
*Teachers' Perceptions on Teaching
Cohesion to EFL Graduate
Students at Mohamed Lamine
Debaghine, Setif2 University*

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Abstract

Teaching cohesion differs by different institutions. This has led to numerous debates on effective methods and strategies followed by teachers of written expression. The current probe explores teachers' experiences in teaching cohesion for essay writing at Mohamed Lamine Debaghine, Setif 2 University. It describes their assistance for learners to produce cohesive writing compositions. For data collection, semi -structured interviews with 05 teachers of written expression and academic writing were conducted. Thematic analysis of interviewees' responses revealed that students' lack of exposure to English and English collocations are two major reasons behind failure in writing cohesive essays. Time constraints limited learners to less practice in writing classes; therefore, learners should be encouraged to extensive reading. Teaching hours for written expression should be expanded to create opportunities for more practice.

Keywords: English collocations; essay writing; extensive reading; teachers' experiences; teaching cohesion

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INTRODUCTION

Teaching writing is a complex task. It is not like teaching speaking and other skills. Its complexity is related directly to making strong relations between ideas, and assuring that these relations are successfully created by the writer. For example, if the writer is trying to express causal relations between two sentences, s/he should opt for appropriate causal conjunctions. Therefore, mastering the use of conjunctions is one way to achieve cohesion in writing essays in addition to other cohesive devices to include reference ellipsis, and other instances. Despite the fact that cohesion plays a golden role in writing, it has been neglected in language teaching. In this respect, several studies claim that language teaching tasks focus on teaching writing in isolation¹. Teaching sentences and manipulating them out of context is believed to be misleading causing cohesive problems in writing. Such problems may create incoherence and inappropriate writing pieces. Because of that, cohesive ties should be incorporated strongly in English as a foreign language EFL writing instructions. Indeed, ², ³, ⁴ insist on explicit teaching of cohesive devices because it is of great assistance to maintain cohesion in writing. Besides, focused activities should be implemented in order to draw students' awareness and knowledge about different cohesive markers. This does not exclude teacher feedback and explanation for a better understanding of cohesive devices use (⁵, ⁶). ⁷ add that EFL learners should be trained extensively in academic writing.

Lexical cohesion is important for EFL students to learn. That is why they have to be encouraged to learn new words in context, not in isolation, so that learners will master lexical items use and avoid any misuse or overuse of them ⁸. Also, Students should be invited to read extensively. Once they finish readings, teachers can train them to paraphrase. The instructor should encourage the learners to use synonyms, antonyms, and hyponyms in order to widen vocabulary use. ⁹

He explains the importance of teaching explicitly the connectors used in academic writing. It is suggested that EFL students sometimes overuse and misuse conjunctions. Accordingly, when conjunctions are overused, it makes the text illogical, and when they are misused, the text may sound too informal. In that, ¹¹ add that specifying the conjunctive links will assist students in expressing relations between sentences more clearly, and make them recognize the connection achieved by these connectors. This is sufficient for learners as it is of great guide to practice those conjunctives at the level of essays not at the sentence level ¹². Practice of the writing input should be supported by reading tasks. For example, when the teachers explain conjunctions, practice should comprise the presentation of real samples of texts where the learners are required to coordinate sentences in texts ¹³. Analysis of a writing composition should be dealt in presence of the whole class with the assistance of the teacher.

The assistance of students to understand the semantic and grammatical restrictions that govern their use is indispensable. The sentence combination and completion exercises are provided as the most appropriate ones to the list of transitions that appear in many text books. ¹⁴ suggests a set of tasks in teaching cohesive devices. She suggested the reordering of unorganized sentences and the addition of any necessary linkers. These tasks may stimulate and reinforce the number of differently ordered passage, which require the use of different devices. By doing so, learners will find themselves obliged to decide which type of semantic relations, and how to place them appropriately within the order of the sentence. Another proposition is that students observe unnecessary use of the linking cues in their writing, and sometimes linking devices are not required as conjunctions when others are equally important. She suggested reading as an effective method to enhance their writing. She ¹⁵ suggested an outline, which contains 03 three pedagogical approaches for teaching cohesion. In the first stage, students are asked to learn only the most common cues such as: but, and, also.... others will be learnt through exposure to the language. In the second stage, the previous list of connectives is replaced by a list of their paraphrases (in addition to this, because of this, as a result of /consequence of, reaction to this), which state more explicitly

the nature of the relationships they are intended to function in texts. In the last stage, learners are more concerned with the nature of the semantic relations underlying their writing than with the connectives themselves. They are obliged to state first (during the planning stage) those relations, and they can supply connectives only when they have answered questions like: Does your next section add a similar point to the argument? If so, is it of the same importance or of greater importance? Same? Use "also", "in addition", or "besides». Greater importance? Use "moreover" or "furthermore". Learners are required to ask a list of similar questions for the other types of relations.

As far as writing classes is concerned, teacher feedback on learners' writings improves learners' ability in writing. Studies on methods and ways teachers should deliver their feedback are numerous ^(16, 17, 18, 19, 20, 21). The role of teacher feedback on the improvement of writing is even controversial among research environment whether at the sentence level or at the text level ^(22, 23, 24, 25). Some researchers ^(26, 27) proved that feedback plays a crucial role in helping student enhance their writing abilities. Besides, ²⁸ clarifies that when the teacher comments on learners' writing pieces, learners' motive for improvement at writing grows, and the next draft will certainly be better. It is also believed that without comments, learners' self-revision may not be sufficient because they assume that their writings need no correction thinking that their writing compositions are perfect.

Consensus has not been reached on the type of teachers' feedback. Some believe that feedback should embrace global, local features, content, ideas and organization ²⁹. Others think that feedback involving meaning or content is more useful than feedback that deals with grammatical errors, spelling and mechanics ^(30, 31). Feedback from the part of teacher is found to be beneficial for learners as they gain experience and reduce errors which enhance the quality of writing ^(32, 33, 34). Furthermore, feedback can motivate the learners to write freely and be in secure because they will receive comments from their teachers if they confront problems in writing as they feel less frustrated to write ³⁵. The teacher being present in all the stages of writing enhances the quality of writing essays or any other writing compositions.

In a light of previous studies, it is worth to investigate the notion of cohesion and teaching cohesion at the department of English at Mohamed Lamine Debaghine Setif 2 University; therefore, the present research paper is framed by the following research questions:

1. What methods do teachers of written expression follow while teaching cohesion?
2. What potential hampers might be encountered in written expression and academic writing classes while teaching cohesion at Mohamed Lamine Debaghine Setif 2 University?

I. METHODOLOGY

As a qualitative exploratory study, the current research uses interviews with teachers of written expression and academic writing module for data collection. It attempts to elicit information on teachers' views and practices, explain their methods and assistance in maintaining cohesion in students' essays, shed lights on the problems encountered by students while writing, and investigate teachers' impediments in writing classes and its effect on them.

In this research paper, semi-structured interview was conducted or as they refer to it non- standardized interview, which is used in exploratory or descriptive studies. It is usually used in qualitative studies rather than quantitative studies. During the interview, interviewees were informed about the aim of the interview; so that, they could answer, and provide the researcher with the information required for the study. Five 05 teachers of written expression/writing module participated in the interview that took different places

(teachers' room and classrooms). This interview was analyzed using thematic analysis; each question was analyzed with the five teachers.

II. RESULTS AND DISCUSSION

Thematic analysis is a qualitative method, which is usually used for interview analysis. This approach is used for identifying, analyzing, and reporting patterns (themes). In order to equip the study with reliable and logical research process, and to facilitate the mission of analysis, interviewees' responses were organized, transcribed, and reduced into themes using coding. The latter is a crucial step because it identifies, and organizes the data into similar categories for example "lack of time" was classified under the category of "*time constraints*". This process is found to be efficient time saving because it facilitates the identification of themes, which are common in teachers' responses. Once the classification of themes was completed, interpretation of the qualitative data was followed.

First, the teachers were asked whether or not they ask students to follow prewriting techniques in writing essays. According to what the teachers have explained, prewriting techniques assist students in maintaining cohesion in their writing of essays in particular and writing in general and because of their role in stimulating the students to the organization of ideas and revising their essays. This makes the students pay attention to cohesion, cohesive devices, and coherence. Table 01 shows interviewees responses below.

Table 01
Teachers Encouragement to Students in Following Pre- Writing Techniques in Writing

Question	Do you encourage your students in following Pre-writing Techniques in their writing?
Yes	05
No	00
Total	05

As it is indicated in table 01, all the teachers agreed as they encourage and try to raise the students' awareness of following prewriting techniques as it appears in teachers' responses below.

Interviewee 03 said: "*it is the period or the stage of taking decisions(.....)organized his/ her ideas or not or excludes some ideas*".

Interviewee 01 contended: "*it is a platform(.....)for writing essays*".

Interviewee 02 added: "*they help the writer to select the most relevant ideas, and establish and understand the notions of coherence and cohesion*".

Interviewee 05 pointed that: "*..... brainstorming, editing; these are helpful especially for those who cannot write or start writing even native speakers have this problem*".

Table 02
Methods and Strategies of Teaching Cohesion and Cohesive Devices

	How do you teach cohesion and cohesive devices?

By explaining the theoretical definitions	02
By explaining these notions giving them time for practice	01
Using other tactics	02
Total	05

The second question was about strategies and methods that writing teachers teach cohesion and cohesive devices. Table 02 shows different views among teachers about methods used for teaching cohesion and cohesive devices. 02 two teachers opted for explaining the theoretical definitions, 01 one interviewee explains cohesive devices and gives the students time for practice, and the other 02 two interviewees opted for tactics other than definitions and practice of cohesive devices. The teachers initiate teaching cohesion and cohesive devices by providing definitions, explanation. They first explain the notions of cohesive devices, and then practicing upon these notions. Writing teachers are meant to enhance EFL students' writings as they explain all the writing notions such as cohesion, coherence, and cohesive devices. Writing teachers provide the students with the definitions of cohesive devices and their classification as it is supported by interviewees' clarification below.

Interviewee 02 said: *"I try to give them a list of cohesive devices that fit particular purposes. when I teach them the types of paragraphs, essays (.....) I am going to teach them using different tactics (a combination of these techniques .when we write some texts, we see how cohesive devices are used through the theoretical lecture(.....) putting it in its broader context(.....) I give them a paragraph with cohesive devices and another one without cohesive devices .the students then, compare and notice the difference between them"*.

Interviewee 04 added: *" after finishing teaching the theory what is an essay, its structure, types of cohesive devices and what are the most appropriate cohesive devices that go with each type. this is for theory; we come to practice, practicing the use of cohesive devices. something else which is giving them the list of cohesive devices for each type to be learnt"*.

Interviewee 03 mentioned: *" I give theory and I explain and then we live it for practice. if we explain reference for instance, we select some typical mistakes in their writings then we explain it over and over again. Cohesion is a continuous process"*.

The third question was about what the evaluation of essays includes. Detecting the errors then giving the feedback, correcting one of the essays in class and giving feedback to the whole class, other techniques are three options that are provided with question 3 and indicated in table 03 below.

Table 03

Evaluation Basics of Students Essays

	How do you evaluate the students' essays?
Detecting the errors then giving the feedback.	01
Correcting one of the essays in class and Giving feedback to the whole class	01
Other techniques	03
Total	05

According to results on table 03, teachers' methods towards the evaluation of learners' essays went beyond detecting the errors and correcting, and giving feedback. Only 01 participant opted for detecting errors. Another participant chose correcting one sample essay inside the class and providing feedback to the whole class. 03 interviewees follow other techniques as demonstrated by teachers bellow.

Interviewee 02 said: " *I ask someone to read his/her essay in order to show them their weaknesses, errors .at the same time, I show them their errors*". The teachers ask the students to write an essay about a particular topic; after that the teacher takes them for correction and detect the errors by checking the content, the organization, the form, the style, and the cohesive devices use as interviewee 04 said: " *after they read loudly in the board (.....) Loudly to be heard. from the peer and from the teacher. I correct (.....) comments to the entire class saying do not forget fragment sentence (.....) is for the whole class because of the crowded number of students*". The teachers usually ask for one or three readings loudly and then they correct them orally. One of the reasons behind these readings is the crowded classes and time constraints. „Interviewee 05 said: " *I usually give general feedback /evaluation t/ idea well correcting individual work because of lack of time*". Interviewee 01 added: " *the entire essay (organization, content, style*".

The fourth question deals with the evaluation of essays. Teachers of written expression were asked whether or not evaluation of students' essays and feedback is provided immediately inside the classroom. This is illustrated in table 04 below.

Table 04

Evaluation of students' essays

	The evaluation of the essays takes place inside the classroom (immediately).
Yes	04
No	01
Total	05

Results from table 04 indicate that evaluation of the essays takes place inside the classroom (immediately) as the majority, 04 four interviewees, opted for yes. This means that oral feedback is provided inside the writing classes as it is clarified below.

Interviewee 02 mentioned: " *generally in the classroom because of time constraints*".

Interviewee 03 claimed that: " *we use immediate feedback and conferencing while they write inside the classroom and correcting mistakes for each! I give my feedback; sometimes they write at home and I select some readings inside the classroom in which the learners are welcome to read and comment as I take them at home for correction.* "

One of the teachers 04 added something about working online: " *yes immediately in the class. It is a matter of time. I do something else, which is working online using wiki page; I meet my students online. I correct their essays in details. They write them online. I correct and I send them back*"

Interviewee 05: " *the correction usually is orally; I provide feedback orally*".

Table 05

Teaching cohesive devices

	Do you teach the students the use of cohesive devices, explaining all the types of cohesive devices?
Yes	02
No	03
Total	05

The fifth question is whether or not the writing teachers teach all the cohesive devices types. As it is shown in table 05, the teachers seem to neglect teaching/covering all the types of cohesive devices as the majority (03 from 05 interviewees) contended that they do not teach all the types of cohesive devices. Thorough explanation is provided by teachers below.

Interviewee 02 said: " *It is impossible; I categorize them into categories; some of them can be introduced to chronological order, others to.....*". Interviewee 05 said: " *I give them a list of cohesive devices (.....)* Apparently, teachers rely on illustration and exemplifications to teach and explain cohesion and cohesive devices use as interviewee 04 said: "*through giving them examples; not all the cohesive devices(.....)the students problems through their writing(.....) our focus will be modeled according to the mistakes in the students writing*". This means that teachers teach the cohesive devices use according to the students' mistakes and problems in their essays. Teachers focus on the cohesive devices that the students are commonly weak at. Interviewee03: "*through giving them examples; not all the cohesive devices since (.....)focus will be modeled according to the mistakes in the students' writing.* "

Table 06

Sessions Devoted for Teaching Cohesion and Cohesive Devices

Question	How many sessions do you take in teaching cohesion and cohesive devices?
02sessions	01
03sessions	01
05sessions	00
less	01
more	02
Total	05

The sixth question is about the sessions devoted for teaching cohesion and cohesive devices. Quantitative results from table 06 show different views concerning sessions devoted to teaching cohesive devices. 01 one interviewee opted for 02 sessions, one 01 participant opted for 03 sessions, 01 one interviewee opted for less, however 02 two participants opted for more, and no one opted for 05 sessions. It is clearly that teachers do not follow a unified syllabus. Qualitative data derived from interviewees' responses are presented below

Interviewee 02 mentioned: " *two sessions for the theoretical notions (how to use them) the rest are devoted for giving feedback Usually, teaching cohesive devices does not take a great deal of time(.....) we deal with the theoretical definitions, and explaining categories, (.....) which does not take more than two sessions* "

Interviewee 01added: " *03 sessions, actually, cohesive devices are always there because I always mention them in my lesson*".

However, it is important to keep explaining them the whole year whenever there is a need for that. Teachers insist on practice during the whole year. It involves developing essays about different types of essays and topics as it is clarified below.

Interviewee 03 said: " *to present cohesion one session will be enough but practice is a continuous process* "

Interviewee 04 pointed: "*for every session, I remind them about cohesive devices (....) now for every type of essay I teach them cohesion cohesive devices, coherence*".

Table 07

Reading Book Assignments

Question	Do you ask the students to read a book or books as an assignment?
Yes	00
No	05
Total	05

The seventh question is whether or not the teachers ask the students to read a book as an assignment. Quantifying interviewees' responses in table 07 proves how reading books helps a lot in writing essays as all, 05 five, the interviewees opted for Yes. This is supported by Irwin (1982) in his research; this enhances the students' exposure to the target language. In this, Olateju (2006) and Dueraman (2007) emphasized the significance of students exposure in enhancing their writing performance; however, the writing teachers do not usually give this task as an assignment for the learners. The writing teachers advise their students for further /extensive reading or reading for pleasure. This was explained by the interviewees below.

Interviewee 04 said: *"we do not stop talking about reading and its significance"*.

Interviewee 05 added: *"Not reading written expression books but reading other books yes"*. Some interviewees regarded reading as a crucial task, but according to them, students' motivation may be one obstacle that sabotages them while learning to read. This has been explained by interviewees' responses:

Interviewee 03: *"I don't do it because I know they are not going to read (.....)depends on the learners' motivation"*. It seems that the students do not read books. That is what the interviewees noticed; however, reading plays an important significance in enhancing their writing. Reading helps not only in achieving good writing quality, but also to achieve cohesion as interviewee 02 declared: *"I always advise them to read because while reading the students unconsciously imitate the writer's style and words"*. Interviewee 01 said: *"Reading is always a reminder. This means that it reminds the students about the appropriate use of cohesive devices and cohesion and its significance"*.

Table 08

Session devoted for practicing of cohesive devices in writing essays

Question	How many sessions do you provide for practicing of cohesive Devices in writing essays?
01sessions	00
02sessions	00
less	00
more	05
Total	05

The eighth question is about the practice of cohesive ties and cohesion in writing essays. Results from table 08 illustrate that practicing on the use of cohesive devices and writing essays takes the whole year. The teachers emphasized that they devote the whole year for practice because practice makes better. This has been better explained below.

Interviewee 01 said: *".....because practice makes better"*.

Interviewee 03 said: *"the sessions for practice. Let's say 90 percent"*.

The teachers highlighted the significance of practicing on writing essays on enhancing the correct use of cohesive devices in their essays because practice leads to perfection, and writing in general requires practice.

Interviewee 04 added: *"much more until the end of the year; the more you practice the use of cohesive devices, the better learner acquisition is promoted"*.

Interviewee 05: *"all the sessions are for practice; just the beginning is for guidance, then they start working on something practical."*

Table 09

Students Use of Dictionaries for Cohesive Devices Learning

Question	Do you advise your students to check on the dictionaries to assist Them in using appropriately cohesive devices
Yes	03
No	02
Total	05

The ninth question discusses whether or not instructors ask the learners to use dictionaries to assist in maintaining cohesion in student's essays. Quantitative data from table 09 revealed that 03 three teachers answered by yes; whereas, 02 two teachers answered by no. This means that the use of dictionaries is extremely important to guide the students in achieving cohesion in their writing as it is illustrated by teachers below.

Interviewee 04 mentioned: *"because if the student does not know the difference between besides and besides, he just checks the dictionary to distinguish their use"*.

Interviewee 01 said: *"for very weak students (....) they have to use the dictionary(....) to make them distinguish the meaning"*.

Interviewee 05 contended: *"yes (.....)especially when they have to use adverbs /adjectives to describe things ;the choice of words /word selection it is very important for example if you have to describe things /your emotions one word is not enough (.....) you have to select a variety of words."*

As for interviewees who answered by "NO", they expressed the opposite vision into using dictionaries for teaching cohesive markers. They contended that the use of dictionaries does not help as concrete examples of written texts do. Besides, live examples illustrate better as the interviewee 02 argued: *"I think live examples of written texts illustrate better"*.

Interviewee 03 said: *"learners learn best when engaged in situations (....) and essay extracts are best instances"*

For further suggestions stage, teachers declared that practice is the best way for maintaining cohesion and adequate use of cohesive markers. The more the students practice, the better and the correctly and appropriately they use cohesive devices in their essays as the interviewees insisted.

Interviewee 01 said: *".....improve our writing through exercises (.....) improve the cohesive devices use through practice"*.

Interviewee 04 said: *"the more you practice the better"*.

Interviewee 05 said: *"what the entire teachers do is to raise their awareness (.....) more practice"*.

CONCLUSION

This research aimed to investigate teaching cohesion in EFL classes at Mohamed Lamine Debaghine, Setif 2 University. The study delineates teachers' methods and experiences in teaching cohesion as it describes the hampers and challenges faced in writing classes. The findings of this investigation revealed that time is one of the constraints that make them limited to cover only few points in a short period of time; thus, there must be more teaching sessions for written expression as an attempt to embrace all the writing issues and expend more exercises. Crowded classes prevent the writing teachers from giving immediate feedback as working with all the individuals in the classroom is quite impossible. Because of this, oral feedback is provided for written essays due to time constraints; however, there must be written feedback since writing module nature and objectives require written feedback, and writing teachers are supposed to meet the module objectives and students' needs. An important implication that can be addressed from this research paper is that writing teachers should provide written feedback for written essays in order to assist the learners to correct their errors. Crowded classes, beside time constraints, confront written

feedback for all the learners. In this sense, the teachers are obliged to cover the maximum of courses. For that reason, there must be an agreement about reconsidering the number of the students inside the pedagogical environment. Psychologically speaking, learning takes a place in a healthy atmosphere taking into account learners personality, their learning styles, and other individual differences. Although the target writing teachers who participated in the interview admitted the significance of reading books on writing cohesively, no reading tasks are presented in the written expression classrooms; hence, intensive reading should be taken into consideration not only inside writing classes, but reading sessions should be reconsidered in EFL classes. Reading tasks or what is referred to as *intensive reading* must be applied inside EFL classes as reading is one of the tactics that is proved to be effective in enhancing the students' register of vocabulary. In addition, the students are going to imitate the writer's style consciously or unconsciously. Despite this, reading is an excluded skill inside EFL classes at Mohamed Lamine Dabaghine Setif 2 University. Some writing teachers focus on content rather than the form of an essay paying no attention to cohesion and coherence. This, according to the interviewees' responses and previous research on writing, has been found to be inappropriate since the form characterizes any type of essay, especially written expression module. Cohesion and cohesive devices should be carefully presented in writing classes, and should be offered more attention. Moreover, pre- writing techniques seem to have an effective role in the selection of ideas, organization of the essay, sentence structure, and word choice. *Pre- writing techniques* such as: *Brainstorming* and *editing* must be followed because the students in these stages, are going to check what is appropriate and what is not concerning punctuation, spacing, spelling mistakes, capitalization, and most specifically the appropriate use of cohesive ties and coherence (the organization of ideas and appropriate use of cohesive devices).

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APPENDICES

Appendix A

Teachers Interview: Questions and Transcription of qualitative data

This interview is addressed to teachers of the written expression module in order to explain how they assist students in maintaining cohesion in their writing of essays. I would like you to answer these questions by indicating your point of view after the provided statements/questions. Your responses will be highly appreciated.

Questions:

01-do you encourage your students in following Pre-writing techniques in their writing? Justify your response.

Interviewee01: yes, very helpful because they set the students in the mood to write; it is a platform for the second stage of writing”.

Interviewee02: yes, they are very important in that. they help the writer to select the most relevant ideas, and establish and understand the notions of coherence and cohesion; it helps them in saving time that they waste in reviewing and revising.

Interviewee03: of course, very effective I always tell my students do the maximum of your efforts because it is the period or the stage of taking decisions i.e. decisions whether s/he organized his/ her or not or excludes some ideas; the rest is just easy.

Interviewee 04: of course, they are occasionally important. When students pre write, they brainstorm, they do the clustering before drafting .it is the most appropriate phase; they collect their ideas. They select the what they do know and what they do not know about the topic, generate their ideas. actually, they use them consciously or unconsciously because simply you find yourself brainstorming while you are drafting, so why not using it in the first place to gain time.

Interviewee 05: yes, it's like brainstorming, editing; these are helpful especially for those who cannot write or start writing even native speakers have this problem. They have this problem. even they master their mother tongue, they don't know how to write

02-how do you teach cohesion and cohesive devices?

By explaining the theoretical definitions ☐

By explaining these notions giving them time for practice ☐

Using other tactics ☐ How and why?

Interviewee 01: By explaining these notions giving them time for practice: Reading, practicing, and using.....

Interviewee 02:by putting it in its broader context i.e. how to revise the global features /characteristics of the piece of writing in order to achieve cohesion and coherence .I try to give them a list of cohesive devices that fit particular purposes .when I teach them the types of paragraphs ,essays ,I am going to teach them using different tactics (a combination of these techniques .when we write some texts ,we see how cohesive devices are used through the theoretical lecture then giving time for practice ;I give them a paragraph with cohesive devices and another one without cohesive devices .

Interviewee03: cohesion is generally explained through explaining coherence; I give theory and I explain and then we live it for practice. if we explain reference for instance, we select

some typical mistakes in their writings then we explain it over and over again. Cohesion is a continuous process.

Interviewee04: after finishing teaching the theory what is an essay, its structure, types of cohesive devices and what are the most appropriate cohesive devices that go with each type. this is for theory; after finishing the theory we come to practice. for example, practicing the use of cohesive devices. something else which is giving them the list of cohesive devices for each type to be learnt. they keep it all the time with them.

Interviewee05: I don't really think I don't really teach them cohesive devices. when they make mistakes, I correct them; I may provide them with a list of cohesive devices which are related to addition eehhhhhh... For example ...I usually don't show them how to use them in essay, unless they make mistakes in writing when they lack when they don't use them for example ...there is something missing here I show them for example you have to make this and this, you have to make a link.

03- How do you evaluate the students' essays?

Detecting the errors then giving the feedback. ☐

Correcting one of the essays in class and giving feedback to the whole class ☐

Other techniques ☐

Explain why and how?

Interviewee01: All the above-mentioned options: The entire essay (organization, content, style, and

Interviewee 02: the combination of all these techniques because when I go around the individuals, I try to drive their attention; I ask someone to read his/her essay in order to show them their weaknesses, errors .at the same time, I show them their errors and make them correct themselves and compare their written products.

Interviewee03: I focus more on the content; it is mostly focused. if the writer writes with a good language and the content is not good, it will not matter. the content comes first then the organization then the mechanics. The students did not overcome such a problem there is misuse of cohesive devices. for me it is not a serious problem! I evaluate them strictly.

Interviewee04: after they read loudly in the board; if the student is shy or something s/he just reads them loudly to be heard. from the peer and from the teacher. I correct them; I go back to the essay giving them comments to all the class saying do not forget fragment do not do this don't forget that; and the message is for the whole class.

Interviewee05: I never ever give important to details ;I am holisticyou know if you have an idea about learning styles, there is also teaching style ;this is me I have got my style I usually give general feedback /evaluation t/ idea well correcting individual work ;I give them marks I give no deeper details because most of the times ,if you have to correct grammar ,punctuation ,writing conventionit's too much but most of the time it depends on the aim behind assigning the essay .I focus on creating one essay inside the classroom ;yes ..But only one essay because writing the essay in the board, we don't have the overhead projectors; it is time consuming.

04-The evaluation of the essays takes place inside the classroom (immediately).

Yes ☐ No ☐ why and how?

Interviewee 01: Both yes and no; It depends on the essay task, its length, and how much practice it needs.

Interviewee 02: generally, in the classroom because of time constraints.

Interviewee 03: we use immediate feedback and conferencing while they write inside the classroom and correcting mistakes for each! I give my feedback; sometimes they write at home and I select some readings inside the classroom in which the learners are welcome to read and comment as I take them at home for correction.

Interviewee04: yes, immediately in the class. It is a matter of time. I do something else, which is working online using wiki page; I meet my students online. I correct their essays in details. They write them online. I correct and I send them back.

Interviewee05: inside /both; when I give them a homework, they give it back for correction, the correction usually is written; I provide feedback; sometimes orally or I write them on the students sheet of paper.

05-do you teach the students the use of cohesive devices, explaining all the types of cohesive devices? Yes ☐ No ☐ w?

Interviewee 01: No, use illustration and examples to link the use of one device to many

Interviewee 02: It is impossible; I categorize them into categories; some of them can be introduced to chronological order, others to.....

Interviewee03: through giving them examples; not all the cohesive devices since we can deduce what are the students' problems through their writings. I give them examples according to my research and our focus will be modeled according to the mistakes in the students writing.

Interviewee04: yes I teach them all the types of cohesive devices and the types of essays and all the transitions that go with each type. all the devices that are appropriate for process analysis essay, for contrast, for comparison in isolation.

Interviewee05: It depends sometimes I give them a list of cohesive devices that; I really hate rules I want my students to learn things naturally to pick up things naturally.

06-How many sessions do you take in teaching cohesion and cohesive devices? 02sessions 03sessions ☐ 05sessions ☐ less mo☐ ☐

. Justify your choice by explaining why you have chosen that.

Interviewee 01: 03 sessions, actually, cohesive devices are always there because I always mention them in my lesson.

Interviewee 02: two sessions for the theoretical notions (how to use them) the rest are devoted for giving feedback, guidance, within practice i.e. I never stop giving them remarks about these elements.

Interviewee03: to present cohesion one session will be enough but practice is a continuous process. according to insistence i.e., how much the teachers insist and how the learners are aware about solving a problem!

Interviewee 04: for every session, I remind them about cohesive devices. now for every type of essay I teach them cohesion cohesive devices, coherence.

Interviewee05:it depends on the learners needs maybe I can draw attention to learners about cohesive devices once they make mistakes for example maybe when they opt for it or they need it ;I cant limit myself; it depends on the learners needs.

07-Do you ask the students to read a book or books as an assignment?

Yes ☐ No ☐ explain why?

Interviewee 01: Both yes and no, depending on my objectives and the whole task.....

Interviewee 02: I do not give them such a task; I advise them to further extensive reading.

Interviewee03: no ,I used to use it .I ask them to select an article or paper or a book ,then they select writing expressions ;they adapt some styles of x writers and learn how to apply in their writing .we do not stop talking about reading and its significance .

Interviewee04: no not reading written expression/ reading other books yes; the more you read books, the better and the more you enhance your writing. I always ask them to further reading because you will imitate the writers' style and how CDs are used.

Interviewee05: I don't do it because I know they are not going to read hhhhhhhhhhhhhhh. Also, it depends on the learners' motivation.

08-how many sessions do you provide for practicing of cohesive devices in writing essays?

01session ☐ 02 sessions ☐ less ☐ more ☐ plain why?

Interviewee 01: The whole year because practice makes better

Interviewee 02: the whole second semester.

Interviewee 03: all the sessions for practice. Let's say 90 percent.

Interviewee04: much more until the end of the year; the more you practice the use of cohesive devices, the better.

Interviewee05: all the sessions for practice; just the beginning is for guidance, then they start working on something.

09-Do you advise your students to check on the dictionaries to assist them in using appropriately cohesive devices? Yes ☐ No ☐ explain how?

Interviewee 01: No, I think live examples of written texts illustrates better.

Interviewee 02: yes, but it is not necessary; they have a list of the most useful cohesive devices; generally, they have headings for comparison, addition, contrast; Maybe For very weak students, to make them distinguish the meaning of them.

Interviewee03: no, for writing in general but for the use of cohesive devices is not .it is maybe for vocabulary and association of words.

Interviewee04: yes, because if the student does not know the difference between besides and beside. they just check the dictionary.

Interviewee05: yes, sometimes especially in creative writing when they have to use adverbs /adjectives to describe things; the choice of words /word selection it is very important for example if you have to describe things /your emotions one word is not enough in creative writing, you have to select a variety of words.

Further suggestions: if you want to add, share, or add something, you are welcome.

Interviewee 01: practice and practice is the key to improvement

Interviewee 02: we can improve our writing through exercises. we can improve the cohesive devices use through practice.

Interviewee 03: I invite all the teachers to apply strict punishment for students' mistakes at an early levels 1 st, and 2 nd year .it is the only way for our students for not neglecting those mechanical problems.

Interviewee04: the more you practice the better.

Interviewee05: all what the teachers do is to raise their awareness. There must be more practice.

TO QUOTE THE AUTHOR :

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