	9.4%	2	18.1%	100%
Collocation	4	50%	1	25%	2	25%	100%
Total	**144**		**209**		**220**		
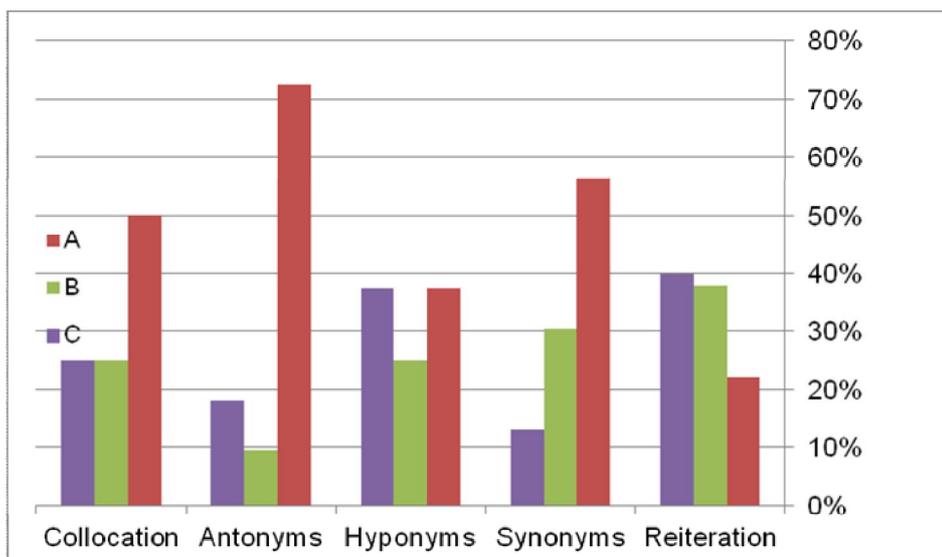
Regarding the use of lexical reiteration in the students' composition data seem to suggest that the students in group *A, B* and *C* resort to this device. In fact, table 4 and the graph show that group *A* used reiteration less than group *B* and *C* which reveals that they have the ability to use synonyms instead of repeating the same word. However, it is clear that group B and C depended more on repeating the same cohesive item than group *A*. The use of collocation was the least frequent by all students in the three groups.

Conjunctions were used by the three groups of the students. The results show that additive was the most frequent item used by the students as in the following table:

Table 6. **The use of conjunction in the students' composition**

	Group A		Group B		Group C		Total
	Instance	%	Instance	%	Instance	%	%
Additive	80	28.4%	102	36.1%	100	35.5%	100%
Adversative	25	33.4%	29	38.6%	21	28%	100%
Causal	16	38%	13	31%	13	31%	100%
Temporal	9	41%	7	32%	6	27%	100%
Total	130		151		140		

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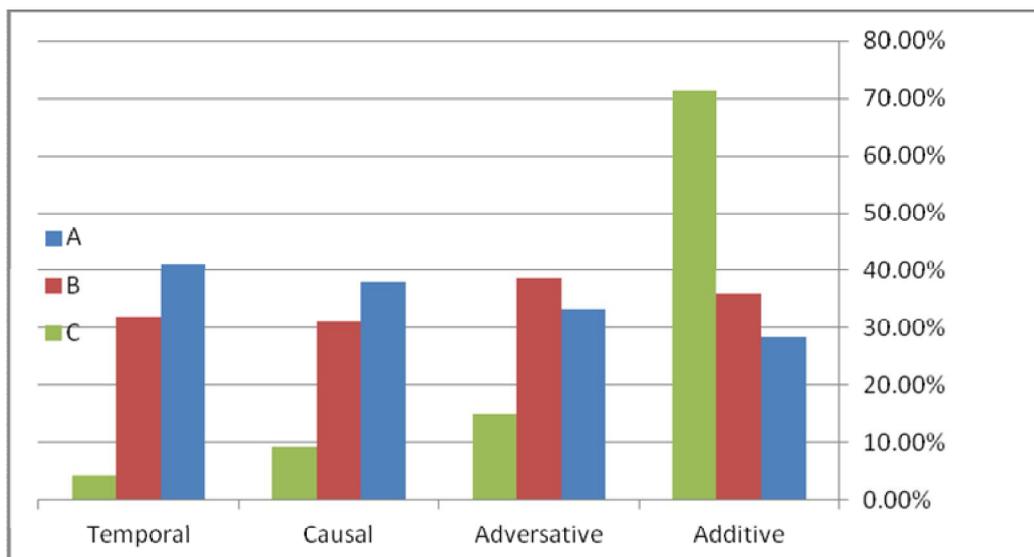
The table and the graph above show that the learners in group *B* and *C* have overused additives especially "*and*." The least frequent conjunctive devices were causal and temporal for the three groups. Also, the graph shows that high level students used fewer additives than the intermediate and low level.

It is noticeable that reference as a cohesive device was very frequent in the compositions written by the three groups as in the following table:

Table 7.   The use of reference in students' compositions

	Group A		Group B		Group C		Total
	Instance	%	Instance	%	Instance	%	**%**
Personal	91	40.6%	57	25.4%	76	34%	100%
Demonstrative	7	22.5%	15	48.3%	9	29.2%	100%
Locative adv	4	19.3%	12	57%	5	23.7%	100%
Temporal adv	5	22.7%	12	54.6%	5	22.7%	100%
Others	35	39.3%	34	38.5%	20	22.2%	100%
Total	**142**		**130**		**115**		
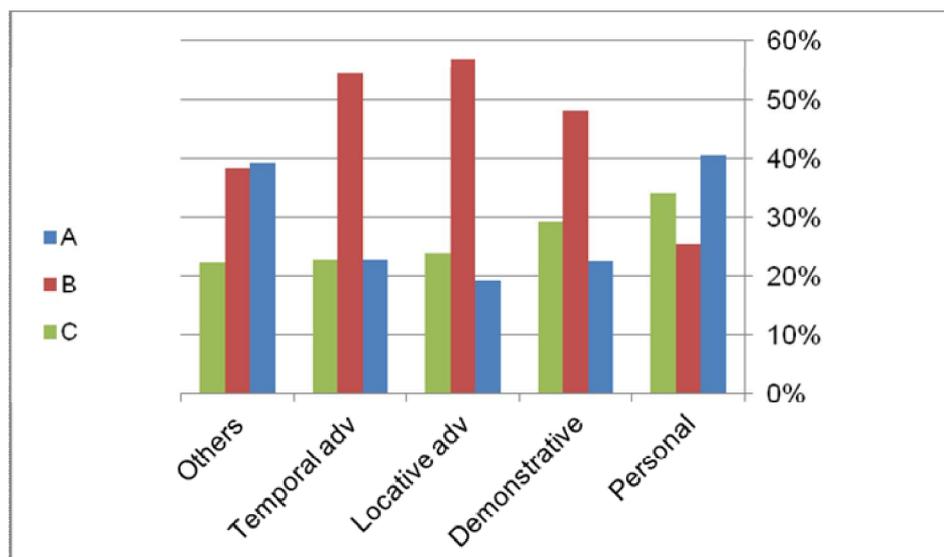
The table above and the graph show that personal reference was the most frequent. The students in Group *A* decided to use pronominalisation more than other groups in order not to repeat information.

It is also observed that pronouns such as who, which, whose -----etc and reflexive ones were used by the three groups especially group *A* and *B*. It is also observed that demonstrative, temporal and locative adverbs were the least reference devices used by the groups *A* and *C*.

In fact, the corpus reveals that the students in the three groups tended to use anaphoric references more than the cataphoric ones as in the following example:

(1) Both the characters of Gatsby and Kurtz are similar in many ways. *They* used to pursue wealth through illegal ways.

The pronoun "*they*" in the example above is an anaphoric one which refers back to "*Gatsby and Kurtz*". However, it is highly to mention that the high level students in group *A* used cataphoric references more than the students in the other groups as in the example below:

(2)   Working in Abu Dhabi can provide *these*: money, high rank social life and satisfaction.

The demonstrative pronoun "*these*" in the sentence above is a cataphoric one which refers to an element that follows; *Money, high rank life and satisfaction.*

In fact, substitution and ellipses were rarely utilized in group *B* and *C* than *A* because such kinds of devices are more frequent in informal texts than the written ones. Khalil (1989:363) indicates that "The non-existence of substitution and ellipses ties may indicate that the students do not seem to be aware of the use and functions of these two grammatical tying relationships, which require an advanced knowledge of grammar".

The analysis of the essays shows that the high level students have fewer errors in literature topics compared to language topics. The researcher thinks that there are fewer errors in literature topics because students had to produce in paper what they had memorized or what they had learned from their instructors. Moreover, the corpus reveals that the low level students showed no significant differences concerning the number of errors in literary linguistic topics.

The variation in the mean percentage for each category among the three levels of the students reflects the order of difficulty of cohesion categories. It can be concluded from the results obtained in the analysis that substitution and ellipses are the most difficult of the cohesive ties of the three groups under investigation. The low frequency for both of them reflects this fact. Monson (1982) finds that substitution and ellipses are the most difficult of the cohesive ties.

4.7. Cohesion problems encountered by Palestinian college learners.

This part of the study investigates the difficulty that Palestinian college students encounter in using the cohesive devices properly. However, the researcher in this study classified errors as produced by the three groups of students: high, intermediate and low as in the following table:

Table 8.   Cohesion errors for the three groups of students

Types of errors	Group A		Group B		Group C		Total	%
	Instance	%	Instance	%	Instance	%		
Reiteration	5	17.2%	10	34.5%	14	48.3%	29	100%
Excessive use of "and"	7	20.6%	11	32.3%	16	47.1%	34	100%
Under use of connectives	2	16.7%	4	33.3%	6	50%	12	100%
Misuse of connectives	5	19.2%	8	30.8%	13	50%	26	100%
Absence of the presupposed item	4	20%	7	35%	10	45%	21	100%
Wrong reference	2	9.5%	8	38.1%	11	52.4%	21	100%
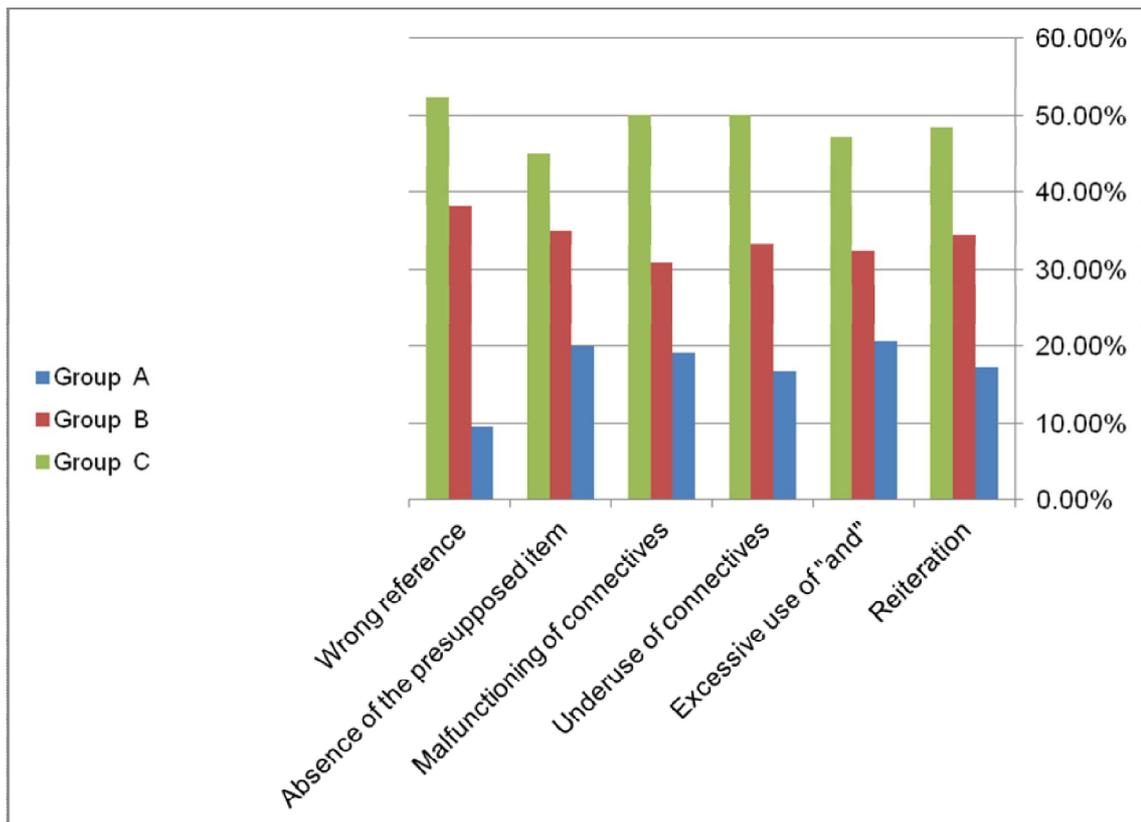
The graph shows that group A has the least percentage of problems compared to group B. Group C goes lower and lower in rank. Therefore, group *B* and *C* encounter more difficulty than group *A* concerning inability of applying the cohesive ties properly at the discoursal level. In fact, the problem of cohesion in the corpus falls into three categories: reiteration, conjunctions and reference. The researcher analyzed the following problems:

1. **Reiteration (lexical)**

2. **The excessive use of "and"**

3. **The underuse of connectives**

4. **Malfunctioning of connectives (misuse)**

5. **Wrong reference**

6. **Absence of the presupposed item**

4.7.1. Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between-the use of a synonym, near-synonym, or superordinate. (Halliday and Hasan, 1976: 278)

It has been noted that the students in group *B* and *C* encountered problems in utilizing reiteration to create cohesion in their writing.

(1)* Forest is considered as a *place* of evil and a *place* of darkness and a *place* of conflict.

In the example above, the student tended to repeat the word "*place*" three times. In fact, it could be deleted to make this example more cohesive.

Forest is considered as a place of evil, darkness and conflict.

However, repetition in English discourse is evaluated negatively. Haiman (1997: 65-60) argues that English favors economically motivated non-repetition i.e., the use of pronouns instead of repeating the same word and the use of phrases.

It is clear that this kind of repetition could be attributed to language transfer. Therefore, the student attempts to make use of the system of his/her native language which is repetition and transfer it to the English language.

In fact, repetition is widely used in Arabic language as a main text-building device. Koch (1983) claims:

> "*As this study has borne out, repetition and paradigms are essentially and authentically Arabic. They are at the heart of language, the discourse and rhetoric in a way which cannot simply be disposed of*. (p.197)

Koch (1983) indicates that Arabic persuasive texts are characterized by elaborated and persuasive patterns and lexical, morphological and syntactic repetition and paraphrase.

She believes that repetition in Arabic is one of the signs of inimitability of the holy Quran. AlJarim and Amin as reported in Abu-Zahra (2001) indicate that repetition in the Quran is highly functional and serves a variety of functions. Hence, it is a style widely used in Quran as means of eloquence. The purpose of repetition in Quran may be seen as follows:

1. For emphasis.

2. Impressing the intended meaning in the mind.

3. Element of good style and eloquence.

In fact, this supports the hypothesis that Arab EFL learners transfer the conventions of L1 to English writing. The corpus shows that the students transfer repetition which is a feature of Arabic writing style and apply it to English.

4.7.2. Conjunctions (connectives)

Connectives are "Words and phrases or transitions that signal connections between ides." Hacker (1994: 112). These cohesive devices which link sentences in relation are vitally important to achieve cohesiveness of discourse. Halliday and Hasan (1976) categorize words into four major classifications: additive, adversative, causal and temporal.

The aforementioned table shows that learners in group *B* and *C* have serious problems with connectives. Therefore, the results show that the learners in group *A* perform better in using the connective "*and*". In addition, it is clear that the high level learners were able to use fewer additives than those of group *C*. They used more other types of conjunctions, such as adversative, temporal and causal.

In the corpus under analysis, three types of errors have been identified: overuse of additive "*and*", underuse of other connectives and malfunctioning cohesive ties.

4.7.2.1. **The excessive use of "*and*"**

Arabic is a language that employs coordination much more than subordination. As reported in Atari (1983), Thompon and Thomas (1983) and Yorkey (1977) say that infrequent use of subordination and overuse of coordination comprises the chief characteristics of Arab Speakers' English writer. In the analysis two types of errors in the use of "*and*" were identified: overuse of "a*nd*" across the sentences (at the intersentential level).

a. **Overuse of "*and*" at the sentence level**.

It can be inferred that the learners in group *C* lack the ability to establish logical relationships of addition, contrast causal and temporal. The following are typical examples:

> **(1)** ***we** and them have the same religion *and* the same tradition *and* the same language and race.

> **(2)** ***Forest** is considered as a place of evil *and* darkness *and* conflict.

b. Use of "*and*" across sentences.

The results of the corpus show that the learners in group C overexagerated the use of coordinating conjunction "*and*" as a substitute for other connectives. This excessive use of "*and*" is noticeable in the Arabic writing style. Arab learners carry over the use of "*and*" in Arabic into English. This kind of errors has lower frequency in group *A* in comparison with group *B* and *C*. The following are example:

> **(1)** *They should travel to Abu Dhabi. *And* later on they would travel to USA**.** *And* they can enjoy their life**.**

> **(2)** *Pearl has been married. *And* travelled to Europe. *And* died there.

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In the above sentences, "*and*" has monotonously been used as a substitute for other connectives in constructions of sentences that are acceptable in Arabic, but not in English. The students overextended an operative usage of "*and*" across sentences in Arabic into English. The overuse of "*and*" by Arab EFL   learners is also attested in literature in different studies: Elkhatib (1983), and Atari (1983).

4.7.2.2 Underuse of connectives.

The overuse of "*and*" is the underuse of other connectives, which is the characteristics of oral style. The table above shows that this type of errors is not found in group *A* whereas the learners in group *C* have tendency not to use lexical linkers that are necessary to achieve cohesion in the text. As reported by Atari (1984), Chafe (1980) terms the absence of connectives as "*Fragmentation of ideas*". This fragmentation of ideas results in a sequence of choppy sentences which contain disconnected ideas. Khalil (2000) says that choppy sentences strip the text of its connectivity. The following exemplify the absence of connectives.

(1) *Graduate people do not have any choice. They spend most of the time in the   street.*

As we can see in this example, the student is shifting from one sentence to another without providing a transitional word or adverbial conjunction. Therefore, the sentence could be more appropriate if the pronoun "*they* "is replaced by "a*nd*" as the following:

Graduate people do not have any choice; *and* they spend most of the time in the street.

4.7.2.3 Misuse of connectives.

The aforementioned table shows that students in group *B* and *C* have the same number of errors regarding wrong linking devices. However, the results show that students in group *A* have only four errors.

Halliday and Hasan (1976: 226) maintain that "Conjunctive elements are cohesive not in themselves, but indirectly, by virtual their specific meanings". The corpus shows that the students in group *B* and *C* couldn't use conjunctions correctly because they were unable to understand their semantic properties or unable to establish the logical relationships. The following exemplify wrong use of linking devices:

> **(1)** *They come to Africa in *addition to* bring civilization for those who are not   civilized.

This sentence could be more cohesive if the conjunction" *in addition* to" is replaced by the conjunction "*in order to*".

> **(2)**   *I hope *if* my friend will change his mind.

In this example '*if*' is used wrongly since the information is incomplete. So omitting "*if*" makes the sentence more cohesive.

> **(3)**   *Although* its advantages it has disadvantages**.**

The student in the above example used the wrong conjunction "*although*" instead of despite because "*although*" must be followed by subject and verb. Therefore, the correct sentence should be:

> *Although* it has advantages, it has disadvantages.

It should be emphasized that the wrong use of connectors in the above examples are not   absolutely detrimental. Pilus (1996) says in this respect that the wrong choice of transitional words doesn't lead to a breakdown in communication; it simply disorients the reader.

4.7.3 Reference

Halliday and Hasan (1976:32) define reference as a semantic relation that demands the existence of both a presupposed and a presupposing element.

The analysis of the essays shows that Arab EFL learners encounter problems in using types of reference. In fact, group *C* and *B* has shown that they encounter problems in establishing reference between sentences adequately. The main problems in using reference were the following:

1. **Wrong Reference**

In the corpus, the learners in group *C* and *B* have misused some reference items which lead to ambiguity and vagueness of meaning for the reader. They fail to realize that any inadequately abrupt shift in perspective can affect cohesion and coherence in discourse. Gula (1980:9) asserts "Such a shift can impede the flow of writing and often distract and confuse the reader". The following examples illustrate this problem:

> **(1)** *A friend of mine came to ask for my help to decide what job to choose,   should *they* take the option of USA or Abu Dhabi.

In this example, the occurrence of personal pronoun "*they"* is confusing and ambiguous. The pronoun "*they*" has no antecedent to refer to.

> **(2)** *The opportunity in Abu Dhabi which is given to *him* is much better so I advice *them* to go to Abu Dhabi.

In this example the student used the pronoun "*him*" and "*them*" wrongly. She/he simply disorients the reader. Instead of this, the student should have used them correctly as the following:

Abu Dhabi which is given to Ahmad is much better so I advice him to go there**.**

(3) *The problem of pollution which the industrial countries are aware of *it* but have not given much attention to solve it.

In this example the student has misused the pronoun "*it*". She/he used the pronoun "*it*" to refer to "the problem of pollution". This problem could be attributed to language transfer. Tushyeh (1998) asserts "A basic difference between English and Modern Standard Arabic in relativization is the appearance in MSA of a personal pronoun in the relativized site. This pronoun is called al-damir-u al-9aa?iu 'the returning pronoun or resumptive pronoun'. In fact, the sentence would have been more acceptable if the first pronoun has been omitted as in the following sentence:

The industrial countries are aware of the problem of pollution but they have not given much attention to solve it.

2. **Absence of the presupposed item**

The findings of the study show that the students in group *B* and *C* encounter problems in establishing reference between sentences adequately. In fact, the presupposing reference was used but the presupposed one was absent. The following example illustrates this problem:

(1) *Abu Dhabi has a very high technology and very high income and *they* should care about.

This example shows that the student could not make a reference relationship. Instead, the students used the pronoun "*they*" which makes the sentence vague.

To conclude, this section has discussed the number of occurrences of cohesive ties as revealed by the three groups of students: high, intermediate and low. Moreover, it has examined the students' mechanism in establishing cohesive ties. In addition, it has

presented problems with cohesion that encounter the students and the role of language transfer in these problems. The following section will investigate coherence in essay writing of Palestinian college students.

4.8 Analyzing Coherence of Palestinian College Students: group *A*, *B* and *C*.

In order to evaluate coherence in the essays of the three groups: *A*, *B* and *C*, the researcher followed Oshima and Hogue's (2006) characteristics of achieving coherence in order to explore the relationship between the number of cohesive devices and the students' scores as can be seen in *Appendix B*.

The results observed in the corpus show statistically significant differences among the three groups in the scores of coherence regarding the abilities in writing coherent essays.

The findings revealed that group *A* which includes high level students achieved better scores than the other groups concerning coherence. To measure coherence in group *A,* the researcher counted the number of cohesive ties used by the students in order to explore the relationship between the number of cohesive ties and the students' scores. Moreover, each essay scored by three different teachers with a score out of ten. Then the average of these three scores was calculated as in the following table:

Table.9   Coherence score for each essay in group *A*

Essay Number	Number of ties	Coherence Score	Average
1	21	9, 8, 9	8.5
2	15	7, 8, 8	8
3	17	8, 8, 8	8
4	16	8, 7, 8	8

5	17	8, 8, 8	8
6	28	7, 8, 8	8
7	15	8, 8, 7	8
8	20	8, 8, 8	8
9	23	8, 8, 8	8
10	22	7, 8, 8	8
11	27	8, 7, 8	8
12	27	8, 8, 8	8
13	28	7, 8, 8	8
14	19	8, 8, 8	8
15	27	8, 8, 8	8
16	23	7, 8, 8	8
17	19	7, 6, 8	7
18	16	7, 7, 7	7
19	15	7, 6, 7	7
20	14	6, 7, 7	7

Note: the coherence score is out of 10

By examining table (9), results showed that most of the students in group *A* achieved scores ranged between 7 and 8.5. However, the number of ties used by the students has nothing to do with students' scores of coherence. In fact, it has been noted that the student in essay (one) used 15 ties and the student in essay (13) used 28 ties, but at the same time they have got the same score.

This fact shows that the excessive use of ties whether lexical, conjunction or reference does not always lead to coherence. Hence, essay number two reveals that the student has used fewer ties than the student number 13, though; he/she has the same

score (8). The following paragraph shows an example of coherent paragraph as evaluated in the corpus:

> *It can be argued that "Heart of Darkness" and "The Great Gatsby" explore different themes. In the first, Conrad sheds light on the hypocritical exploitation of colonizers; whereas, in the second, Fitzgerald portrays the issue of corruption of the American dream besides the hollowness of the upper class. However, it is noted that these novel's protagonist, Kurtz and Gatsby, around whom the events revolve share certain similarities which are embodied in their personalities. Thus, this essay examines the extent in which mysteries are alike.*

It has been noted that the writer in this example organized the ideas and the sentences flow together as you read the paragraph. The sentences in the paragraph are connected to each other. He/she makes a good use of cohesive ties such as in "the first, whereas, however, thus" as a means of linking the ideas together. The following example shows the number of ties used in the previous paragraph:

Table 10.   Cohesive items and types of cohesion

T-Unit No	No. of ties	Cohesive item	Type
2	1	In the first Whereas In the second	Sub Conjunction Sub
3	2	However Whom	Conjunction Reference
4	3	Thus Which	Conjunction Reference

On the contrary, the results of the corpus revealed that the students in group *B* and *C* achieved lower scores regarding coherence as represented in the table below. In order to measure coherence in group *B* and *C*, the number of cohesive ties was counted by the researcher. In addition, each essay in the two groups scored by three evaluators with a score out of ten and the average of these scores was calculated in the two groups as in the following table:

Table 11. Coherence score for each essay in group *B* and *C*

Group B			Group C		
Essay No	No of ties	Average of Coherence score	Essay No	No. of ties	Average of Coherence score
1	22	4	1	19	3
2	22	4.5	2	24	3
3	23	4	3	16	4
4	26	5	4	19	4.5
5	29	5	5	20	4.5
6	31	4.5	6	29	4
7	18	4	7	20	4.5
8	23	4	8	25	4
9	14	4	9	23	4
10	35	4.5	10	26	4
11	30	4	11	14	4
12	26	5	12	15	4
13	31	5	13	20	4.5
14	23	4.5	14	21	4
15	28	6	15	15	5
16	36	6	16	20	2
17	22	4	17	25	2
18	30	4	18	17	3
19	13	4	19	9	2
20	18	4	20	8	2

Note: the coherence score is out of 10

The table above reveals that group *B* used more cohesive devices than group *C*. In fact, both groups have showed low scores regarding coherence ranging between 2 and 6. However, it is clear that the number of cohesive ties in both groups does not lead to coherence. Tireney and Mosenthal (1983) found that a cohesion index is causally unrelated to a text's coherence.

The results show that the students in group *C* used several cohesive ties and still their essays are considered as incoherent as in the following example:

> *Internet, for example, is one of these ways. In fact, internet sometimes causes bad effects on the person himself. Also, internet has some disadvantages like the bad uses. Moreover, we find most of guys looking for silly and bad things, they use their cell phones also for the same purpose and this is a waste of time because they will get nothing from this. Technology is now considered as one of the most important devices that can change.*

In the example above, the student used more than seven cohesive ties, but he/she did not use them properly. However, he/she used vague words like "one of these ways". Therefore, the student did not succeed to connect the ideas together. In fact, he/she repeated the same ideas and failed to supply sufficient information about the topic.

4.9 Coherence problems encountering Palestinian college students.

Coherence is a product of many different factors, which merge to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Kies (1995).

Chih-Hua Kuo (1995: 3) "Coherence refers to the kind of relationships, among elements of a text, which are not based on surface links, but links derived from thematic development, organization of information, or communicative purpose of the particular discourse".

Halliday and Hasan (1976) point out that a writer can construct a passage which is coherent in a situation and semantic sense for a reader, but lacks intersentence cohesion.

For the purpose of this study, the results obtained through the analysis of Grice's maxims show that the students in group (*C*) and (*B*) have more problems than group (*A*) concerning coherence. In order to evaluate coherence following Grice's maxims: Relevance, Manner and Quantity, three groups of teachers evaluated the essays. Five teachers evaluated the essays of high level students, five teachers evaluated the intermediate and another five teachers evaluated the low level students taking into consideration the three maxims for each group. Each group of teachers evaluated twenty essays. An evaluation sheet (*appendix C*) included Grice's maxims presented in question form. Each question was followed by a five-point scale. The evaluators were asked to evaluate the essays by giving a score out of five on each of the three maxims. After that, the points given by the evaluators were calculated by the researcher and turned into percentages as in the following table:

Table 12.   The results of Grice's maxims.

Grice Maxims	Relevance			Manner			Quantity		
Group Essay No	A	B	C	A	B	C	A	B	C
1	4	2	1.5	3.5	2	2	3	2	1.5
2	4	2.5	1.5	3	3	1.5	3.5	2.5	1.5
3	3.5	2	2	3.5	2.5	2	3	2	2
4	4	2.5	2	4	2.5	3	3	2	2
5	4	2.5	2	4	3	2	4	3	2
6	3.5	2.5	2	4	3.5	2.5	3	3	1.5
7	3.5	4	2.5	3.5	3	3	3	3	2
8	4	3	2	3	3	2	3	2	2
9	4.5	3	3	3.5	4	3.5	3	2.5	3

10	4	2.5	2	4	4	3	4	3.5	2
11	4.5	2	2	4.5	4	2	3	3	1
12	4	3	3	4	3.5	3	3	3	2
13	4.5	2.5	3	4	4	3	4	3	3
14	4	3	2	3.5	4	3.5	4	2.5	2
15	3.5	3	2.5	4	4	3.5	3	2.5	2
16	4	3.5	1.5	4	3.5	3.5	3	3	1.5
17	4	3	1.5	3.5	4	3	3	3	2
18	3.5	2	2	4	3.5	2.5	2.5	3	1.5
19	3.5	2	1	3.5	4	2	3	2	2
20	3.5	2	1.5	3	4	2.5	2	2	1.5
Total	**78**	**52.5**	**40.5**	**75**	**69.5**	**52**	**62.5**	**53.5**	**38.5**
Percent%	**78%**	**52.5%**	**40.5%**	**75%**	**69.5%**	**52%**	**62.5%**	**53.5%**	**38.5%**

Note: 5= highest mark
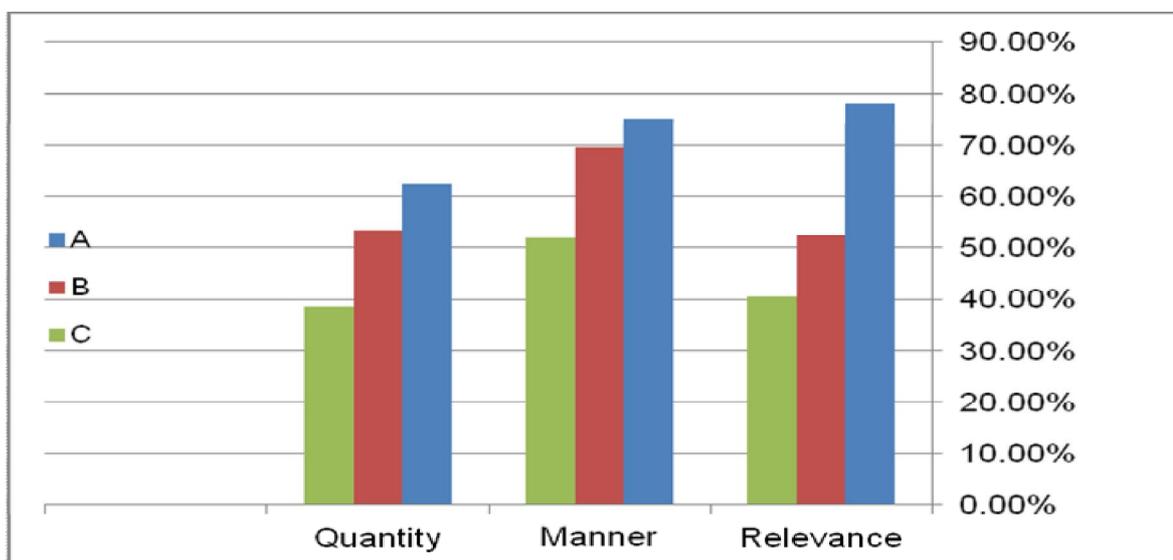
The results of the above table clarify that the students in group *A* have achieved higher scores than group *B* and *C*. The results were: Relevance 78%, Manner 75% and Quantity 62.5%. Moreover, students in group *B* have got: Relevance 52.5%, Manner

69.5% and Quantity 62% whereas group C has got the least scores: Relevance 40.5%, Manner 52% and Quantity 38.5%.

However, it is clear that the results are similar to those found by Atari's (1983) and Khalil's (1989) which revealed the same problematic features of coherence in the writing of university students in this study.

Such problems of Disunity of thought, Disorganization of ideas and Excessive reliance on repetition of ideas may will be explained by Grice maxims as will be shown in the following section:

4.9.1 Grice application for explaining these problems

1. **Disunity of thought.**

2. **Disorganization of ideas and insufficient information.**

3. **Excessive reliance on repetition of ideas.**

4.9.1.1 Disunity of thought.

Oshima and Hogue (2006) indicate that unity means that a paragraph discusses one and only one main idea from beginning to end.

A disunified Paragraph is one that digresses or deviates from its target topic. If a writer departs from the topic, the resultant paragraph will be choppy; that is abrupt shifts generate what seem to be gaps in the writer's thought flow.

The corpus shows that Arab EFL student- writers especially in group *B* and *C* insert irrelevant ideas into their writing. Therefore, this insertion influences the unity of thought, and thus weakening coherence as it diverts the reader's attention and causes discontinuity in meaning. The following examples reveal some out-of-context ideas found in the corpus under analysis:

There are many advantage and disadvantages of using technology.
Japan is considered one of the best countries that pay attention to
technology.

The above example clarifies that the student is deviating from talking about the advantages and disadvantages of technology to talking about personal attitudes without preparing the reader for this inadequately abrupt departure.

Working in Abu Dhabi is better than working in USA. Most of the
people in Abu Dhabi are Arabs, although it has many nationalities but
most of them are Arabs.

The above example lacks coherence because the student is inserting an idea that is of no relevance to the first idea. He/she talks about the preference of working in Abu Dhabi but then he/she talks about the people in Abu Dhabi. In fact, this digression is a violation of Grice's third maxims pertaining to Relation. (*See more examples in the appendix*).

The inclusion of irrelevant ideas could be accounted for as a misconception on the part of students who mistakenly think that the more they write, the higher grade they expected to get, regardless of any intrusive or irrelevant ideas they include. Pilus (1996) maintains that the students try to demonstrate the depth of their knowledge to the examiner. When this occurs, it creates a web of confusion that the reader is unable to disentangle.

4.9.1.2 Disorganization of ideas and insufficient information

Halliday and Hasan (1976:288)"Discourse does not wander at random; it runs on reasonably systematical organized patterns with a certain consistency and predictability of development". A composition should follow a smooth flow of thoughts moving from

general to specific, and supporting ideas should flesh of the main idea. There is an underlying thread weaving all points in the composition. Oshima and Hogue (2006) point out that the important point to remember is to arrange your ideas in some kind of the order that is logical to a reader accustomed to the English way of writing.

The findings show that many Palestinian college students especially in group *B* and *C* are ignorant of this pattern of development. They sometimes rationalize a far-fetched introduction that has no direct relevance to the target topic, then move to talk about the assigned topic without a thesis that bridges the introduction with the body paragraphs. Carpenter and Hunter (1981:426) maintain "The discourse processes in creating a coherent overall organization for a composition or paper generally prove to be the most elusive skills to master for students in advanced writing classes." This is compounded by their inability to elaborate on the main topic by backing up their topics by subtopics or supporting ideas. This inability to provide insufficient information represents a violation of the informative aspect of Grice's maxims (Quantity). The following is one specimen that exemplifies disorganized writing:

* One of the most dangerous phenomena that face the world today is environmental pollution. Many of the animals that live in the sea are killed because of pollution and we should stand against pollution. I think there are disadvantages of pollution and the government should close factories that produce smoke and produce weapons and close factories that produce weapons to destroy the world.

4.9.1.3 The excessive reliance on repetition of ideas.

The corpus under analysis shows that Arab EFL learners tend to repeat the same idea within the same paragraph which is a rhetorical strategy that Arab learners use in their writing. Johnston (1991) claims that repetition in Arabic is highly used to serve persuasive ends. In fact, the results revealed that the students especially in group *B* and

C tended to repeat the same idea different times within the same paragraph as in the following example:

> *Working in Abu Dhabi is a good chance for many people. Working in Abu Dhabi has many aspects that you could not find in USA. However, I prefer to work in Abu Dhabi because of the high income. Moreover, working in Abu Dhabi gives you everything you need in life. Therefore, you can get a very high income which you cannot find it anywhere in the world.*

The above example lacks coherence because such digression is a violation of Grice's maxims Relation and Quantity.

4.10 Summary

This section has shed light on evaluating coherence in the essay writing of the three groups of students: *A, B* and *C*. Moreover, it has discussed the differences among the three groups in the scores of coherence regarding their abilities in writing coherent essays. In addition, it has presented the problem of coherence that encounters Palestinian college students. The following chapter comprises conclusions and implications that might improve EFL writing.

Chapter Five

Conclusion and Recommendations

Chapter five concludes and summarizes the findings of the study. It also presents some pedagogical implications and recommendations for teaching cohesion and coherence.

5.1. Summary of the major findings of the study:

The major findings of the study include the deviations of Palestinian college students from the conventions of Halliday and Hassan (1976), the types of cohesive ties the Palestinian college students actually use in their writings, the number of occurrences of the lexical cohesive ties and the differences between high proficiency level, intermediate and low level in terms of cohesion and coherence.

Lack of cohesion and coherence in writing is a problem that faces EFL and ESL students. This problem has been a challenge to teachers and researchers. In fact, many teachers focus mostly on teaching the uses of functional connectives such as conjunctions and conjunctive adverbs without paying attention to other important elements essential for making the text cohesive like content lexical ties. These elements involve the use of repetition, synonymy, hyponymy, antonym and superordinate.

This study investigated the problem of cohesion and coherence in essay writing of Palestinian college students. The researcher divided the students into three levels: high, intermediate and low in order to study the differences between these levels in terms of cohesion and coherence.

In the current study, it has been proven that the three levels of students tended to show higher frequency of lexical cohesion. In fact, the results showed that students in group *A* used 32% of lexical cohesion while students in group *B* and *C* used 40% and 45%. These findings reveal that the vocabulary repertoire for group *A* is higher. They are

depending on synonyms and antonyms to avoid repetition. In addition, the students in group *B* and *C* have heavily depended on reiteration.

The analysis of the corpus reveals that cohesive devices were confused and misused particularly by intermediate and low level students. The results also revealed that substitution and ellipses were the most difficult devices for the three levels of students: high, intermediate and low.

In addition, results show that the high level students were better than intermediate and low levels in producing cohesive and coherent text as they have fewer mistakes than intermediate and low level students.

In fact, cohesive devices were different regarding their number of occurrences in the three groups of students. Lexical cohesion was the most frequent device for the three groups. Reference was the second frequent cohesive device for group *A* and *C* ,whereas, conjunction was the second frequent cohesive device for group *B* and *C*. Substitution and ellipses were the least cohesive devices for the three groups.

It has been also proven that the students in the three groups have problems concerning cohesion. The analysis shows that group *B* and *C* encountered more difficulty than group *A* regarding inability of applying the cohesive ties properly at the discoursal level. The findings have also revealed that repetition and the excessive use of "*and*" were highly occurring especially in the intermediate and low level students.

However, the findings show that negative transfer is a major cause of problems with writing in general and with cohesion and coherence in particular. Hence, the analysis of the essays reveals that the Arab EFL learners transfer to English some strategies or features of their native language.

Moreover, we should take into consideration that there are other factors that should not be ignored in addition to language transfer that affect cohesion and coherence such as:

1. Ignorance of the conventions of cohesion and coherence.

2. Lack of training of using cohesive devices.

3. Inadequate learning especially the uses of linking devices.

Concerning coherence the results showed that high level students achieved higher scores than intermediate and low level students. It has additionally indicated that the students' writing in group *B* and *C* is generally disorganized. This is aggravated by the fact that this writing lacks sufficient information about the target topic and some of the information used is irrelevant and ideationally redundant.

However, it has been proven that the students in group *B* and *C* have more problems regarding coherence. The corpus shows that the students in these two groups insert irrelevant ideas into their writing. In addition, they sometimes rationalize far-fetched information that has no direct relevance to the direct topic.

Moreover, the corpus reveals that the number of cohesive ties does not always lead to coherence.

5.2. Further recommendations

Considering the findings above, the following ideas should be taken into account concerning cohesion and coherence:

1. Teachers are advised to expose their students to models of organized writing in which cohesive devices are properly used.

2. Teachers should not be disappointed if their students have problems in producing coherent texts. On the contrary, they should help them to improve their abilities in coherence by presenting them with copies of their paragraphs that contain sentences which violate coherence.

3. Teachers should shift their attention from teaching sentences in isolation to a manner in which they are connected.

4. Teachers should view language as a unified whole in which every part supports the others. They should not pay attention to grammar only but they should view language in terms of the meaning it tends to convey.

5. Teachers are urged to emphasize the importance of organized compositions, dividing them into paragraphs and following logical and coherent expressions of ideas.

6. Teachers should shift from teaching cohesive devices out of context to teaching them communicatively. The teacher can ask students to read a text that contains different types of cohesive devices. Therefore, the teacher works with the students to underline and classify the cohesive devices into groups according to their types and number of occurrences. Finally, the teacher motivates the students to infer the meaning, the uses of cohesive devices and to what extent these cohesive devices help the text to be more cohesive.

7. Teachers should teach the students to be aware of cohesive text using content lexical ties. Liu (2000) in his paper entitled "*Writing Cohesion: Using Content Lexical Ties in ESOL*" designed exercises for understanding and using content lexical ties. These exercises can increase the students' vocabulary and help them understand better the vocabulary being studied. This is because the exercises enable students to learn the words in context or in relation to one another as synonyms, antonyms, superordinate, or hyponyms. Also, a better understanding of these words allows students to use them to improve cohesion in their writing, hence enhancing their writing skills. The following are examples of these exercises:

A**.** Finding/classifying synonyms, antonyms, and so forth.

Liu (2000) this type of exercise does not require complex preparation by the teacher. The teacher may simply ask students to find synonyms or antonyms for a given word, find hyponyms for a superordinate, or determine the superordinate for a series of

hyponyms. Classifying words is also an easy-to-construct exercise. The teacher may give students a fairly large number of words—either all known words or some known and some new words—and have them use various diagrams to classify and arrange the words either as synonyms, antonyms, or superordinates/ hyponyms. The teacher may or may not allow the students to use dictionaries in completing the exercise. Here are a few samples of identification and classification exercises:

Example 1: Find the superordinate for the following words: *Exercises, term paper, book report, composition, research project, lab work, reading* (school assignments or school work).

Example 2: Find the (situational) hyponyms (i.e., related words) for the word program (a teaching or learning program).

Example 3: Classify the following words into synonyms/antonyms*: difficult, straightforward, obvious, puzzling, perplexing, clear, confusing, bewildering, simple, hard, easy, lucid, enigmatic*.

B. Identifying content lexical ties (including text-structuring words) or the lack of them in writing.

Liu (2000) in this exercise students either identify content lexical cohesive ties in written passages (may be as short as one or two sentences) or determine the lack of such ties in writing. The best examples may come from your students' writing. Such exercises call for the students to read the passage very closely and have some familiarity with the various types of lexical cohesive ties. This exercise is best conducted during students' peer critiques in writing when the teacher can have students identify the use of

or lack of content lexical ties in each other's papers, discuss them, and make suggestions for improvement. (See more examples in the article).

9. Teachers should provide students with materials that increase their awareness of the role of coherence in writing. Lee, Icy (2008) in her paper entitled "*Helping Students Develop Coherence in Writing*" designed materials that can be employed to teach coherence in writing in steps like the following:

1. Introductory activities

Lee, Icy (2008) introduce students to the topic and stimulate their interest in the role of coherence in writing. In the introduction to macrostructure, for instance, students can take turns retelling a fairy tale that is familiar to them all. Or, they can describe an embarrassing event. Major aspects of the story structure, such as situation, problem, solution, and evaluation, are then discussed. In presenting information structure, it is helpful to teach students how to become more aware of the distribution of information in texts. I use pairs of sentences like those below and ask students to identify the "old" information given in the first sentence and then the new information in the second sentence.

> 1. a. Near a large forest lived a poor woodcutter with his wife
>   and two children.
>   b. The boy's name was John and the girl's name was Mary.
> 2. a. My mother has written a new book.
>   b. It's about gardening.

2. Explicit teaching

Lee, Icy (2008) provides students with explicit explanations, preferably using authentic texts and simple text-analysis tasks. For instance, in teaching macrostructure, students can analyze texts that contain the problem-solution structure and rearrange jumbled sentences. For the example below, the teacher checks the students' answers and points out the correct problem-solution structure. Statement 2 is the situation, statement 4 is the problem (marked by "However"), statement 1 is the solution, and statement 3 is the evaluation. Through explicit teaching students can be shown that when they include the major elements of the macrostructure and order them logically, they are likely to achieve coherence in their writing.

Instructions: Re-order the sentences so they make sense.

1. I am writing to inquire if it would be possible for you to include this information as a simple correction in the next issue.

2. I was glad to see my article called "Advertising Management Service," which appeared in the September issue of your newsletter.

3. This would give my company credit for encouraging the use of the techniques described in the article and for allowing me to publish them.

4. However, my affiliation with this company as their advertising manager was omitted.

3. Student handouts

Lee, Icy (2008) after explicit instruction, prepare student handouts on specific topics in order to help consolidate students' understanding of coherence. Unfamiliar metalinguistic terms can also be explained and illustrated with examples in this stage. For instance, a handout 1 prepared on macrostructure defines the meaning of macrostructure in texts and gives examples from typical expository writing. (See more examples in the article)

5.3. Conclusion

It is hoped that in the light of this study results, the teachers will pay more attention to the term cohesion and coherence in the writing courses. Furthermore, it is hoped that there will be a shift in focus among teachers on teaching writing depending on the discoursal level rather than the sentence level. Finally, it is hoped that the Palestinian teachers will not only concerned about the local errors, but they should deal with errors that impede understanding and affect intelligibility.

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Appendix A: Example of errors in cohesion and coherence

1. Errors in cohesive devices

1.1 Excessive use of lexical reiteration

(1) * Working in Abu Dhabi is better than working in USA so I prefer working in Abu Dhabi because of the income and the language.

(2) * Environmental pollution is one of the most dangerous phenomena that faces the world today because no one cares about environmental pollution.

(3) * Every person hates devil and every person says that devil is not good because devil is considered as something bad.

(4) * Forest is considered as a place of evil and a place of darkness and a place of conflict and a place of mistakes.

(5) * She realized that she is a human being, humans have rights, humans are equal, humans search independence, humans work to develop themselves.

(6) * The novel is blaming the society for the inequality against woman, the society stands against the rights of the woman, the society degrades the role of the woman so the society must gives the woman her rights.

(7) * Abu Dhabi is the right place for you. I encourage you to choose the right place because Abu Dhabi is considered a place of money.

(8) * Visiting Abu Dhabi is good because visiting Abu Dhabi is a good choice so I advise you to visit that place which gives you money and stability.

(9) * The situation in USA is different. They have different customs, they have different culture, they have different life and they have different people.

(10) * Unemployment is a serious problem that faces many countries especially and the reason behind unemployment ignorance, financial circumstances and political situation which causes unemployment.

(11) * Nowadays technology is a great discovery in our life, we find technology in different houses, no one in the world can live without technology.

(12) * At the current time we face a very huge development, this development can be useful and helps us on our life, this development makes our life easy and this development can be bad in some aspects.

(13) * After Chilling worth followed his wife to Boston, he noticed his wife in the cupboard to go over her because his wife made adultery.

(14) * The most of the individual at that time as a cause of corruption, the corruption of the society affects other's behavior and this corruption causes destruction of nation.

(15) * the relationship with others is existence for her because she cannot ensure her existence by any other way so she uses to keep conscious of her existence.

(16)* USA is a good country where you can find a job. I believe you should travel to USA because USA is a developed country and a free country.

(17) * Foreign people say that America is a racist country so we think that people will suffer in America because the American people do not love foreigners.

(18) * Everyone needs to live in a healthy environment. We live in environment that is full of pollution; in fact we need to clean our environment because environment helps to enjoy nature.

(19) * Travelling to Abu Dhabi is better than travelling to America so travelling to Abu Dhabi is a good choice for my friend.

(20) * I advice my friend to choose a country like America because this country is full of opportunities while the other countries are not as America.

(21) * There are some people who say that working in USA is better because of the high income and technology therefore working is everything they need in life. I thin working is not everything in life.

(22) * USA is attractive place for you for many reasons. The first attractive reason is its free type of life. Another attractive reason is to free from any kind of occupation in Arab countries.

(23) * No one can live without money because money is very important in life. Therefore you should choose a country which provides you money and a beautiful house.

(24) * Forest is a place of wrong doing for Hester Pryne. She tries to confess her wrong doing on the final scaffold scene to all people but she could not confess of her wrong doing.

(25) * The community according to Brown is divided into two parts, evil community against faith community.

(26) * People in the world are the cause of pollution. Pollution can affect many creatures in the sea and also pollution can destroy the wild life.

(27) * The Gulf countries are the richest countries in the world. In fact, the work in the Gulf countries is a wish for many people so I advise my friend to choose the work in the Gulf countries.

1.2 Excessive use of "and"

(1) * We have the same religion and the same language and the same traditions and the same life.

(2) * Working in USA is useless because you can't help your country and the life is difficult there and the language is difficult and the people are strangers.

(3) * Abu Dhabi has a very high technology and a very high income and a wonderful life and stability.

(4) * Abu Dhabi in the current time is known of its development and industrial field and economical filed and can provide different kinds of job.

(5) * My friend can provide for his children in USA a school and high standard of life and stability and peaceful.

(6) * Now people can educate themselves and learn through the internet and chatting and do exams and play games.

(7) * Internet is useful to students and to researchers and to business men and to doctors.

(8) * There are many ships that carry oils sank in the sea and rivers and caused pollution and made many problems to our Earth.

(9) * Flashback happens when the writer goes back in order to give us a clear information and details and examples and incidents.

(10) * There are many kinds of irony: verbal irony and situational irony and dramatic irony.

(11) * People say that USA is the dream land where your dreams come true and it has money for all citizens and the income is high and the life is beautiful.

(12) * Our principles make us different from others and we should keep these principles and we should protect them and share them with our children.

(13) * American dream is much different which includes money and love and freedom and beauty.

(14) * Through the internet we can connect with others and we can make free calls and we can use the messenger freely and we can send messages quickly.

(15) * Hester Pryne is the protagonist of "The Scarlet Letter", she is the heroine of the novel and she s a complex character and she is very intelligent.

(16) * Pearl is married and travelled to Europe and lived there and died there.

(17) * In this essay I will explore narration and tragedy and victims and alienation and the characteristics for both Gatsby and Kurtz.

(18) * He will live in the country of development and improvement and better life and higher standard of living.

(19) * United States of America is one of the most countries to go and to live in and to find a job in.

(20) * They copy the assignment and paste it and print it and give it to teachers.

(21) * "The Scarlet Letter" is very shocking and very wonderful and vey excited novel.

(22) * Hester becomes a pregnant and she has a daughter and her name is Pearl and because of that Hester becomes the eye of the society adulterer woman and the society forces her to wear the scarlet letter.

(23) * The pollution of air and water from factories and from cars causes many problems of human beings and animals and can cause many problems in breathing to people who live in this environment.

(24) * In brief I want to ask responsible people to offer work for graduate people and increase the employed people and to do good things for the society.

(25) * The job offer from USA can give you a possibility of acquiring a citizenship and luxurious and expensive lifestyle and high income.

(26) * I advise him to take the job in Abu Dhabi to gain wide experience and money and school for kids and high ranking life.

(27) * And others say it is the best country that gives the employee their rights and it give a high income and the life is very beautiful.

(28) * And later on they would travel to the USA and enjoy democracy and freedom.

(29) * And usually this happens through irony and irony they use irony questions in order to reveal the relationship between art and reality.

(30) * The internet is widely used and it is the only way to connect the world and the internet also can bridge the gaps between cultures.

(31) * If I were you I would go to Abu Dhabi and work there and I would build myself and my family too.

(32) * The political situation In Palestine is not good. And in this case I would select the job in USA.

1.3 Under use of connectives

(1) * Travelling to Abu Dhabi has many advantages. It saves money. It makes you happy. It takes you away from troubles.

(2) * USA is better than Abu Dhabi. It is the land of beauty. It is the land of democracy. It is land of democracy.

(3) * USA is attractive place for you. It considers the leader of the world.

(4) * Graduate people do not have any offer to work. They do not have any choice to work.

(5) * Environmental pollution is like a monster invading the world. It causes a lot of side effects.

(6) * Now people can choose what they want. They can choose the vest place to travel, they can use the internet to look for jobs.

(7) * Working in USA has disadvantages like lack of religion, make people unaware of their children, the people belong to different cultures.

(8) * Abu Dhabi would be a better choice for my friends for several reasons, it is a rich country, it is full of opportunities. It can give you the experience in many fields.

(9) * The job offered in Abu Dhabi offers you different things. It offers a house. It offers a high income. It offers a good educational system.

(10) * I recommend going to USA. It has many advantages.

1.4 Miss use of connectives

(1) * *Although* its advantages it has disadvantages**.**

(2) * A job in the USA with a possibility of acquiring a citizenship *but* a job in Abu Dhabi with a very high income.

(3) * American people will not deal with you as you like *and* how they like.

(4) * Abu Dhabi is better for you *due of* the good income.

(5) * Technology in life has advantages *in addition* disadvantages.

(6) * They come to Africa *in addition to* bring civilization for uncivilized people.

(7) * There are several advantages of travelling to Abu Dhabi. First of all, you can get a high income. *Finally*, you can communicate with others in Arabic.

(8)* *Although* its way of attracting others, Abu Dhabi is better than America.

(9) * Abu Dhabi is a famous country. *So* it is an international city.

(10) * Travelling to America has advantages and disadvantages. The advantages are -------------------------------. *Secondly* the disadvantages are ----------.

(11) * The conflict is *because* between her and the society.

(12) * The corruption of the society affects others *and* for example it causes destruction of the nation.

(13) * *However*, USA is place where you can find a good job and luxurious life.

(14) * I completely advice my friend to choose Abu Dhabi *so* for many reasons.

(15) * America provides you with different things. *On the contrary*, it is the land of democracy.

(16) * You can get a green card. *Also* you can get driving license.

(17) * But in USA *so* you can enjoy freedom.

(18) * Travelling to America is a good choice *and* travelling to Abu Dhabi is a bad choice.

(19) * Technology is very important for us. *But* it has good effects.

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(20) * America is the best place that you can select for work. *Secondly*, the work in America is different.

(21) * Travelling to Abu Dhabi is a good choice *for example* the income there is very high.

(22) * Travelling to USA has Advantages. *Also* travelling to USA has disadvantages.

1.5 Absence of the presupposed item

(1) * *They* should accept the job which is from Abu Dhabi. *He* can get a very high income.

(2) * Technology in modern time enables people to communicate through mobiles. *These* can also facilitate the life of the people.

(3) * Pollution is like a monster killing the earth; *they* have side effects which affect the human life.

(4) * Unemployment can cause problems in the society. For example, violence will spread because *they* do not have anything to do.

(5) * There are many programs like Skype and Messenger. *It* has advantages and disadvantages.

(7) * Symbol is a word that points to something else beyond *their* surface.

(8) * The Arabs have a distinguished culture, so *they* have to protect our culture and principles.

(9) * The opportunity in Abu Dhabi that is given to *my friend* is much better so I advice *them* to go to Abu Dhabi.

(10) * In my opinion, there are a lot of advantages for technological devices, so we should use *it* in the right way.

(12) *Abu Dhabi has a very high technology and very high income and *they* should care about.

(13) * The life in America is not easy, in fact, *they* should think before going to America.

(14) * When Goodman Brown went to the forest with the devil, he remembered that he forced to be like the devil. *It* himself like every person.

(15) * When young Goodman Brown decides to search the devil which associated with dark and gloom, *they* think that they find the truth in the forest.

(16) * Nathaniel Hawthorne in his literary work "Young Goodman Brown, tries to celebrate the conflict with community. *These* can represent the Puritan society.

(17) * Setting in "Miss Brill" is a very important element to help the reader to understand the story. *These* include the place.

(18) * The man all over the world needs to live in a healthy environment. Nowadays *they* live in environment full of pollution.

(19) * In summary, the government should work hard to stop pollution. *They* should ban all things that cause pollution.

(20) * Unemployment and lack of jobs are serious problems that face many countries especially Palestine and the reason behind *this* is the political situation.

(21) * The stage direction is very important. *They* inform the announcer when to leave the stage.

1.6 Wrong reference

(1) * Of course, *these developments* are important in our life like computers, cars, planes because *it* saves time and make our life easier.

(2) * When someone wants to travel from country to another, *he* needs many days to do this because *they* travel on foot.

(3) * The *graduate people* used to stay at street without doing anything. *He* does not have any choice.

(4) * I advice my friends *Tamer and Ali* to choose Abu Dhabi because this offer for *him* is very nice.

(5) * I am asking why to go to *America* to increase *their* population as well as to increase *their* industrial factors.

(6) * In my opinion there are a lot of advantages for *technological devices*. *It* can facilitate life.

(7) * "The Great Gatsby" by Fitzgerald and "Heart of Darkness" by Conrad encounter much the same *themes*. *It* represents different ideas.

(8) * The job in Abu Dhabi which offered to *my friends* provides a house and school for the kids. *He* shouldn't worry about these expenses.

(9) * As the gulf countries, such as *Abu Dhabi and Doha* are still building *itself*.

(10) * They put the *dirty things* anywhere instead of put *it* in a suitable place.

(11) * *Cars* are dangerous for environment because of the smoke that comes out of *it*.

(12) * "A Doll House" play has a message about the role of *woman* in the society and *their* frequent effort for liberation.

(13) * "*Scarlet letter*" is vey shocking and wonderful novel. The external conflict in *these plays* reveals the conflict in the society.

(14) * *You* should accept the job which is from Abu Dhabi; it will be the best for my *friend.*

(15) * Moreover, *my friend* has the opportunity to put the children in American school where no language is spoken except English so *they* don't have to worry about them.

(16) * In addition, unemployment will cause problems in the society; violence will take part because *they* don't have anything to do except going out and staying in streets.

(17) * The situation in Palestine may push *them* to leave.

(18) * Pollution can destroy life. *These* things will make the wild life in danger.

(19) * The novel represents the conflict between church and the society. In fact, *she* suffers a lot due to the power of the religious men.

2. Errors in coherence

2.1 Disunity of thoughts.

(1) * Travelling to Abu Dhabi has many advantages ------------- I think we have to think of the choice of America.

(2) * Environmental pollution is one of the most problems that we should consider. The earth should be treated like a child -------------,

(3) * In addition, we can see the bad effects of smoke that appears in the air of big cities, in fact, we should know that many of the animals which live in the sea are killed because of pollution.

(4) * First, Abu Dhabi is known for its quick and state development. The life in Abu Dhabi is completely different.

(5) * People say that USA is the place where your dreams come true. For example, we should not think that America is the place where you can have happiness and stability.

(6) * Abu Dhabi is the right place for you my friend. Although it is better to go to Abu Dhabi, the USA IS a practical choice.

(7) * However, if I were you, I would choose the job in Abu Dhabi. USA is not the right choice for you.

(8) * Working in Abu Dhabi is better than working in USA because of the income and the population. You can visit many places in America -------------.

(9) * "The Scarlet Letter" is a very wonderful story. In fact, there are many tragically incidents in this story.

(10) * Hester Pryne was married a person his name is Chilling Worth. The story talks about the issue of adultery--------------.

(11) * The American literature portrays the individual conflict with the community. The climax of the story begins with Brown who left the village ------------.

(12) * "The Scarlet Letter" is a story that represents the corruption of the church. The issue of Hester who married a man --------------------.

(13) * The internet network makes the world a small village. I advise you to think before travelling to Abu Dhabi.

(14) * There are advantages and disadvantages of using technology. Also, there are different ways to communicate with people who live outside Palestine --------------.

(15) * The job in Abu Dhabi provides house, car and school for children. In fact, the weather there is very hot and humid for the people who come from Palestine.

(16) * The United States of America is considered as the western country in which the Arab people do not like to go there. Many Arab people who live there have a lot of money ---------.

(17) * Hester Pryne represents the individual conflict with the society. The religious people control everything in the society.

2.2 **Disorganization of ideas and insufficient information.**

(Only examples are given here)

(1)* First, I advise you to take the job which has been offered by Abu Dhabi. There are several advantages of working in Abu Dhabi. Also, the job in Abu Dhabi would be different to you. Therefore, you should go and work in Abu Dhabi. Moreover, the government in Abu Dhabi works hard to improve the life there.

(2) * Environmental pollution is like a monster invading the world. In fact, it is one of the most important problems that we should consider. We should confess that human beings are responsible of environmental pollution. However, environmental pollution can also affect the sea life.

(3) * USA is the land of freedom and beauty. There are some people say that working in USA is better than working in Abu Dhabi. The job in Abu Dhabi can provide a very high income and the job in America can provide you an open life. However, the population in Abu Dhabi can give you the chance to speak Arabic but still America is better than Abu Dhabi.

(4) * On the other hand, this technology of the internet sometimes causes bad effect on the person himself. Internet has advantages and disadvantages. We can find most of the guys spend most of their time in using the internet. Also they use their cell phones for the same purpose without paying attention to their schools and universities.

(5) * Slavery and the Indians are the common issue in the American literature. Young Goodman Brown by Nathaniel Hawthorne portrays the individual conflict with the community. Goodman Brown went to the forest with the devil; he remembered that he forced to be like a devil. In the story he speaks about slavery and what his father did with the people.

(6) * Hester Pryne the protagonist of "The Scarlet Letter" is one of the characters that was in conflict with the social principles. The religious men in the novel represent the corrupted life of that age. Later one, Hester becomes able to make the symbol "A" which stands f or ability. At the end of the novel, Hester believes that the adultery she committed created a good and experienced woman from her.

3.2 Excessive reliance on repetition of ideas.

  (Only examples are given here)

1. * You should accept the job in Abu Dhabi because it is the suitable job for you. In fact, I advise you to accept the job which is from Abu Dhabi because of the income, the life and the house. However, you will be absolutely happy if you go there and work there because the job there is very good.

2. * USA is attractive country for you. USA is considers the most attractive place in the world. If you go to USA, you will enjoy your life because it is the most beautiful country in the world. The life in USA is completely different from the life in other countries. Therefore, the life of many people there is different from the life foe example in Palestine because the life here is very difficult.

3. * One of the most dangerous phenomena that face the world today is environmental pollution. Because nobody cares about environmental pollution in a correct way. For example, the pollution of the air and water from the factories and cars can cause problems for human being and animals. The environmental pollution can destroy the world if we don't pay attention to it.

4. * Technology is a great discovery in our life. We can find technology in every aspect of life. No one can live without technology. Moreover, technology can affect out life positively and negatively. The discovery of technology has advantages and disadvantages.

5. * "The Scarlet Letter" represents the individual conflict with the society. Hester Pryne has suffered a lot as a result with her conflict with the society. Her punishment by standing on the scaffold in the middle of the town represents her first conflict with the society.

6. * Internet is an example of modern technology. The internet is a network that can facilitate our life. There are advantages and disadvantage of using the internet. Moreover, the internet is the result of modern technology that we cannot live without it. In addition, the internet is very useful for us and can help us in life.

Appendix B: **Please read and score the following essays taking into consideration Oshima and Hogue's (2006) criteria of achieving coherence:**

1. **Repeat key nouns**: repeat key nouns or use synonyms or expressions with the same meaning.

2. **Use consistent pronouns**: make sure that you use the same person and number throughout the paragraph.

3. **Use transition signals to link ideas**: they are like traffic signs; they tell you when to go forward, turn around, slow down and stop.

4. **Arrange your ideas in logical order**: arrange your ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

Note: 1 = the lowest mark
          10 = the highest mark

Appendix C: Please read the following essays, then answer the questions below by circling the appropriate numeral.

Note: 1 = the lowest mark
5= the highest mark

(1)Has the student made his/her contribution relevant to the development of the topic?

    1   2   3   4   5

(2) Has the student made his/her contribution as informative as required? Are the ideas adequately explained?

    1   2   3   4   5

(3) Has the student made his/her message clear for the reader?

    1   2   3   4   5

Appendix D: Permission for collecting the data

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بسم الله الرحمن الرحيم

</div>

Hebron University

<div dir="rtl">

الموضوع: جمع مقالات أدبية ولغوية لطلاب الجامعات الفلسطينية

السادة:

1.رئيس قسم اللغة الانجليزية في جامعة بيرزيت

2. رئيس قسم اللغة الانجليزية في جامعة بيت لحم

3. رئيس قسم اللغة الانجليزية في جامعة القدس

تحية طيبة وبعد:

أرجو من حضرتكم مساعدة الطالب **باسم احمد أبو شرخ** بجمع مقالات أدبية ولغوية لطلاب قسم اللغة الانجليزية من جامعتكم الموقرة علما بأن هذا الإجراء هو أحد الأساسيات المبنية عليه رسالة الماجستير الخاصة بالطالب في برنامج الدراسات العليا (اللغويات التطبيقية) حيث أن موضوع رسالته بعنوان:

</div>

Cohesion and Coherence in the Essay Writing of Palestinian College Students

<div dir="rtl">

تجدر الإشارة بأن عينة الدراسة ستستخدم لأغراض البحث العلمي فقط.

وشكرا لتعاونكم

رئيس قسم اللغة الانجليزية

الدكتور محمد فراح

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Appendix E: Samples of students' essays

16/
/20

One of the most dangerous phenomena that faced the world today, is environmental Pollution. Because no body care about the environment in a correct way. For example, the Pollution of the air and the air and the water from the factories and cars caused many problems of human beings and animals and caused death and many problems in breathing to the people who are lived in this environment.

Another fact that we should know it, that many of the animals that lived in the sea are killed because of the Pollution from the ships that carry the oil and sank in seas and rivers caused many problems to it. In addition, we can see the bad effect that produced from the smoke that appears on the air in the big cities in the world from factories that produced the weapons to destroy this world.

From my point of view, we can stop or cut off this pollution in many programs, one of them to call the government to prevent this kind of factories in all the world and to make advertisement and make programs on TV to show the bad effect for this kind of pollution on humans and animals.

Finally, I want to give advice for me and all the people they are lived in this world to keep this environment from pollution and to cooperate ourselves to do this work in a good manners because our prophet Mohammad (p.b.h) tell us that God like to see everyone clean and pure.

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Technology can be defined as a revolution made by people because of the need of the life. People start inventing things to help them to ease their tasks. For example, the first computer to be invented was very big so that they put it in a big room. They were happy because of this, it helped them in many fields. Then they start inventing new things like a small computers, mobile and telphones. The greater invention of technology was the internet. This helped people very much. Also, it caused by globalization which can be defined as making the whole world as a small country. Then they developed mini laptops, I phones and robots and many other devices.

The life development is a great reason for causing technology. In the past all people were working as farmers or salesmen, they didn't need anything to ease their life. Now life has changed, prices start increasing and people don't have enough money to buy the new products. They start establishing new jobs so that they can provide money. Also countries needed something to help them communicate with other countries.

Although we have positive sides for technology we have negative sides or effects. Technology can weaken the human brain. Students now depend on technology in everything. They use calculating numbers they don't use their brains. Also, they stopped reading books all that they have to do is copy and paste and print out the assignment and give it to the teachers.

In summary, technology has many good sides that helped in developing life in general. Especially internet, it helped in making life easier. Inventing robots helped in every field. Also, technology has many bad sides it causes many diseases. I think that people should use technology but they should use it in balance because I heard many sad stories caused by technology.

Technology   15/20

Technology is now considered as one of the most emportant ages that one live.

Age of quickness and development, age of the internet, cell phones, television, lap top's, electronics and even cars. There is a new thing invented every day. The world is going faster and faster day after day.

Being able to communicate with others in another contries or overseas, some thing that was almost hard, and was not always allowed, because we didn't have the technique and that development that we have to do. If you take a look at the ways that enable you to communicate with other people all over the world you will realize how will developed the technology's.

Internet, for example, is one of these ways. you can have video conference between you and the one that you want to talk with, and there are lots of programs such as: skype, messenger and Yahoo. It was advantages, it is easy to use, fast and it makes you feel that you feel that you are in avery small world. Plus Internet is useful to the student's studies and researches and for business men though it helps you find what you need. for example, you can buy acar or a house by watching them on web page, Reading is also a useful thing to do while you are on the internet. You can read pages full of studies and analysis wich helps you know more information.

on the other hand, this technology of the internet sometimes causes bad effect on the person himself. It has some disadvantages. Like the bad uses. we find most of guys looking for the silly and bad things, they use their cell phones also for the same purpose and this is called a waste of time because they will get nothing from this, it makes them careless, unserios and they won't take any resbonsibilities

Abu Dhabi vs. USA

Million of families are pushing their way into immigration. As it provides high income, better standard of living and sometimes citizenship.

Abu Dhabi would be a better choice for my friend for several reasons. As the Gulf countries are one of the richest countries in the world, their salaries differ from any other country. My friend who is offered a job in Abu Dhabi with a very high income but also intends to live the American Dream was confused. But while his kids are young, I advise him to take the job in Abu Dhabi and gain the wide experience and also the large amount of money in order to build a future. And later on they would travel to the USA. As the Gulf countries such as Abu Dhabi are still building themselves, he would gain a huge experience the he won't be able to gain in the USA.

The job in Abu Dhabi provides a house and school for their kids, all these expenses that he doesn't have to worry about and would make him able to open up an account and save up for his life in the USA. The school would be able to teach their kids to speak English in order not to face any difficulties coping with the the American society. Moreover, his kids will be able to mingle with peers from different nationalities and prepare them for a future life in USA.

On the other hand the travelling to the USA has its own characteristics travelling to the USA and acquiring a citizenship is a dream for many. Therefore they would benefit from the advantage that the USA offers its citizens, one must admit that those advantages are very helpful to be able to obtain. However, there are daily life issues that my friend doesn't considers such as the rent, the school fees and the average income that has to cover it all. The citizenship doesn't offer any help for these regular expenses, he would have to deal it with them all alone. These practices would cause headache to the parents of Arab origins. Also they would forget their native language and the chances of their visit to there home country would decrease as they grow up and get used to their life in the USA.

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it can be argued that "Heart of darkness" and "The Great Gatsby" explore the different themes. In the first one, Conrad sheds th light on the hypocritical exploitation of colonizers; whereas, In the second, Fitzgerald portrays the issue of corruption of the American Dream besides the holloness of the upper class. However, it is noted that these novels protagonist, Kurtz and Gatsby, around whom the events are revolved share certain similarities which are embodied in their personalities. Thus, this essay examines the extent to which such misterious are a like.

it is noted that the main theme of both novels are manifested in the heart of Kurtz and in the dream of Gatsby. That is because Kurtz obviously symbolizes the savage exploitation of the colonizers as he completely responds to the deep. wilderness and as a result of the society law's absence. Kurtz meets his savage reversion at own inborn strength. In the same way, Gatsby's dream of loving Daisy is ruined. Just like the American dream because he engages himself in illegal work in order to get his beloved. By the end, both Kurtz and Gatsby face the same fate, death. This destiny leads to the fact that Kurtz and Gatsby can be seen as just thoughts where they are not so much realized as individual, but rather as voices.

And Marlow, it is worthy to mention that Kurtz and Gatsby can be looked at as being shadows of the aforementioned characters. One can notices that Nick seems to be as he comes from Minnesota in order to achieve his glorious dream of making money.

In other words, Gatsby is what Nick might be if he continues his way.

It can be concluded, that both Kurtz and Gatsby are seen as a tragic heroes and their audience, Marlow and Nick, experience catharsis as a result of their exposure to the fate of these two heroes.

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Young Goodman Brown

Nathaniel Hawthorne uses Young Goodman Brown to portrays the individual conflict with the community. American literature in 19th and 20th century has many changes in writing industry and economic changes and many writers try to convey these changes in there writing. When Young Goodman Brown decides to search the devil which associated with dark and gloom. He decides to go on the forest. I think this place is darkness no sunshine, place of evil, place of mistake but not for everybody. There is a conflict between mind (conflict between good and evil in the society, as the puritans challenging to go away from evil and the conflict between good and bad. Evil represeents by devil and good represents by faith. Brown can't decides correctly because he is under the control of Satan. He thinks found the truth in the forest but he surprised by evil because in my opinion forest is nature than human authority, no rules but ruled by nature. He didn't understand the vague in the forest.

He is a puritan man, his and beliefs dosen't change easily. Also, forest place of wrong doing for Hester Pryne and in her mind there is a conflict between good and bad, she tries to get away from her shameless issue to continue her life with her child. She tries to confessed her wrong doing on the ~~scaffold~~ final scaffold scene to all people.

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(B) 1- In the poem of the "Chimney Sweeper" by William Blake, the poet criticize and blame the society and especially the church and the parents on the children that work as a sweeper for the Chimney. the poet describes How the children suffer from this work and How he consider the society is the responsible of that. He use the irony to show this suffering, when one child dreams that one angel tell him if he works as good boy in this job, The God will be as a Father for him and reward him and make him so happy, because of this, the poet use the irony to tell these children will not be happy through their working in cheim Chimneis, they will be have many diseases and this will destroy their happiness, so he ask asks the church and society How this happiness will come to children while they have a diseases, this what he said in ironic methods. This Type of irony is a dramtata because we as a reader know that these children will not be happy, they will be live in a misery, and toward the child who dreamed it is a situational irony because he expect that he will be happy, but it is not true. The usage of irony is significant in revealing the theme of poem, that the society must reponsible for make these children happy and feel safe by protecting them from harmful Jobs.

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(c) This passage is taken from the play of "a doll house". It show the moment of Nora's awakening and rebirth, after she realized that Torvald didn't worth her sacrifice, she understand and became aware of what she must she change in her life, she realized that she is a human being, human have a rights, identity and dreams, human who is equal to Torvald, human must search for her independce and personlity personality, human works to dep develop her self, human before being a mother and wife whom is use as a tool to spread the happiness around her people and forget her happiness, she refuse the logic of the usage of women as material and to not to care for her feeling, spiritual needs. Even this society may revolt against these idea but she want to be a human who can understand the rules of society to decide if she must accept it or not, because of that she decide to educate and make herself aware of her cultt of culture and society. she search for the justice between men and womens. All these ideas help in reading revealing the the theme that the womens have the right to search for her identity and independence even their her society tradition and law do not allow her to do that. This play is to blaming the society on his vision for women, and to And to stop dealing women as a child or a doll they can move here where they want.

Friend's function in play.

The real friends are who push their friends to the right way, and who be always are ready when their friend being in aposition of need and help. This idea what Ibsen functions in his play the "a doll house", he make the character "Mrs Linde" come into action when the truth became important to appear. And also the character of "Dr. Rank" is represents b reffects, one of them toward Nora and the other toward Torvald.

: Mrs. Linde present the character of Listener for her friend. She come as a first character who discover the real character of Nora and to take her Mask off. She came and talked off about her sacrifice toward her family to. This push Nora to discover about her secret Gradually to Mrs. Linde (whom realized after that, Nora is not a child as all are thinking), she full mind person, strong in her will, This what we as a reader discover from their dialogue. May be her talking with Mrs. Linde was the begining of the road that leads to Nora truth, Nora was hide her real identity exactly as she hide the secret of loan, as she wait an outside effect to express when Krogstad threated Nora that he will say tell her husband about her secret, Nora didn't find any one to help her except Mrs Linde, she push her persuade Krogstad to stop this dangerous thing, but after he agree, Kristine ask him not to take to leave Torvald to know the secret it may selfishness from her, but she want the marriage of Nora and Torvald to be real not establishd upon lieing and decive.

Dr Rank was presented the character of a friend of Torvald and Nora, his relation with Nora turn from friendship into love relation, even he was ready to sacrifice by himself

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