



**Investigating Students' Problems with
Cohesion and Coherence in English
Writing Courses at the Faculty of
Education, Benghazi University**

By

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for M.A. in English language and Linguistics**

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In the name of Allah,
The Entirely Merciful, the Especially Merciful.
"My Lord! Increase me in knowledge."

Taha: (114)

Dedication

To the memory of my beloved mother

Acknowledgment

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**Investigating Students' Problems with Cohesion and Coherence in
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Abstract

The aim of the current study is to explore the organizational problems that students at the faculty of education encounter while composing their essays in English.

The appropriate use of cohesive devices for example, conjunctions, ellipsis, substitution, references and lexical cohesion would enhance the students' writing.

The sample of this study consists of 16 students and two teachers. The researcher used three tools, observation to observe what are the teachers doing to help the students write effectively. Interview with both teachers and students to find out what are the problems they face during writing, the last tool is document analysis to see their weakness in using the cohesive devices, mechanism, language and style .

The data obtained shows that the students have many problems regarding spelling and grammar 100% of the total number erred in applying this category correctly. also, they misuse and over use other categories. The results shows that the students have many problems in their writing and they should take these problems in their consideration.

Chapter one

Background to the Study

1.1. Introduction

Writing is an important productive skills, and it is more complicated than it seems at first. It seems to be the hardest of skills, even for native speakers of a language. because it involves not just graphic representation of speech, but the development and presentation of thoughts in structural way.

According to Hampton (1989:11-14) “Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing.” This means that writers are independent when they are able to write without much assistance. Writers gain comprehensibility when they can produce a writing that can be read and understood by themselves and the others. They are fluent when they are able to write smoothly and easily as well as understandably, and writers gain creativity when they write their own ideas.

Widdowson (1983: 34-35) `states “writing is a communicative activity and so is carried out in accordance with certain general principles which underline the use of language in communication.”

An attempt is made to make texts achieve logical flow of ideas connected by various language devices, in support of this idea the concept of cohesion is introduced by Halliday and Hassan (1976:13), whose major concern is to investigate how sentences are linked in a text. They claim that “ a text has a texture and this is what distinguishes it from something that is not a text.” For them, the various parts of a paragraph are connected together by cohesive ties.

In support of this idea, Mclinn (1988:23) define coherence as “coherence is the relationships of ideas and the capability of these ideas to function together for conveying meaning.” As for cohesiveness, Carter (2000:26) describes “cohesion as the linguistic relation which is developed between clauses and how the surface linguistic elements of a text are linked to each other in order to create a unified whole text.” Cohesion generally, has facilitating effect on text comprehension and is assumed to be related to essay writing. The ability to convey meaning proficiently in written texts is a crucial skill for academic and professional success.

In relation to English foreign language essay writing cohesion, various scholars like Halliday, Hassan, and Mclinn (ibid) agree that coherence, on the macro level is related to

linking ideas whereas on the micro level, it is concerned with connecting sentences and phrases. According to Halliday and Hassan (1976:4) “the concept of cohesion is a semantic one which refers to a text.”

Halliday and Hassan (ibid) point out:

“cohesion relations have in principle nothing to do with sentence boundaries. Cohesion is a semantic relation between an element in the text and some other elements that is crucial to the interpretation of it, but its location in the text is in no way determined by the grammatical structure of the two elements, the presupposing and the presupposed, may be structurally related to each other or they may not.”

The other important feature of good essay is Coherence. Halliday and Hassan (ibid) argue that coherence in written text is a complex concept, involving different ways of arranging words and sentences. They provided the commonly used type of cohesive devices or ties .They classify cohesion into two major categories: grammatical and lexical. The former consists of five cohesive devices. These are reference, conjunction, ellipsis, substitution and lexical cohesion. According to them, these categories provide continuity from one sentence to another and make the analysis practical. The latter Lexical cohesion occurs when two elements relate semantically in some way. Halliday and Hassan (ibid) indicate that cohesion, an inter-sentential property of a text, is achieved through texture and through specific features given to it by the text. It means lexical cohesion is created for the choice of a given vocabulary and the role played by certain basic semantic relations between words in creating the text. Without cohesion, a written work can seem discontinuous and may not flow well; a lack of coherence challenges the reader and can hurt comprehension through the text.

1.2. Statement of the Problem

Students at the faculty of Education, Benghazi university have some problems in writing coherent and cohesive contexts, thus the absence of these two elements in writing may lead to weakness and ineffectiveness in any given piece of writing.

1.3. Research Questions

- 1.How coherent and cohesive are the essays written by students?
- 2.What English language teachers do to help students write effectively?
- 3.What are the techniques which improve their writing skill?
- 4.What are the factors behind their weakness in writing good essays?

1.4. Aim of the study

The aim of the current study is to explore the organizational problems that students at the Faculty of Education encounter when they write compositions.

1.5. Significance of the study

This work helps to create awareness about how to write cohesive and coherent writings.

1.6. Methodology

The main purpose of the study is to assess cohesion and coherence in writing by students at the faculty of Education, Benghazi university. In order to address the intended research questions, descriptive research design was employed. With regard to research method, qualitative research method was used to collect data. The participants of the study are 16 students and two teachers. the researcher used three tools observation ,document analysis and interview with both teachers and students to provide clear data for given problem.

1.7. Scope and limitation of the study

The research is limited to the fourth and fifth semester over a period of three months. Faculty of education of Benghazi university.

Chapter Two

Literature Review

2.1. The concept of cohesion

According to Halliday and Hassan (1976:26) “the writer is able to hold meanings together in related sentences in a number of ways, and cohesion is created to establish the structure of meaning.” that is cohesion is essential to construct text by linking ideas and connecting phrases and sentences.

Many scholars have highlighted the importance of text cohesion claiming that a text stands as a text by means of cohesion. However, for cohesion sentence can be fragmented and would result in a number of unrelated sentences (ibid). Moreover, cohesion can also be defined as the set of internal semantic relations that build it and they state the concept of cohesion as a semantic one. It does not concern the global meaning of a text but it concerns with how the text is constructed as a semantic building. The inter sentence cohesion is the most important aspect in cohesion.

2.1.1. Conjunction

Conjunction is a semantic relation explicitly marked. it is a device that makes explicit the semantic relation that exists in a text. Conjunction has grammatical cohesion in texts which show the relationship between sentences. Halliday and Hassan (1976:13) point out that “conjunctive elements are not cohesive in themselves but indirectly by the result of specific meanings.” They are not primarily devices for reaching out into the preceding text but they express certain meanings, which preconditions the presence of other components in the writing.

2.1.2. Reference

Reference is a device that reminds the reader of an element that has been mentioned in the text. It is also one of the options the grammar of English offers creating surface links between sentences. Reference constitutes items in English instead of being interpreted semantically on their own, make reference to something else for their interpretation is essential. This type of cohesion includes the following pronouns, nominative personal pronouns (I, my, you, he, she, it, they, we, our, ours, us) demonstrative pronouns(this, that, these ,these), adverbs of location (here ,there), and adverbs of time (now, then, before, after ,earlier, sooner) and articles (a, an, the). There are also other important references which are often used in writing. including relative

pronouns such as *who*, *which*, *whom*, *why*. According to Halliday and Hassan (1976:14) references could also be divided into three types. These are anaphoric, cataphoric, and an exospheric. This is because simply when we refer to a given item, we expected the reader to interpret it by either looking forward, backward, and outward. For example: “it rained day and night for two weeks, the basement flooded and everything was under water, It spoilt all our calculations” (McCarthy 1991:36). Here the first *it* refers to the discourse itself, the second “it” refers to the event of two weeks, or the fact that it rained or flooded; i.e., the whole situation rather than an event in particular, whereas cataphoric relation looks forward for their interpretation, To exemplify the cataphoric reference “she was terribly afraid .All kinds of black memories of her childhood came up to her mind. She could not fight against them as had been her custom because simply Mary Brown was dying at that moment”. This short text displays a number of cataphoric reference items which involve looking forward for determining what they refer to. In this example, all the pronouns (*she* /*her*) refer to Mary Brown. In this cataphoric reference, the referent has been withheld to the last sentence in order to engage the reader’s /the listener’s attention. Thus, Brown and Yule (1983:184) state that “exophoric and endophoric co- reference need a processor based on mental representation.”

2.1.3. Ellipsis

Ellipsis is the omission of an element that has been referred to earlier. In line with this, Kennedy (2003:324) indicates, “ellipsis is the process by which noun phrase, verb phrase, or clauses are deleted or “understood” when they are absent.”. Carter (2000:182) states that “Ellipsis occurs in writing where usually functions textually to avoid repetition where structures would otherwise be redundant.” Ellipsis is divided into nominal, clausal, and verbal ellipsis. On considering the following example: “Penny was introduced to a famous author, but even before, she had recognized him”. It appeared that the structure of the second clause indicates that there is something left out “introduced to a famous author”, the omission of this feature kept the meaning still clear and there is no need of repetition.

2.1.4. Substitution

Substitution refers to the replacement of an element (one word or phrase) in the text. Halliday and Hassan (1976:15) state that “substitution takes place when one feature (in a text) replaces a previous word or expression.” For instance: I left my pen at home, do you have one? In this example, one is replaced or substitution for pen.

2.3. Lexical cohesion

Lexical cohesion occurs when two elements relate semantically in some way. Halliday and Hassan (1976) maintain that unlike reference, and ellipsis, lexical cohesion is not associated with any special syntactic clauses of elements. It is therefore, the most open ended slightest adequately defined of the five types. Al-Jarf (2001) maintains that this type of cohesion includes lexical reiteration, lexical sets and lexical collocation.

Carter and Ronald, et al. 2001: 187. Lexical cohesion includes two basic categories: reiteration and collocation.

Reiteration: Reiteration covers the repetition of a lexical item, either directly or through the use of a synonym, or related word. That is, stating or doing something for a few times. As a lexical device a reiterated item manifests in three ways: Superordinate/Hyponym, Synonym or Near Synonym and, Antonym. Repetition (i) Repetition is accomplished in the cases that the same lexical item is used across the sentences:(ii)Superordinate/ Hyponym a superordinate is defined by (Halliday and Hasan 1976: 280) as “any item that dominates the earlier one in the lexical taxonomy.” (iii)Synonym: Synonyms are used to avoid repetition of same word in a text by giving the same or similar meaning as another word.(v) Antonym: Antonyms are lexemes which are opposite in meaning. An antonym is the answer to a question “what is the opposite of the word x?.”

(iv) Collocations: According to Halliday and Hasan (1976: 286) “collocation involves pairs or chains of lexical items that are drawn from the same order series. This is accomplished through the association of regularly co-occurring lexical items.”

2.4. The Concept of Coherence

Another element of good writing is coherence, the Latin verb cohere means hold together.in order to have coherence in writing, the sentences are hold together, that is ,the movement from one sentence to the next sentence is be logical and smooth. Yule (2008:126) views “Coherence is everything fitting together well, and it is not something that exists in words or structures, but something that exists in people.”

Coherence and texture is understood as a similar concept. Therefore, coherence or texture is the combination of semantic arrangement of register and cohesion. John (1986: 247) defines coherence as “a complex concept; involving a multitude of reader-and text based features.”

Oshima et al (2006:40) indicate that there are four ways to make a text coherent. These are (i) repetition of key nouns (ii) using consistent pronouns (iii) using transition signals to link ideas, and (iv) arranging the ideas in logical order. That is the logical sequence from one sentence to the other must be logical and organized.

Brown and Yule (1983:202) 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 sentence to be understood but also he/she should apply the suitable information, well- formed and empty of fragmentation. Brown and Yule (ibid) suggest that 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.

Coherence can be illustrated particularly well by a group of relations subsumed under **causality**. These relations concern the ways in which one situation or event affects the conditions for some other one.

1. The first causality relation is CAUSE. In a sample such as:

[i] Jack fell down and broke his crown.

the event of ‘falling down’ is the cause of the event of ‘breaking’, since it created the *necessary conditions* for the latter.

2. The second causality relation is ENABLEMENT. In the following sample:

[ii] The Queen of Hearts, she made some tarts,

All on a summer’s day.

The Knave of Hearts, he stole those tarts,

And took them quite away.

The Queen’s action created the *sufficient, but not necessary conditions* for the Knave’s action (made it possible, but not obligatory); this relation can be termed enablement.

3. The third kind of causality relation is REASON. In a sample such as:

[iii] Jack shall have but a penny a day

Because he can’t work any faster

the low pay is not actually *caused* or *enabled* by the slow working, but is nonetheless a reasonable and predictable outcome. The term reason can be used for the relation where an action follows as a rational response to some previous event. In contrast, Jack’s ‘breaking his crown’ was independently necessary (we could not ask: “What made him feel like doing that?”). Wilks (1977: 235)

4. The fourth kind of causality relation is PURPOSE. Cause, enablement, and reason cannot capture the relation at stake here:

[vi] Old Mother Hubbard went to the cupboard to get her poor dog a bone.

The term purpose can be used for an event or situation which is planned to become possible via a previous event or situation.

2.5.Texture and Textuality

The concept of texture is entirely appropriate to express the property of being a text. Halliday and Hassan (1976:2) “A text has a texture, and this is what distinguishes it from something that is not a text .It derives this texture from the fact that it functions as a unity with respect to its environment.” De beaugrande and Dessler (1981:3-7) defines “textuality in terms of communication function that the text is supposed to realize.” The texture is provided by the cohesive relations. Texture is the basis for unity and semantic interdependence without text, and text without texture would just be a group of isolated sentences with no relation to one another. Moreover, cohesion relates to the semantic ties within text where by a ties is made when there is some dependent link between items that combine to create meaning. Therefore, texture is created within text when there are properties of coherence and cohesion outside of the apparent grammatical structure of the text.

2.6. Related Studies

This section of the research presents the previous studies that have been conducted in the field of writing.

Cohesive devices play a crucial role in spoken and written text building (Castro, 2004) shows the importance of logical connectors in speaking, writing, listening and reading for EFL learners. Improper use of linking words results in to misunderstanding and even communication breakdown. In a similar view, Oshima and Houge (2006, p.165) talk about “the detrimental effect of the first language when it leads to excessive use of coordination which makes EFL students' composition boring to read and difficult to focus on the ideas expressed”. Thus, the text suffers syntactically and semantically if the logical connectors are not used, overused or improperly used. Many researchers believe that cohesion poses a serious problem to EFL learners. For example, Ahmed (2012), who conducted a perception study with the Egyptian university students, agrees with Leki (1991), Nunan (1993) that students have problems in all aspects of cohesion.

Al-Jarf (2001) and Sadighi (2012) studied the use of cohesion by Arab and Iranian EFL students respectively. Unlike Ahmed (2012) who investigated cohesion in general, Al-Jarf (2001) and Sadighi (2012) ranked the different aspects of cohesion according to their difficulty levels. According to Al-Jarf (2001), substitution is the most difficult whereas Sadighi (2012) finds reference to be the most difficult. Both agree that conjunctions are the easiest. Al-Jarf (2001) uses a recognition test for data collection whereas Sadighi (2012) asks her students to write about one of the two topics she had given them.

El-bouri (2003) examines some of the writing problems among third year students of the English department at Benghazi university. The aim of her study was to identify the problems the students face in their writing. Three main sources are used to collect the data: a questionnaire, a midterm exam and an assignment. Administered by the researcher, the midterm exam requires the students to construct an outline and to choose a topic to write an essay of five paragraphs. In other writing task students' are required to write personal letter to a friend. In her research, Elbouri (ibid) concentrates on the most common errors face participants when writing paragraph and essay development. It was clear in her study that most of the students have challenges in writing and developing topic sentences and thesis statement.

Hewadi (2007) carried out a study on writing assignments among second and third year students in English department of Benghazi university. Her study was carried out to pinpoint the problems students face in relation to development of cohesion and coherence in their composition, especially at paragraph and essay levels. Seventy paragraphs and essays are selected for second year students and thirty five for third year students. The assessment she uses is based on the four devices addressed by Halliday and Hassan (1979) (references, ellipsis, substitution and connectors). The assessment indicates that most of the students encounter organizational and structural problems in development of topic sentences and thesis statement through cohesion and coherence are attained. The study also demonstrates that, although students are stable with their ideas, they express them in improper sequences on the surface level.

In Ahmed(2012) study focuses on organizational problems that students encounter when they write an English essay in particular. This study aims to investigate student's cohesion and coherence problems in EFL essay writing. An integrated method is used, including a questionnaire and a semi structured indepth interview.

Findings reveal that students encounter some problems in cohesion and coherence of EFL essay writing. More specifically, it attempts to fulfill the following three aims: explore teaching essay writing at one of the pioneering faculties of education in Egypt; investigating different essay writing adopted by Egyptian essay writing teachers from teachers and students; and identification of essay writing difficulties encountered by Egyptian teachers of English. He administers a questionnaire to 165 teachers of English and 7 essay writing teachers, conducting semi-structured in-depth interviews with 14 student teachers of English and 7 essay writing teachers, and observed nine essay writing sessions by different teachers. Data is analyzed quantitatively using descriptive statistics and qualitatively using exploratory content analysis. Findings of the study reveal that there are eleven focuses of teaching essay writing. These focuses are classified into four main categories: Mechanics, Language, Content, Structure, Layout and Practicing Writing. Findings also shed light on the essay writing teachers' practices in relation to planning, teaching, feedback and assessment.

Finally, findings show that teachers of English encounter the following difficulties in their essay writing: planning difficulties, organizational difficulties including coherence, cohesion, stylistic difficulties, lexical problems, and technical difficulties including grammar, punctuation, spelling, revision and editing.

Field and Yip (1992) examine the use of three types of cohesive devices, reference, conjunction, and lexis in essays of 150 foreign language learners conducting narrative and descriptive essays. They found that the three easiest writing devices were remote cohesive devices, immediate cohesive devices, and mediate connecting devices and the three hardest writing devices are temporal conjunctions, causal conjunctions, and adversative conjunctions. Several studies indicate the problems that L2 writers face in writing. The purpose of this study is to investigate the relationship between cohesive devices and the quality of their essays. The findings also provide insights in to the ability of the writers to convey ideas in to written forms. The results show that there are overuse and low use of certain cohesive ties.

Diverse studies acknowledge the importance of text cohesion in English writing as a mechanism to facilitate discourse flow. These studies also add that constructing cohesive texts by second language learners require focused instructions and additional attention.

Chapter Three

The Skill of Writing

3.1. Learning Writing

Academic writing is considered to be a complex skill. It involves a number of complex rhetorical, developmental and linguistic operations that must be taught Raimes (1983) It is a process that starts with writing an alphabet and ends with writing a well-constructed paragraph or an essay.

Lindemann (1982) points out that learning to write is more than learning how to write alphabets, words, phrases, sentences and paragraphs, it is a process that involves understanding meanings of concepts and practicing them in real situations. Learning how to write requires learners to be skilled in identifying and fitting sentences and paragraphs into prescribed patterns. Flower (1994:65) “learning writing involves critical intelligence in the areas that affect composition such as creating content, using stages of writing, selecting details and cues patterns, organizing and connecting texts more accurately.” that is, the selection of content, organization, explanation, example supplied, and vocabulary in the writing are determined according to the nature of the audience. Similarly, the purpose is concerned with why question, and that guides the focus of writing. Purpose is the intention of the writing, or the main goal or message of the writer. Dividing the writing text into three parts- introduction, body, and conclusion- helps make the writing well organized so that the readers feel comfortable in understanding the ideas or issues. Likewise, the style of writing needs to be clear and precise with formal grammar.

3.2. Writing Skill

Different scholars define writing almost from the same perspective. For instance, Byrne (1988:7) defines writing as “a process of putting ideas into words to the target reader in mind.” Similarly, McDonough and Shaw (1993) consider writing as primarily an oriented message. These scholars delineate that writing is a meaningful process that should be addressed to readers. They regard writing as a cognitive skill that writers are required to master with attention to sentence structure, appropriate selection of vocabulary items, a careful attention towards spelling and punctuation. They add that learners need to master the linguistic knowledge and also the ability to integrate information coherently and cohesively in a written discourse. Nunan(1989:36) says:

“Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text..”

Writing is also a means of exploration and discovery, and today, more than ever being able to write well is a vital skill people all over the world communicate, exchange information and conduct business immediately across the environment. White and Arndt (1991: 3) define: “Writing is far from being a simple matter of transcribing language into written symbols.” It is thinking process in its own right. It is a permanent record, as a form of expression and as a means of communication.

3.3. Approaches to The Teaching of Writing

There are many different approaches to teaching writing in English composition. The approaches differ. Writing, unlike other skills, cannot be left to itself or just naturally picked up, it has to be consciously taught and learnt by doing, practicing and improving. Every learner has different writing needs depending on their language stage and the purpose of their writing. In order to decide on the most suitable way to handle the writing task, the teacher should consider which approach to choose for their writing lesson.

Many methodologists invent and introduce key approaches to teaching writing, some serve as foundation of others, some present new ideas and shed light on the issue from a different point of view.

3.3.1. Controlled-to-Free Approach

This approach, introduced by Raimes (1983), is based on audio-lingual approach popular mainly in the 50's and 60's. It works on a sequential way of work with a text. Students are first given exercises on single sentences after having practiced this level, they copy, manipulate or change paragraphs. The material is selected and provided by the teacher and students work on strictly prescribed operations. Since the focus is on a controlled way of modeling, students usually do not make many mistakes, which make the teacher's marking quick and easy. Areas stressed in this approach are grammar, syntax, mechanics, and accuracy. Raimes and Byrne (ibid) Focus on accuracy controls over making mistakes and aiming at eliminating them from the written work by using step-by-step activities. Students do not use their own ideas; they work on exercises they combine,

manipulate and model. This approach gradually reduces amount of control and allows more freedom at later stages. Tribble (1996) traditional Text-based Approach similarly focuses on form and uses authoritative texts for imitating, modeling and adapting, with errors need to be eliminated.

3.3.2. Free-Writing Approach

Unlike controlled methods, the free-writing approach introduced by Raimes (1983) emphasizes fluency and content, i.e. focus on audience, ideas and originality, rather than form and accuracy. Students write on given topics or topics of their interest, which help them feel engaged in the writing process and, therefore, be motivated for work. A type of a free-writing activity is a quick write in which students practice their writing skills and creativity on a topic of their own. Such exercise takes five to ten minutes and requires no correction, just a reader read it and comment on ideas. Scrivener (1994) mentions basic rules of this activity, such writings certainly contain a lot of waste, but, some valuable ideas the writer subsequently use in his real writing assignment. Having the same principles in mind, this approach is reflected in Byrne (1988:22) focuses on fluency, emphasizing the same key factors as getting ideas on the paper, feeling actual writing, expressing own thoughts and the like. Byrne (ibid) argues “many students write badly because they do not write enough.”

3.3.3. Paragraph-Pattern Approach

According to Raimes (1983) the stress of this approach lies on organization; the aim is to learn how English features are organized in a piece of writing. In activities based on this approach, students copy and, analyze model paragraphs. Byrne (1988) describes this approach as a Focus on Text concerned with paragraph work, its organization and construction, and in which students work at a higher level than single sentences.

3.3.4. Grammar-Syntax-Organization Approach

This unique approach, introduced by Raimes (1983) emphasizes on more features at the same time, e.g. when writing a set of instructions on how to prepare a dish, the writer focuses on three aspects : structure, syntax and organization, all at once. Besides, this approach gives the writer an essential aspect of writing – a specific purpose for their effort.

3.3.5. Communicative Approach

Raimes (1983:8-9) points out that “the communicative methodology puts stress on purpose and, on audience. It gives an authentic feedback to the writer in the form of questions, exchanging letters, emails or messages, all that without any correction of the

text.” This approach mirrors Byrne (1988) focuses on purpose, according to which the two factors – having reason and audience – should never be neglected in teaching and practicing writing as they motivate students to write.

3.3.6. Creative Approach

According to Harmer (2001:260) claims creative writing employs imaginative tasks such as writing poetry, stories and plays .He sees the creative approach to writing as journey of self-discovery that promotes effective learning. One of the drawbacks of this approach is that students often find it difficult and even painful to come up with their own ideas and/or express them with right words; having nothing to say can therefore be demotivating or frustrating. On the other hand, it is the irreplaceable role of the teacher to encourage students and build up creative writing bit by bit, starting with phrases and sentences before expecting whole compositions, Harmer (ibid). The teacher can use variety of methods and techniques that support and develop writing skills in a creative way. students work individually. What motivates students for active participation is common work on the whole writing assignment: gathering ideas, discussion and even peer evaluation.

3.3.7. Process Approach

Unlike other approaches, Raimes (1983), along with Tribble (1996) and Harmer (2001), argue that the process approach emphasis is not on product but on the process as such. The writer has to ask questions about the purpose for their writing and who the audience is, adds questions of how to manage to convey appropriate message in an appropriate way. What appear beneficial for students in this approach appears is in various stages of research, discussion, language study, cooperation and interaction.

3.3.8. Genre Approach

According to Tribble (1996), genre-based approach to writing is socially oriented and focuses on the ways in which writers and texts need to interact with readers. In order to provide and sustain successful communication, the readers must recognize the purpose of the text which is written with a clear intention to do something.

Chapter Four

Data Collection and Analysis

4.1. Introduction

The main purpose of this study is to assess cohesion and coherence in courses written by a students at the faculty of education Benghazi university, in order to assess the intended research questions, descriptive research design was used, with regard to research method, qualitative research methods were used to collect the data needed for the research. Thus, implementing qualitative design which employed document analysis and classroom observation and interview with both teachers and the students was helpful to collect and analyze data naturalistically with the identified problems.

4.2. Data Collection

The subjects of this study consists of two undergraduate classrooms 4th and 5th semesters at the faculty of education of Benghazi university. One classroom has 11 students and the other has 5 students, most of them hold English speciality of secondary school level.

In this study, the researcher uses different data gathering instruments document analysis, classroom observation and structured interview. The samples are midterm exams and a separate writing tasks assigned by the researcher. The topic of the writing tasks is about air pollution and the mid-term exam topics are about the importance of technology in society, health and medicine in your country and the advantages of early marriage.

4.2.1. Classroom Observation

Observation is one of the most important methods used in research to gather desired data in natural setting. Punch (2009:153) arguing that “observation as a data collection technique can to a varying degrees be structured or unstructured”. An Observation method is selected to conduct out a research, to observe teachers in the classroom and to collect information, which are the focus of interest.

Also, Denscombe (1998:139) points out “observation does not rely on what people say they do, or what they think. Instead, it draws on the direct evidence of the eye to witness events first hand.”

A classroom observation often records all activities and tasks in class about teachers and students in a limited time. classroom observation is a very important instrument in developing teaching process and identifying techniques practiced in classrooms. The

following are classroom observations about two teachers (a Pilipino teacher and a Libyan teacher) of the faculty of education of Benghazi university.

A. Participants

The researcher is selected the 4th and 5th semesters to observe writing activities. The total number of the students were involved are 16, so they all involved into the study to investigate their essay writing.

B. Classroom Observation Checklist

The researcher used a seven categories checklist see appendix (A): the nature of the topic presented, providing background knowledge, teachers focusing areas, activities to encourage students to write, students participation, sufficient cohesive devices ,and teachers' interest. This is to limit the number of the categories observed and to save time and effort.

C. Observation Checklist Analysis

The observation checklist has seven categories see appendix (A), each category investigates a particular area. the letter **T** refers to the teacher and **S** refers to score teachers have accomplished, The scale used to assess performance is as follows:

Poor (P)

Good (G)

Excellent (E)

T1 and T2 refers to the teachers

1. The Nature of the Topic Presented in Teaching Writing

T1: The teacher is following a clear lesson plan and draws the students attention on definition of expository essay and their types. In addition the teacher gives general idea about how to form an essay, and talks about the history of writing it, Moreover; there are different topics related to the use of the outline and how to identify the topic sentence, the main idea, thesis statement and how they could affect the unity of their writing. Also the teacher asked the students to write an expository essay related to topics which is in their real life.

T2: Draws students attention on the types of the academic writing, why students need academic writing, all lessons are about paraphrasing, note taking and definition related to academic writing.

1.The nature of the topic presented in teaching writing	Teachers	T1	T2
	score	E	G

Table 4.1:Types of Topics

The above table indicates that the observed teachers present students with different types of topics based on their majors, but the first teacher is more competent in presenting the lesson gradually by introducing the lesson by giving samples and to make the lesson more easier for them.

2. Background Knowledge

T1: The teacher uses different techniques at the pre writing stage. First, the teacher makes students read the topics and try to generate their own ideas by discussing them, then in the writing stage students perform some activities related to the lesson at a post stage. They are asked to write something related to the topic they have chosen.

T2: The teacher does not use any strategy related to providing background knowledge. He just introduces students to terms of academic writing.

2.Background Knowledge	Teachers	T1	T2
	score	G	P

Table 4.2: Background Knowledge

The above table shows that the second teachers score is insufficient, since the teacher lacks this necessary strategy which help students practicing pre, while and post writing stages.

3. Focusing Areas in Teaching Writing

T1: Teacher pinpoints essay organization, unity, cohesion and coherence.

T2: Teacher stresses general terms of academic writing.

3-The teacher focus area in teaching writing	Teachers	T1	T2
	score	G	G

Table 4.3: Lesson Presentation

Table4.3 indicates that the lesson is clearly presented. Students attention is drawn to what is necessary for them to be aware of the theoretical parts of the major, and to enhance their understanding.

4. Teachers' Activities to Encourage Writing Skill

T1: Incentivize students to perform different activities related to the lesson. Moreover, teachers bring some extra activities and make students practice such activities in order to make students interested in the lesson.

T2: Activities related to the lesson the lesson are provided by the teacher and answer key is supplemented.

4-Teachers' activities to encourage the writing skill	Teachers	T1	T2
	score	E	P

Table 4.4: Teachers' Activities

Table 4.4 indicates that the second teacher is using theoretically rather than practical approach. Regarding the first teacher the students are participating how to outline and write an essay. The students use a lot of activities to practice their writing.

5. Students' participation in writing tasks

T1: All the students have equal chance to participate.

T2: Participation of the students was optional, they answer the activities related to the lesson. Sometimes the answer key is provided for the students. If the teacher managing was not a dequate.

4-Students participation in writing tasks	Teachers	T1	T2
	scores	E	P

Table 4. 5: Students' Participation

Table 4.5 pinpoints that students' participation is very important when given equal chance to participate. Regarding the second teacher, it is obvious from the class activity that students do not have any interest or motivation to participate in writing.

6. Using Sufficient Cohesive Devices to Teach Writing

T1: Teachers draw students attention to cohesive devices in writing, all types of cohesive devices taught previously to students and they use them during their writing.

T2: Is not concerned with using these cohesive devices, because they are introduced to them previously.

5-use sufficient cohesive devices to teach writing	Teachers	T1	T2
	scores	G	P

Table 4.6: Awareness of cohesive devices

The above table shows students awareness of using the cohesive devices which help them in writing. The ignorance of these devices by the second teacher hinders the students from producing logical sentences. That means the students are not able to use the cohesive devices to show the connectedness of the sentences.

7. Teachers' Interest in Writing Lessons

T1: Is very interested in presenting the lesson, she uses body language effectively.

T2: Is concerned with teaching theoretically more than practically teaching so it is demanded. The students do not write at all.

6-Teacher's interest while teaching writing	Teachers	T1	T2
	scores	E	P

Table 4.7: teachers' Interest

The above table reveals that students of the second teacher are less interested because the lesson is presented in a very traditional way, teacher centered teaching.

4.2.2 Teachers' interview

Teachers are interviewed individually for data collection. Some data directly provided by the interviewees in order to discuss important issues and to obtain information concerning the goals of the current study.

Structured interviews are fairly quick to conduct which means that many interviews can take place within a short amount of time. This means a large sample can be obtained resulting in the findings being representative and having the ability to be generalized to a large population.

Teachers interviews are held on the 5th and 6th may (2018). Two teachers are interviewed. They are members of the staff at the faculty of education of Benghazi university. Both interviews are recorded and the questions are attached.

A. Analyzing the Teachers' Interviews

Abbreviations are used in the analysis of the questions

I=interviewer

T=teachers

I: the nature of the topics presented to the students

T1: It is a writing course, expository essay, writing compositions , writing activities, learning mechanics of writing, and improving further elements in writing compositions.

T2: My contribution to academic writing helps students write academically and be prepared for research.

I: The steps of writing lessons.

T1: Introduce students to different steps of pre writing process before we take up the writing process.

T2: If students have experience in writing and know how to write a paragraph, it is easier to teach them, however, if students lack such knowledge, academic writing is not attained.

I: Activities incentivize students to write.

T1: Apart from writing itself, Students are asked to read some samples of an essay. Qualities of different essays are evaluated to provide them sample essays to follow. Moreover vocabularies are presented to enhance their lexicon and improve their essay writing.

T2: Students should do activities and home works by the end of the lesson.

I: Teachers focusing area while teaching or assessing writing.

T1: Evaluating compositions includes grammar, vocabulary, content, structure, and mechanics.

T2: Proficiency of writing requires a pre knowledge of academic writing.

I: The impact of text books on cohesive devices

T1: Text books are not available, the internet is used for extra activities and consider different types of devices transitional, pronouns, reference, and emphasize different methods of paragraph development.

T2: Students are given separate supplementary handout. They were exposed to in previous semesters.

I: Students' Participation in Writing Tasks.

T1: Of course ,they are always encouraged to do so, their writing are evaluated.

T2: Only 3 or 4 students participate in writing skill, others feel shy,or don't want to participate or don't know. It is very depressing when students do not respond.

I: Correction of Errors.

T1:Students achievement is assigned through a rubric system .None is assigned nil evaluation (zero mark)because evaluation is integrated.

T2:Students respond to my questions orally.

I: Teachers' Interest in Teaching Writing.

T1: Yes, of course, it is my job ,I encourage my students to write.

T2: Yes, writing is my favorite skill, and I want to help them to improve their writing skill.

B. Students' interview

1. What are the problems you face in learning writing?

Group 1: expository essay

S1: Grammar, and spelling .

S2: The first problem is distinguishing the main idea and the subordinate ideas.

S3: I don't have problems other than spelling.

Group 2 academic writing

S1: Teachers have many problems, we do not practice well, some students. cannot write a single paragraph, some memories topics.

S2: Problems are in the lack of vocabulary ,and weakness in grammar.

S3: Actually, we used to write in normal way but now we write in academic way .The problem is no practical examples are provided in class.

S4: Spelling, I am a little afraid of spelling, I cannot recall everything in mind, academic writing is very difficult.

S5: My problem is with grammar, especially tenses in academic writing, there is no practice.

2. What do you think of the course?

Group 1 expository essay

S1: Very good, writing is important to my career in the future.

S2: Yes, very effective, we have learned how to write.

S3: Effective and good.

Group 2 academic writing

S1: I really like it, but it is difficult, we have a lot of problems in writing.

S2: Summarizing is more easier for us.

S3: Academic writing is very important for us because we are academic students .

S4: Poor and demotivated.

S5: The instructor is good but the ideas are not motivating.

3. Do teachers use effective methods?

Group 1 expository essay

S1: It is amazing, wonderful.

S2: Very enjoyable.

S3: Amazing.

Group 2 academic writing

S1: The teachers methodology is very good, but the problem is with students. They have to read more academic topics.

S2: I think normal, he just sits and explains the lesson to us.

S3:No, he just sits and explains the lesson.

S4: No, it is not effective.

S5: Not effective, no practice, just talks.

4. Do teachers commend assignments for the students?

Group 1 expository essay

S1: A lot of assignments.

S2: Yes. we do assignments.

S3:Yes, a lot of assignments.

Group 2 academic writing

S1: No assignments but we do some exercises and search in the internet for more exercises.

S2: Just one assignment.

S3: Two assignments.

S4: Just one assignment.

S5: No assignment.

5. Do teachers prompt your feedback?

Group 1 expository essay

S1: On the board, then she picks the papers and corrects them.

S2: On the board then everyone do it by his own.

S3: Yes, he helps us during our work.

Group 2 academic writing

S1: No, he doesn't give us any feedback

S2: No, no correction.

S3: No, correction of our mistakes.

S4: He doesn't correct mistakes. He just focuses on studying general terms rather than practice.

S5: No correction.

4.2.3. Document analysis

In this part, the data are gathered through classroom activities and some midterm exam papers. Some of these activities are prepared by the researcher. In these activities students are requested to write about a topic chosen by the researcher. The majority of students write essays. The time assigned for the task is two hours.

A. Evaluation Protocol

Having conducted the task and collected the midterm exam papers of the expository essay classes, the researcher sets a protocol to evaluate students writing provided by the supervisor. Each paper is marked separately to ensure accurate results. The evaluation sheet is divided into three main criteria, form and mechanics, grammar and style and cohesive devices

The protocol score is out of 100%. The selected eleven students of the fourth and fifth semester are requested to write about a certain topic, “**air pollution**”. The scoring protocol given below lists students and percentage of errors they made on composition.

Form and mechanics	Number of students	Percentage of errors	
		correct	incorrect
cohesion			
Margin and indentation	2	18%	82%
Capital letters used well	7	63%	37%
Punctuation appropriate	2	18%	82%
Introductory paragraph	10	90%	10%
Thesis statement	5	45%	55%
Topic sentence	0	100%	0%
Concluding paragraph	0	100%	0%
Grammatical errors	11	0%	100%
Spelling errors	11	0%	100%
Transitional phrases	4	36%	64%
Content (unity)	5	45%	55%
Related ideas	5	45%	55%
Cohesive devices			
Substitutions	3	27%	73%
Ellipsis	3	27%	73%
Reference	11	100%	0%
Conjunctions	3	27%	73%
Lexical cohesion	10	90%	10%

Table 8: The Percentage of Errors on Writing Activity

To illustrate the above results, samples are presented below composed by the students. These samples indicate errors assessed in isolation.

1. Margin and Indentation

many students failed to observe this category in their essays, only 18% of students apply it and 82% of students erred in using it .

The following are samples of essays presented.

Sample 9:

()Biological materials that cause harm or diccomfart to humans or other thing organism and damages that neutral enviromenition the atomospher .air pollution affects our life ,our animals ,and our earth nature however causes are a lot which makes it difficult to safe the issue some causes industries .

Sample 6:

()The air pollution is the into duction of chemical ,particulat matter or biological matter that cause harm or discomfort to humans or other living organism.

() in sample 9 and 6 the students do not leave the margin space ,when they start their writing.

2. Capital Letters

Although this category should be familiar to the students ,but only 63%of students performed it correctly ,and 37%did not

Examples

Sample 1:

we all ask about he reasons .the reason of why we have air pollution .i think of the greage on the street

Sample 8:

air pollution affect our life from many ways that we mentioned above ,we should give up that habit and we must try to save uo our enviroment

3. Punctuation

Among 11 students, only two did this category correctly .

For example

Sample 11:

Air pollution kills our life in indirectly way and life of our environment() it the most danger kind of pollution

Sample 7:

The first effect of pollution it comes of smoking industries this is smoking effect on environment() so should keep us of disease

4. Introductory Paragraph

The majority of the students did this mechanics correctly, 1o% of them erred in using it

Examples

(Air pollution is the introduction of chemicals or biological materials that cause harm the firs effect air pollution Human health ,it is very bad beacause donot have clear air)

5. Thesis Statement

The task reveals that nearly 81%of students done it correctly and 19%erred in using it

Example

Sample 8:

Air pollution can aminate the air it is very important mater tha we must to consider it ,because (it is caused many harms to the human been and to every thing breathl)

6. Topic Sentence

Statistically , all the students did this aspect correctly.

7. Concluding Paragraph

All students did this aspect correctly

8. Grammatical Errors

Grammar is integrates in all language skills, and it has a great impact on the devices of cohesion and coherence. All students erred in using this device.

Sample 8:

Air pollution can caused many course that destroyed the environment the first cause is the industries is the worst cause , may effect and the second is the fire had alarge effect both in environment and the air in addition ,the gass and the carbon and car ban monoxide is un well.

Sample 7:

Air pollution is causes to disease and on air breath so may be any one exposed to norrow breath

9. Spelling

All students erred in this aspect. The samples given below show these errors

Sample 5

Air pollution is begn about chemicals and biological materials that cause harm or discomfort to humans and other living organisms ,or damages the natural environment in the atomospher

10. Transitional Phrases

Only 36%of students observed this category correctly.

For example

Sample 7

Second effect rubbish in street when threw rubbish you should throw it in special place to throw and this also effect on environment

()You should about us to keeping on environment so you would live without sick or pain ful .

12. Related(coherent) Ideas

Similar to the previous aspect

13. Substitution and Ellipsis

In sum, there were 3 students did this category correctly, 73 erred in using it. Most of students made the idea unclear

For example

Sample 9

Air pollution effect our life every day with out us

14. Reference

Although the level of writing students is very low, they scored better with regard to reference.

Sample 8:

We need to live in agood environment without any problem for your health

15. Conjunctions

Some students ignore this device or misuse it. Some of them restricted to specific types of this device.

For example

Sample 5

It is very harmful on all of things in the life Ex:people ,plants,animals and atmosphere)the air pollution causes the damage on the nature ,we must ask our selves the air pollution comes from what and how

The air pollution comes from rubbish ,industries I think the bigger comes from human and donot keep the nature from pollution and harm

The air pollution affect on on the life as awhole and damage human health killed animals and plants .

Form and mechanics	Number of students	Percentage of errors	
		correct	incorrect
cohesion		20%	80%
Margin and indentation	1	100%	0%
Capital letters used well	5	40%	60%
Punctuation appropriate	2	100%	0%
Introductory paragraph	5	100%	0%
Thesis statement	5	100%	0%
Topic sentence	5	60%	40%
Concluding paragraph	3	100%	0%
Grammatical errors	5	100%	0%
Spelling errors	5	80%	20%
Transitional phrases	4	100%	0%
Content (unity)	5	100%	0%
Related ideas	5		
Cohesive devices		40%	
Substitution	2	40%	60%
Ellipsis	2	100%	60%
Reference	5	100%	0%
Conjunctions	5	100%	0%
Lexical cohesion	5		0%

Table 9: The Scoring protocol shows the Percentage of Errors in the Midterm Exam.

1. Margin and Indentation

Large number of the students erred in applying this category to their essays only one student did this category correctly

For example

Sample 3

()In my country the health and medicine it is in advice for two ways it is medical crew and the hospital. First thing ,it is a medical crew is about nurses and doctors ,the nurses it is very abrasives in her stay and doctors it is very bossy of everything.

Sample 1

()Early marriage can help you to learn how to be responsible and free in your life .although you will face the hardest time ,but you have to be patient to have a good life.

2.Capital letters

All students are familiar with this category, and all did well .

3.Punctuation

Among five students, only two have done well.

For example

Sample 4

The technology is very important in education()because some school /universities need it to sign informations of students and teacher()

4.Introductory paragraph, Thesis statement and Topic sentence

Regarding all these aspects, all students did them correctly

5.Concluding Paragraph

Only three did this category correctly

Sample 4

()Technology have a lot of binift that help people in their education ,hospitals and they daily life.

6. Grammatical Error and Spelling Errors.

All students failed to observe this category

For example

Sample 2

Health and medicin in my country is not good may be there is the difficeuces between the places like health and medicin at home or in my house there are the big diffreut or the big changes betweau the two places of the health and medicin ,first the hospital is not clean

7. Transitional phrases

The majority of students did it correctly

8. Content and Related ideas

All students did it correctly

9. Substitution and Ellipsis

Most of students erred in applying this aspect correctly

For example

Sample 5

When you are want to call your parents in other country ,the technology will help you to connect with them by speed communication lake :internet or good equipment as computers.

,also the internet and computers can support in learning and in doing activity .in addition to enjoy while education. It is new way to educate in the world

10 .Reference, Conjunction and Lexical cohesion

All students did this aspect correctly

Chapter Five

Conclusion and Recommendations

5.1. Conclusion

The main purpose of the study was to investigate students' problems in using coherent and cohesive devices in essays written by students at the faculty of education of Benghazi university. The study focused on whether students' writing essays have cohesion and coherence, and exploring what English language teachers do to help students in writing effectively .

In this study, qualitative research method was used. Two teachers were involved in this study, and 16 students were chosen as a sample for the study and to achieve the objectives of the three tools were used. These were observation, interview with both teachers and the students and document analysis.

The study indicated that the students could not write a coherent essays and their essays lack cohesion and coherence .Their essays have also problems of organization and logical flow of ideas .Furthermore teachers were not on the position to help students to write coherent essays and their activities were inadequate.

The students tried to write essays in the midterm exam and activities handed by the researcher but they could not write a coherent essays, most of the students were unable to put sentences together by writing them in logical and appropriate order. In addition, many students could not use appropriate cohesive devices to join sentences together to keep the flow of ideas between sentences.

As students' essays were observed, they had many coherent and cohesion problems. Their essays had like inappropriate and illogical arrangement of sentences and poor flow of ideas. In their essays writing they used inconsistent words and fragmented sentences due to their language problems in generating ideas, moreover; students did not employ adequate cohesive devices in their paragraph to link sentences. The study indicated that teachers did not help the students to improve their writing skill.

There are major factors that affect the cohesion and coherence of the students' essays, the background knowledge, the lack of training, lack of motivation, teachers do not encourage their students.

5.2. Recommendations

1. The students should be able to write coherent essays to communicate in writing. Through writing they must be able to express their opinion to the reader, and they should be able to put sentences together and arranging them in logical order.
2. The students should use sufficient and appropriate cohesive ties to join sentences together and to keep the flow of the ideas logical.
3. The students should improve their vocabulary to generate their ideas to produce complete sentences and reduce their writing anxiety.
4. The teacher should encourage the students by providing a model paragraphs, appropriate correction, feedback and necessary writing tasks that help them to produce coherent paragraph.
5. The teacher should give a great attention to the cohesion and coherence problem while correcting students' writing to draw their attention on cohesion and coherence.
6. Teachers should focus on reading activities and combine them with writing activities to increase their awareness of good writing.
7. Students should be exposed to different topics to help them practice different cohesive devices.

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Appendix A

No.	Categories	Poor	Good	Effective
1.	The nature of the topic presented in teaching writing			
2.	Providing background knowledge			
3.	The teacher's focusing areas teaching writing			
4.	Teacher's activities to encourage the students to write			
5.	Student's participation in writing tasks			
6.	Use sufficient cohesive devices to teach writing			
7.	Teachers interest while teaching writing			

Appendix B

Teachers' interview

I. What is the nature of the topic that you present to your students?

T1: It is a writing course, expository essay, writing compositions, more writing activities, learning mechanics of writing, and improving further elements in writing compositions.

T2: The nature that I would like to present to the concept of my contribution to academic writing help students to write academically and be prepared for research.

I. Can you tell me about the steps of your writing lessons?

T1: Introduce the students to different steps in pre writing process before we make up the writing process.

T2: If the students have experience in writing and know how to write paragraph, it is easier to teach them, however, the students lack such knowledge academic writing is not attained.

I. What type of activities do you use to encourage the students to write?

T1: Side from writing itself, I ask them to read some samples of an essay, we evaluate first according to qualities of different essay writing, so I give them sample essays and then they write after that related to the essay we have discussed, moreover I give them vocabularies to aid them because some of them are weak, so these vocabularies will help them to develop their essays.

T2: Students should do activities and home works by the end of the lesson.

I. What do you focus on while teaching or assessing your students writing?

T1: Evaluating compositions includes grammar, vocabulary, content, structure, and mechanics.

T2: Proficiency of writing requires a pre knowledge of academic writing.

I. Do text books have impacts on cohesive devices, if yes what these impacts are?

T1: No text books are available, we use internet for extra activities and consider different types of devices (transitional, pronoun reference, and emphasize different methods of paragraph development.

T2: Students are given separate supplementary handout. They were exposed to in previous semesters.

I. Do students participate in writing tasks?

T1: Of course, they are always encouraged to do so, their writing are evaluated.

T2: Only 3 or 4 students participate in writing skill, others feel shy, or don't want to participate or don't know,. It is very depressing when students do not respond.

I. How do you correct mistakes?

T1: Students achievement is assigned through a rubric system .None is assigned nil evaluation (zero mark) because evaluation is integrated.

T2: Students respond to my questions orally.

I. Are you interested in teaching writing?

T1: Yes, of course, it is my job, I encourage my students to write.

T2: Yes, writing is my favorite skill, and I want to help them to improve their writing skill.

Appendix C

4.2.3. Students' interview

1. What problems you face in learning writing?

Group 1: expository essay

S1: Grammar, and spelling .

S2: The first problem is distinguishing the main idea and the subordinate ideas.

S3: I don't have problems other than spelling.

Group 2 academic writing

S1: Not many problems teachers have different ways, we do not practice well, some students cannot write a single paragraph, some memories topics thoughts.

S2: Problems in storage of vocabulary, and grammar.

S3: Actually, we used to write in formal way but now we write in academic way .The problem is no practical examples are provided in class.

S4: Spelling, I am a little in awe of spelling, I cannot recall everything in mind ,academic writing is very difficult

S5: My problem is with grammar, especially tenses in academic writing, there is no practice.

2. what do you think of the course?

Group 1 expository essay

S1: Very good, writing is important to my career in the future.

S2: Yes, very effective, we have learned how to write.

S3: Effective and good.

Group 2 academic writing

S1: I really like it is important but it is difficult, we have a lot of problems in writing.

S2: Summarizing is more easy for us.

S3: Academic writing is very important for us because we are academics .

S4: Poor and demotivated.

S5: The instructor is good but the ideas are not incentive.

3. Do teachers use effective methods?

Group 1 expository essay

S1: It is amazing, wonderful.

S2: Very enjoyable.

S3:Amazing.

Group 2 academic writing

S1:The teachers methodology is very good, but the problem is with students they have to read more academic topics.

S2:I think normal, he just sits and explains.

S3:--

S4:No, it is not effective.

S5:Not effective, no practice, just talks.

4.Do teachers instruct or commend assignments?

Group 1 expository essay

S1:A lot of assignments.

S2:Yes.we do assignments.

S3:Yes,a lot of assignments.

Group 2 academic writing

S1:No assignments but we do some exercises and search in the internet for more exercises.

S2:Just one assignment.

S3:Two assignments.

S4:Just one assignment.

S5:No assignment.

5.Do teachers prompt your feedback

Group 1 expository essay

S1:On the board ,then she pick and correct them.

S2:On the board then everyone is on his own .

S3: Yes

Group 2 academic writing

S1: No.

S2:No.

S3:No.

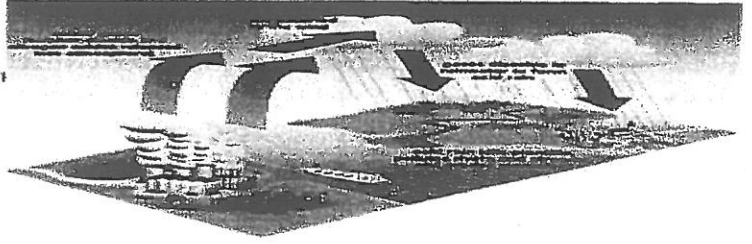
S4:He doesn't correct mistakes he just focus on terms rather than practice.

S5:No correction.

Appendix D

Air Pollution

- **Definition:**
 - Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.
- **Air Pollution Causes by:**
 - Industries.
 - Automobiles and Domestic fuels
 - Fire
 - High Proportion of undesirable gases III
 - sulphur dioxide
 - carbon monoxide
- **Air Pollution Effects:**
 - Human health
 - Animals
 - Plants
 - The atmosphere as a whole
 - Acid rain



Writing

Write an essay about the effect of air pollution on our life.

Plan what you are going to write using the ideas above to help you.

Paragraph 1 what is the air pollution?

Paragraph 2 the first effect of air pollution

Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

Write at least 150 words

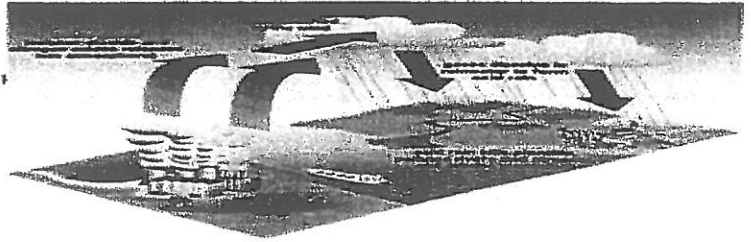
Check your writing for mistakes(grammar, punctuation, and spelling)

..... We all ask about the reason the reason of why.....
 we have air pollution? I think because of the factories
 on the street because of the clean society.....
 because of the clean environment that around in the street
 environment and they also and also at some.....
 we can't really about.....

..... the air pollution is bad for our health and
 our self and makes us get of disease.....
 and in general it is big problem and we
 need to fix it.....

Air Pollution

- **Definition:**
 - Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.
- **Air Pollution Causes by:**
 - Industries.
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 - Fire
 - High Proportion of undesirable gases it
 - sulphur dioxide
 - carbon monoxide
- **Air Pollution Effects:**
 - Human health
 - Animals
 - Plants
 - The atmosphere as a whole
 - Acid rain



Writing

Sunclus Mustafa Faraj 8875

Write an essay about the effect of air pollution on our life.

Plan what you are going to write using the ideas above to help you.

- Paragraph 1 what is the air pollution?
- Paragraph 2 the first effect of air pollution
- Paragraph 3 the second effect of air pollution
- Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

Air pollution is the most reasons that can causes the diseases and hurt our eyes & environment.

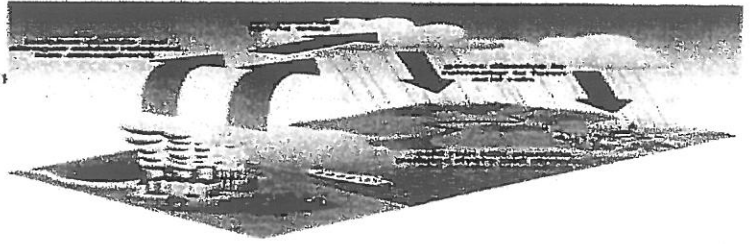
Air pollution can hurt your eyes easily if you go out and make you itch your eyes if it tears.

Air pollution can hurt our environment and make the streets dusty and untidy although we are carrying for them and plants will die too.

Air pollution is very harmful of our life and it can impact on a badly way on our environment and health.

Air Pollution

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 - Acid rain



Writing

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Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes(grammar, punctuation ,and spelling)

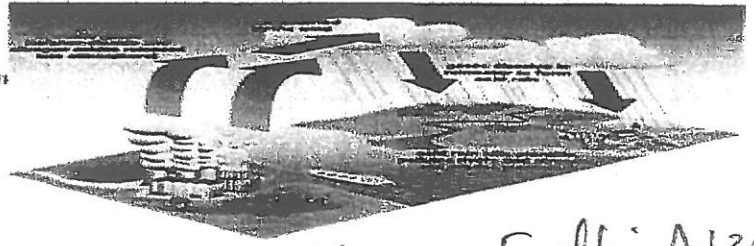
Air pollution is the introduction of chemicals or biological materials that cause harm.

The first effect air pollution human health. It is very bad because our have clean air.

The second effect air pollution animals and plants. All plants were die because air pollution. Animal die very air pollution. It is very dangerous for any thing. Animals, people, plants, the atmosphere as whole. Acid rain in the atmosphere.

Air Pollution

- **Definition:**
 - Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.
- **Air Pollution Causes by:**
 - Industries.
 - Automobiles and Domestic fuels
 - Fire
 - High Proportion of undesirable gases like
 - sulphur dioxide
 - carbon monoxide
- **Air Pollution Effects:**
 - Human health
 - Animals
 - Plants
 - The atmosphere as a whole
 - Acid rain



Marwa Fathi Alzwy
8370

Writing

Write an essay about the effect of air pollution on our life.

Plan what you are going to write using the ideas above to help you.

Paragraph 1 what is the air pollution?

Paragraph 2 the first effect of air pollution

Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

The air pollution is the air that not clear it made by the factories and the cars or maybe by the garbage.

It effect of growing plants by pollutioning the soil then the plants can not growing again and it will die dying. It also effect on the atmos.

It also effect on the atmosphere s. it impends the people live.

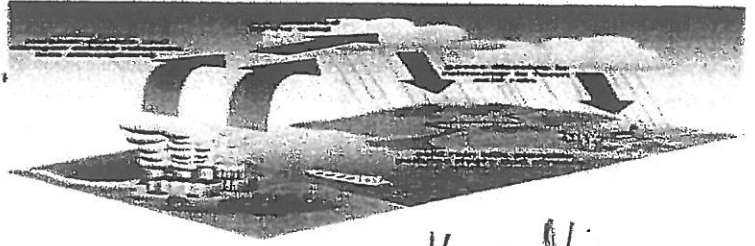
And it make diseases for every creature by smelling it because it is not clear or clean it's really dangerous and risky.

But if every one preserve and protect the environment we can save the world and help plants from the extinction and help our selves from the chronic diseases.

Air Pollution

Sample : 5

- **Definition:**
 - Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.
- **Air Pollution Causes by:**
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 - Animals
 - Plants
 - The atmosphere as a whole
 - Acid rain



Hanan Ali
8775

Writing

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Plan what you are going to write using the ideas above to help you.

Paragraph 1 what is the air pollution?

Paragraph 2 the first effect of air pollution

Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

Air Pollution is ~~be~~ about chemicals and biological materials that cause harm or discomfort to humans and other living organisms, or damages the natural environment in the atmosphere.

The first effect of air pollution is about human health because we need to live in a good environment without any ~~issue~~ problem for your health.

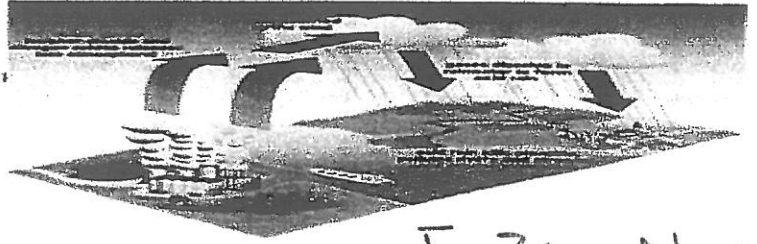
The second effect of air pollution is about the plants. If the plants live in a bad atmosphere, I think the plants died because they need a good environment to grow.

Finally in my idea ~~we~~ we should live without any places have bad air pollution, and we should keep our self from disease.

Air Pollution

Sample : 6

- **Definition:**
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- **Air Pollution Causes by:**
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 - High Proportion of undesirable gases like
 - sulphur dioxide
 - carbon monoxide
- **Air Pollution Effects:**
 - Human health
 - Animals
 - Plants
 - The atmosphere as a whole
 - Acid rain



Fauziah Nur
Ban.our

Writing

Write an essay about the effect of air pollution on our life.

Plan what you are going to write using the ideas above to help you.

Paragraph 1 what is the air pollution?

Paragraph 2 the first effect of air pollution

Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

8383

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

The air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.

Air pollution for human health. It found a lot of things makes the people feel sick. They can't going around the street because of diseases. Your eyes like crying, your face be not natural, and your mood be not feel normal, bored and sad. You can't feel relax.

we family we should solve the problem to do something to be the live natural and save.

If your body is healthy, of course you will do a lot of things in your city.

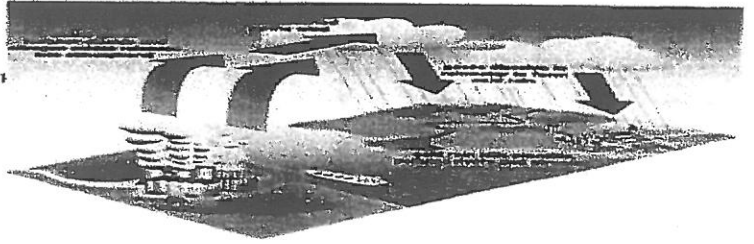
Air Pollution

Hyjet Friday 02/02/20

Sample: 7

8729

- **Definition:**
 - Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.
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Writing

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Plan what you are going to write using the ideas above to help you.

Paragraph 1 what is the air pollution?

Paragraph 2 the first effect of air pollution

Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes(grammar, punctuation, and spelling)

Air Pollution is causes to disease and ^{effect} refers to narrow in
Air breath so maybe any one exposed to narrow in
breaths.

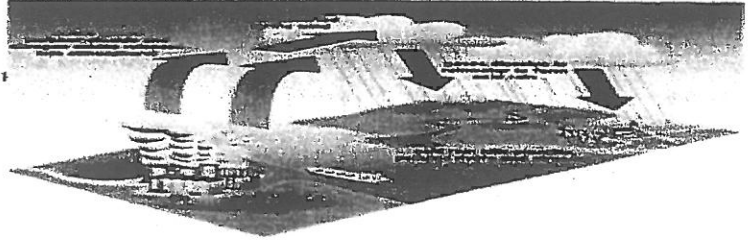
The first effect of pollution it comes of ~~smoking~~ industries
• this is ~~smoking~~ effect on environment so you should
keep us of disease

second effect rubbish in street when throw ~~at~~ rubbish
• you should throw it in special place to throw and
this also effect on environment

you should about us to keeping on environment
so you would live with out sick and painful.
and you should ~~at~~ to learn ~~us~~ children correct
way to keep our selves of dangerous • it comes
of air pollution.

Air Pollution

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Writing

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Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

Air pollution contaminate the air it's very important
 later the we must to consider it because it's caused
 many harms to the human been and to every thing
 breath

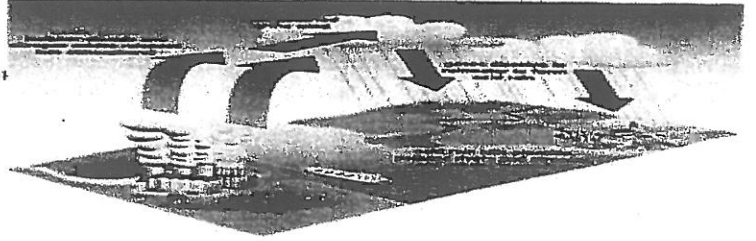
air pollution can be caused by many source that
 destroyed the environment the first cause is industries
 is the worst cause, may effect and the second is the
 fire can had a large effect both in environment and the air
 in addition, the gas and carbon monoxide is unwell to
 even though it's bad for the environment, but it's important

air pollution effect and get harm for many things for
 it's effect to human health and caused disease for their
 lungs and the way they breath even the animals effect
 by air pollution not only the animals effect by air pollution
 but also the plants and the atmosphere

air pollution effect our life from many ways that we mentioned
 above, we should give up that habit and we must try
 to save our environment and our world

Air Pollution

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Writing Ali Falem 14/10/2022

Write an essay about the effect of air pollution on our life.

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Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.

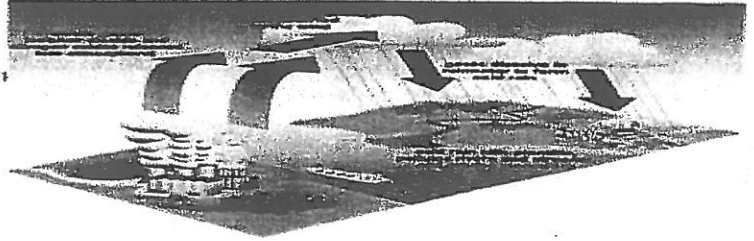
The first effect of air pollution is human health. Air pollution causes many diseases like asthma, bronchitis, and lung cancer. It also causes eye irritation and sore throat.

The second effect of air pollution is the atmosphere as a whole. Air pollution causes global warming and acid rain. It also causes the depletion of the ozone layer.

In conclusion, air pollution is a serious problem that affects our life. We should take action to reduce air pollution. We can do this by using public transport, carpooling, and using energy-saving devices.

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Writing

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- Paragraph 3 the second effect of air pollution
- Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

It's very harmful on all of things in the life. For people, plants, animals and atmosphere. The air pollution causes the damage on the nature. We must risk our self the air pollution. Comes from what? and how?.....

The air pollution comes from the rubbish, industries, ~~and fire~~ and fire. I think the bigger causes from the human and people don't do not keep the nature from pollution and harm.....

The air pollution effect on the life as a whole and damage human health. Killed animals and plants and also causes of the disease and problems in life.....

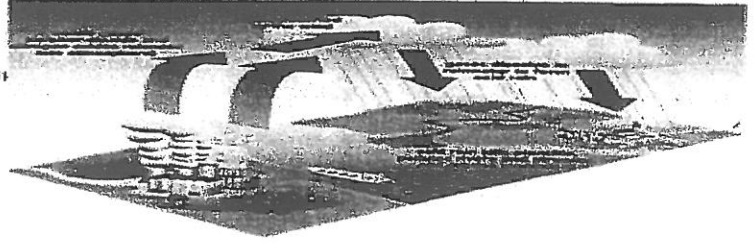
The air pollution effect also on the atmosphere also on the looking of the sky and looking of the flowers, animals life.....

Now finally, the effecting of the air pollution is very big on the natural world. Causes the damaging for million many millions of people and things in the life.....

Air Pollution

Sample: 11

- **Definition:**
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- **Air Pollution Causes by:**
 - Industries.
 - Automobiles and Domestic fuels
 - Fire
 - High Proportion of undesirable gases !!!
 - sulphur dioxide
 - carbon monoxide
- **Air Pollution Effects:**
 - Human health
 - Animals
 - Plants
 - The atmosphere as a whole
 - Acid rain



Writing

Write an essay about the effect of air pollution on our life.

Plan what you are going to write using the ideas above to help you.

Aida Ramadan

8941

Paragraph 1 what is the air pollution?

Paragraph 2 the first effect of air pollution

Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

air pollution is the one of the deadliest kind of pollutions
it have alot of effects on human and environment

it damage our heath and human so it caude alot
of diseases like for example, cancer, asthma and
fibrosis

air pollution also effect on the environment it caude s
death of the animal and delay process of grow of
plants

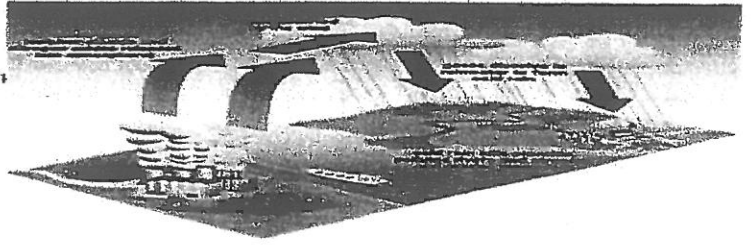
eventually air pollution kills our life in indirectly
day and life of our environment it the most
danger kind of pollutions

Air Pollution

Ayali Junaidi

8019

- **Definition:**
 - Air pollution is the introduction of chemicals, particulate matter, or biological materials that cause harm or discomfort to humans or other living organisms, or damages the natural environment into the atmosphere.
- **Air Pollution Causes by:**
 - Industries.
 - Automobiles and Domestic fuels
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 - carbon monoxide
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 - Acid rain



Writing

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Paragraph 3 the second effect of air pollution

Paragraph 4 conclude your ideas

Write at least 150 words

Check your writing for mistakes (grammar, punctuation, and spelling)

The air pollution is bad for our health.

The air pollution have a negative effect about the plant.

The reason of air being pollution.

The air pollution is the introduction of chemicals,

biological materials that cause harm or discomfort to human or other living organisms.

At first the air pollution is absolutely bad for

our health. Because it effect to our learning, e.g. heart not works and this all is problem and that is not good for either.

and it let our plants, our trees and flower

to die or not being healthy good "maybe"

and ever not let the plant grow up from

the beginning and that's big problem to our society and

we need to fix it immediately. it destroy everything

NAME: Sundas Mustafa Faraj
COURSE: _____STUDENT NO.: 8875
DATE: _____

Introduction

THE ADVANTAGES OF EARLY MARRIAGE

→ Early marriage can help you to ~~to~~ learn how to be responsible and free in your life. Although you will face the hardest time, but you have to be patient to have a good life.

By the time you will learn responsibility for example you should depend ^{on} your self in ^{doing} the house's work, and you choices that related to your way of solve ^{ing} the problems. You will be free somewhat like this happiness when have your own house that no one tells you ^{what to do} that or don't do that in contrast when you were living with your family; furthermore, you can go out and travel with your husband in any time that you want to do specifically if you married from someone who loves to enjoy this life.

✓ In conclusion early marriage is new and free life that you will start ~~at~~ although you must be serious and learn how to ~~marriage~~ manage your marriage to be successful.

✓

4

UNIVERSITY OF BENGHAZI
College of Education
DEPARTMENT OF ENGLISH

NAME: Aya Mohammed Salem
COURSE: _____

STUDENT NO.: 8433

DATE: _____

Intention

Health and medicine in my Country is not good. Maybe there is the differences between the places like: Health and medicine in the Hospital and Health and medicine in the Home or in my House. There are the big different or the big changes between the two places of the Health and medicine. First the Hospital is not clean that effect of the people maybe there is no Sisters to clean the place, there is no the good people who cook well that is effects the illness, otherwise the Health and medicine in the Home is the better. Cuz the place is clean and the place is refresh and healthy. Second there are some people in some place the government cuz there are some of disease such as Enfluanza, but I think the person that eat a healthy food for the Home not from another place that is will help him for the medicine and didn't spend the money from another Country, there wise the Health and Medicine in my Country are very different for places such as my Home or the House and the Hospital that is the Effects and Causes between them. I hope or in my opinion I need to people eat a healthy food from the House that is the good for him and didn't use a fast food or eat it that is un healthy for the people.

3

NAME: Bothaina Ibrahim Ali Akubbar
COURSE: _____STUDENT NO.: 7773
DATE: 10-5-2018(Health and medicine in My country)

In my country the health and medicine it's in ~~at~~ ~~advise~~ ~~for~~ ~~two~~ way it's Medical crew and the hospital. First thing, it's a Medical crew is about nurses and doctors, the nurses it's very abrasives in her staff and the doctors it's very bassy of anything about the ~~bottom~~ bottom and he don't have any recaognition for the acold. Seconde thing it's Hospitals, the hospital in my country is very demajers ~~for~~ it's unhealthy. We have a huge hospital in Africa but we don't have a seves. then it come enight we don't ~~bind~~ bind a doctor and a nurses that is very bad when I sike in night and I don't bind seves. The health and medicine in my country it's very bad for way health hospitals and seves a Medical crew.

NAME: Aida Ramadan Kalmy
COURSE: _____

STUDENT NO.: 8941
DATE: 2018/5/10

Technology is very important in ^{our} each society.
It ^{has} had a lot of usage; for example, in education ^s
and hospitals.

The Technology is very important in education
because, some school/universities need to
it to sign informations of students and teacher
in safe places and also they create sites
that belong to the school that help students
to research information about educat. ?

even in hospital uses technology for some
medicines to check some illness by machines

Technology have a lot of ^{benefits} benefits that help people
in their education, hospitals, and in ^{their} they daily life
daily

UNIVERSITY OF BENGHAZI
College of Education
DEPARTMENT OF ENGLISH

6

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COURSE: Expository Essay

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The technology is very important ^{invented} in our society. We must thank ^{are} who invented it, because the technology is one of the popular science in the world. It is become crucial due to we are use it in our communication with friends and family and our education.

When you are want to call your parents in other country, the technology will help you to connect with them by speed communication like internet and good equipment and computers. like

Also the internet and computers can support you in learning and ^{res} doing activities. In addition to using while education. It's new way to educate in the world.

We are use it in our communication and education, so the technology is crucial in our life.

تقييم أداء وكفاءة مهارات الكتابة من حيث التركيب والمعنى لدى طلاب قسم اللغة الإنجليزية

بكلية التربية جامعة بنغازي

قدمت من قبل:

ريما صالح ابراهيم المزيني

تحت إشراف:

أ. د. نوارة محمد مسلم

الملخص

إن هذا البحث هو محاولة لتحليل وفحص مشاكل الكتابة بطريقة سليمة وصحيحة لطلبة اللغة الإنجليزية بكلية التربية بجامعة بنغازي.

حيث أن اساس فرضية البحث هو ان معظم الطلبة يواجهون مشاكل في الكتابة ومن أبرزها المتعلقة بوحدة الموضوع وتناسقه وترابط أفكاره.

فالمنهج المستخدم في هذا البحث هو المنهج الوصفي , كما أنه تم استخدام أدوات جمع بيانات مختلفة كتحليل المقالات والمشاهدة والمقابلة وعينة البحث تتكون من 16 طالب وطالبة ولقد تم جمع البيانات عن طريق الامتحان الجزئي, وكذا التمارين التي تم تجهيزها بواسطة الباحث.

وبالتالي يقدم البحث بعض الإحصاءات ويتبعها بتوصيات لكل من الطلبة والمعلمين لتطوير أداءهم التعليمي وتحسين أداءهم الكتابي.



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قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في اللغة
الانجليزية واللغويات.

جامعة بنغازي

كلية الآداب

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