

Investigating Difficulties Faced by EFL Students in using Lexical Cohesion in Written Discourse

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Abstract

This study investigates the difficulties Faced by EFL Students in using lexical Cohesion in Written Discourse. It hypothesizes that there are different types of lexical cohesive ties misused by Sudanese university students in written discourse. The study aims at investigating types of lexical cohesive ties is used by ELF students in written discourse. It is an attempt to provide facts about lexical cohesive ties in written discourse. The study method used was the descriptive, qualitative analytic method. The study concludes that these second year students of Sudan have real problems in discourse features (lexical cohesion ties) which, as statistically verified, affect their written performance. This has been supported by the results of the first research tool; the questionnaire. The statistical analysis for the questionnaire respondents' answers reveal that second year students of English language are so poor in writing as they lack the practical experience of these discourse features of lexical cohesion. It recommends that There should be free test for the university students before they start writing course to identify how weak are they in using lexical cohesion ties. Mother tongue interference should be avoided when utilizing lexical repetition in written discourse. Students should be able to grasp synonym and Antonym of cohesive ties in written discourse. Students should be capable of clarifying superordinate of cohesive ties in written discourse. Teachers should follow the updated theories of text linguistics as well as the modern approaches of teaching writing such as interdisciplinary socialization approaches

that teach writing skill at two levels: linguistic level and conceptual level; each according to the genre to which it belongs.

Keywords: lexical cohesion, discourse features, reiteration

1. INTRODUCTION

Cohesion is a crucial feature to be used in writing. The text is a unit of the language in use. It is not only a grammatical unit but also a semantic one. Cohesion is a semantic concept, "it refers to relations of meaning that exist within the text, and that define it as a text" (Halliday and Hassan 1976). It is expressed through the grammar and vocabulary. Cohesion features are the properties that distinguish a text from a disconnected sequence of sentences.

Kroll (2003) stated that writing involved 'process theory' and 'the composing process', where many felt that the focus of the writing course in writing process was a theoretical development when it was first popularized and. However, a more precise statement was the process insights enhanced the methodological breakthrough in terms of the teaching of writing. Also he believed that every writer either from the beginner until the professional writer, engage in some processes in completing a given writing task. Moreover, most writing teachers probably agree that by lengthening a single piece of writing, it will contribute most towards the expansion of the students' writing skills. In addition, according to McNamara, Crossley and McCarthy (2010), writing is well produces a substantial challenge for students and crucial importance for achievement in an extensive diversity of circumstances and profession. Aligned with this view, Crowhurst (1990) also stated that in order to communicate convincingly with others at large such as peers, colleagues, coworkers, teachers and community, effective writing is apparently crucial. In discourse research, text processing always has a noticeable status, and researchers are interested in the textual cohesion's mechanism where they formed hypotheses of the possibility of coherence in the reader's mind (Yeh, 2004).

In contrast, in terms of textual coherence, Carrel (1982) claimed that text cohesion is not necessarily a written property manifested by grammatical or lexical connective ties, but cohesion is

an outcome of coherence where the readers are able to connect ideas from their schemata. She proposed that in teaching writing and composition in second language cohesive ties should only act as secondary part to instruction in terms of organization of the flows of ideas in text. This is due to her view, where she mentioned on how the explicit cohesive ties should not be relied on in unifying the text's idea when the readers have the ability to connect the text's idea without relying to it. According to Thompson (2001), the audience awareness in writing is affected by the organization of text and the signal of the organization. Based on his view, a text can be a record of dialogue between the writer and the reader. It involves an attempt made by the writer in guessing the expected information by the readers in certain point at unfolding text, and proceeds with their expected questions towards the written text. Aligned with Thompson's (2001) idea regarding the relationship between the writer and the reader, McNamara, et. Al (2010) also have the same view where they believed that the writer's aim in conveying the thesis of composition should be aided by the cohesion which either across or within the text. Based on the previous studies reviewed by them, they found that many assumed that in order for the text to communicate successfully the writer's envisioned message to the reader, the essential condition involved a cohesive text. In relation to cohesion in writing, Tanskanen (2006) referred it as the grammatical and lexical elements which connect between parts of the text on its surface which has no commonly exclusive than coherence although they are separated. Tanskanen (2006) referred coherence as an outcome of a dialogue between the reader and the text which does not reside in the text. Thus, it is concluded that cohesion also contributes to coherence, as it is one of the ways in signaling the coherence in the text. According to Morris, Beghtol and Hirst (2003), readers' understanding is related with the relationship between words when they read the text. Similarly, McNamara, et. Al (2010) also stated that in terms of the reading understanding, cohesion is crucial for its ease, but however it depends on the needs of the readers whether the facilitation benefits them. But on the other hand, they also asserted that the relationship between writing and cohesion has just a little understanding. Hoey (1991) stated that There are three main categories of cohesion which are referential cohesion, relational cohesion and lexical cohesion. Although cohesion involves both grammatical and lexical elements as

mentioned previously by Tanskanen (2006), however, for the purpose of this present study, the entire focus will be only on discourse feature (lexical cohesion) in written discourse.

Tanskanen (2006) agreed with this view, as cohesive devices prompt the successful interpretation of message to the receiver, whether there is a close link between knowledge structures and cohesion. Thus, the purpose of this research is to investigate the use of lexical cohesion among EFL students in written discourse. Henceforth, the objectives of this research are to discover that the types of lexical cohesion that students are used in their written discourse. In addition, this research is also made to identify how the students use lexical cohesion in their written discourse.

The aim of this paper is to explore the significance of mastering lexical cohesion in written texts at Sudan University of science and Technology, College of languages .The study describes the processes of cohesion and the participatory aspect of the students.

1.1 Statement of the Problem

Writing is the most complex skill to master in EFL context. EFL learners face serious problems when they write. They are not aware of the mechanics of cohesion, besides they face problems in the generating and organizing ideas. The problems can be attributed to the fact that students in schools are not well-trained in English writing. Teacher at schools focus on the sentence level more than the discourse level and so they do not emphasize such cohesive devices. Cohesion and coherence are considered as the two important features of good writing. Thus more attention should be paid in creating and organizing ideas in general and to the role of lexical cohesive ties particularly.

1.2 Research Questions

This study is set out to answer the following questions:

1. To what extent do EFL students face problems in using lexical cohesive ties in written discourse?

1.3 Hypotheses of the Study

This study sets out to test the following hypotheses:

1. EFL students significantly face problems in using lexical cohesive ties in written discourse.

1.4 Objectives of the Research

This study sets out to achieve the following objectives:

1. It is an attempt to highlight the problematic areas in using lexical cohesive ties in written discourse.

1.5 Significance of the Study

Language learners are able to apply a variety of conjunctive devices to bridge the previous and following sentence (s) both to make their writing more clear, orderly, and logical and to make their writings semantically, pragmatically, and grammatically well formed. This study will make an important contribution to a basic issue in educational research, as it will provide a description of lexical cohesive used in written discourse by students majoring in English at Sudan University of science and technology- College of languages. It is expected that the study might help to determine the relation between the use of lexical cohesive ties and the quality of writing. An understanding of students' use of cohesive devices can help providing the way for preparation of writing course materials and upgrading of teaching and learning process to suit the learners of English language EFL in Sudan.

1.6 Research Methodology

The researcher has adopted the descriptive analytical methods. One instrument have been used for collecting data relevant the study, namely Questionnaire was conducted to English language teachers ,so as to reveal the problematic areas.

1.7 Delimitation of the Study

This study was limited to investigate difficulties faced EFL students in using lexical cohesive and coherence in written discourse. It hoped that will tentatively cover the academic year from (2018-2019). It was conducted at Sudan University of science and Technology, College of languages, and study sample was exclusively drawn from second year students of English.

2- LITERATURE REVIEW

2.1 Definition of cohesion

Cohesion may be defined as the way in which a sentence is connected to its predecessors in a passage by means of some lexical items and grammatical features; it refers to the elements on the surface level of text that connect its parts and help it form a unified whole. For Halliday & Hasan (1976) it is achieved “when the interpretation of some element in discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it”. They believe that the relation between these elements is semantic and not only syntactic. Cohesion covers units beyond the sentence level, which form the basis for discourse studies. For Halliday & Hasan the semantic and syntactic links between pairs of elements in text are the major contributors to the text’s unity. Yet, to analyze cohesion in a text, the researcher should take into consideration the text itself, the pragmatic relations in it, and its purpose, because as Cox, Shanahan, and Sulzby (1990) indicate, cohesion analysis cannot accurately account for text coherence, if it is not related to text-dependent pragmatic relations that depend on the purpose of the text.

The following section presents Halliday & Hasan’s (1976) taxonomy of cohesive ties, which constitute the starting point of many other taxonomies.

2.2 Lexical Cohesion

2.2.1 Introduction

Lexical cohesion has received long overdue attention in the work of many researchers concerned with the issues of cohesion in writing. The pioneering work in this field is Halliday & Hasan’s *Cohesion in English*, but the two researchers gave little space to lexical cohesion in their book, in spite of its importance. Yet many other researchers took the work as a starting point to develop more comprehensive models of analysis. This chapter reviews the concept of lexical cohesion and lexical cohesion analysis, and also presents different models of analysis.

2.2.2 Single word unit versus multi-word unit

The orthographic word has been the unit of lexical cohesion analysis for a very long time (Sinclair, 1998, p. 2). The term lexical item was used to refer to the single word (Martin 1992). The single word has had an important place in lexical analysis for two reasons. The first is the dictionary in which the word is used for practical reasons. The second is its function as the basis of lexical components in transformational grammar (Sinclair, 1998). However, the notion of the single word as the basic unit of lexical cohesion analysis has been criticized by many researchers for the simple fact that lexical cohesion is dynamic and cannot be analyzed on the basis of orthography, which is highly conventional. Phrasal verbs and idioms, for example, constitute one lexical item. But they cannot be dealt with as single orthographic words as they will lose their meaning. Also, some phrases, like *cultural determinism*, may be considered a single unit since the co-occurrence of the two words restricts the meaning of the word cultural and relates it to the whole unit (Tanskanen, 2006). To sum up, lexical units are interpreted according to the context in which they are used. Martin's view is adopted in this study, taking into consideration the fact that lexical relations may be realized by either a single lexical item or by multiple lexical items (Martin, 1992). The following section discusses the contribution of lexis to text Organization.

2.2.3 Lexis and text organization

Lexis and text are closely interrelated. For many discourse analysts, lexis functions as an indicator of the macro-structure of text. Salki (1995) points out that repeating key words and content words may be enough to construct a coherent text. This repetition, however, may seem boring to the reader. In this respect, the use of synonymy may be more appropriate since it adds variety to the text. Salki introduced the term synonym with word class change, which refers to synonyms which do not share the same part of speech or word class. Some synonyms, also, differ in terms of their level of formality, and cannot be found in the same text. An example is the expression *minions of the law* (formal register) and *cops* (colloquial register). Accordingly, substituting a word belonging to one register for a synonym belonging to a different register may have a strange effect. General word, which may also be referred to as superordinate, may also be used instead of

repeating the same word or using synonyms. The usual pattern in text is to use an expression with specific meaning first followed by one with general meaning.

2.3. Lexical cohesion

Lexical cohesion is the unity achieved through the selection of vocabulary. It concerns the way in which lexical items are related to each other to create continuity. This category of cohesion is subjective because it relies on the reader's perception of the lexical relations which are difficult to classify (Morris, 2004). It is one of "the most vulnerable areas of cohesion theory" (Carrell, 1982). However, despite its importance in discourse analysis, it is difficult to create a comprehensive and replicable model of analysis.

2.3.1. The place of lexical cohesion in text analysis

Many researchers recognize the importance of lexis in the creation of continuity in text (Hasan, 1984; Hoey, 1991). In this regard, lexical cohesion is considered a key factor in creating and interpreting discourse (Morris, 2004). He believes that it is the most common cohesive device in letters, reports, and text books. However, there is a consensus that its exploration in discourse is, in fact, a challenge. As Sinclair points out, "the tools for lexical analysis remain unrefined, while grammar has gone through many stages of sophistication" (1998, p.3). This implies that researchers have given more attention to grammatical cohesion than to lexical cohesion since the analysis of grammatical cohesion is simpler than that of lexical cohesion, whose complexity comes from the flexibility and richness of lexis. Hoey, on the other hand, argues that some patterns that are likely to occur in some contexts may be determined to make some generalizations. He considers lexical cohesion "the only type that forms multiple relationships" (1991, p.10). That is, one lexical item can form more than one relation with other items. In this respect it is the main contributor to textual coherence, since it accounts for more than 40% of cohesive ties (Hasan, 1984, Hoey, 1991). Mahlberg (2006) adopts the same view and considers cohesion as a fundamentally lexical phenomenon.

2.3.2. Lexical cohesion analysis

2.3.2.1. Different variables of analysis

Some studies on cohesion analysis have been made on Halliday & Hasan's system. Different models of analysis have been developed on the basis of this model. An overview of some of these models will be dealt with in the following section. In this section methods of cohesion analysis are discussed. The majority of the empirical research on cohesion used Halliday & Hasan's taxonomy to count cohesive ties in students' essays to investigate the relationship between the learners' use of cohesive ties, the coherence of the texts they produce, and the quality of their writing. Different researchers used different variables in their analyses. Tierney and Mosental (1984) used particularly interesting variables to investigate cohesion relations in students' essays, including the ratio of pronouns and lexical ties to total ties, and the ratio of temporal conjunctives to total conjunctive ties. The students' familiarity with the topics introduced is another variable in the study. Pitchard (1980), as cited in Neuner (1987), used three different sets of variables: 1) average number of ties per 100 words, 2) frequency of ties per 100 words, 3) frequency of ties per T-unit. Witte & Faigley used a simplified list of ties to analyze five good and five poor freshman essays. They counted the ties per 100T-units. Neuner (1987) provided a more expanded analysis using a long list of ties as one variable. Other variables used were the relative distances between coherers and precursors, the mean length of cohesive chains, and the diversity and maturity of vocabulary within chains.

2.3.2.2. Reiteration

Halliday & Hasan define reiteration as "a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between" the use of a synonym, near-synonym, or superordinate" (1976, p. 278). Reiteration involves the repetition of a lexical item, as the same word, or as a synonymy, specification, co-specification and contrast. Reiteration is seen as simpler and easier to identify in text than collocation since it is more systematic. Many studies, in fact, used just reiteration relations and excluded collocation relations from the analysis of lexical cohesion. These studies cannot be considered incomplete since most of them contributed to our understanding of lexical cohesion. But

they are not comprehensive. In this respect analyses based on reiteration classifications and collocation are needed to fill in the gap left by previous studies.

2.3.2.3. Cohesion analysis and the text's length

The effect of the text's length on cohesion analysis has been brought up by Neuner (1987). He believes that students who write longer texts get more opportunities to use cohesive ties, which means that the text's length affects the number of cohesive ties, and consequently the validity of the analysis. For Halliday & Hasan (1976) the analysis starts from the first word in the second T-unit. The word in this T-unit may function as a coherer and therefore as a potential cohesive link to a precursor in preceding T-units. Witte & Faigley(1981). They assume that the larger the number of words produced by the writers, the more opportunities they may have to produce cohesive ties.

3- METHODOLOGY

3.1 Introduction

The method used to conduct this study was the descriptive research and exploratory method. A teacher's questionnaire was designed and used for data collection. The researchers used Microsoft Office Program, "Excel 2010", for analyzing the data.

3.2 Tools :

The instrument, which was used as a data-collecting tool, was a questionnaire. The questionnaire included seven items in order to attain the objectives and the aims of the study.

3.3 The subjects:

The population used in this study, was chosen randomly from the English language teachers at university Colleges. It consisted of thirty teachers of different academic degrees who majoring in teaching English as a second language.

3.4 Validity and Reliability

After the researchers designed the questionnaire, they conducted a survey. Some modifications were made to the questionnaire. The questionnaire was sent through e-mail to a number of judges. The

judges set many comments and corrections which are considered by the researchers. The judges were from Sudan universities and they confirmed that the questionnaire was valid and the items were accurate.

3.5 Procedure

The questionnaire was conducted as Google link to the sample. They responded by putting a tick in the appropriate space opposite to an item in one of the following choices: strongly agree, agree, neutral, disagree and strongly disagree.

4- DATA ANALYSIS

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese university colleges in Sudan

4-1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4-2 Analysis of the Questionnaire:

The researcher distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

4-3 Statistical Reliability and Validity:

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every

one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (30) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
0.81	14

Part (1): personal information

Table (1): the frequency and percentage distribution for the respondents according to the gender

Sex	Frequency	Percentage
Male	17	56.3
Female	13	44.7
Total	30	100

From the above table (1) its obvious that the percentage of male at the study sample was 56.3 % and female percentage was 44.7%

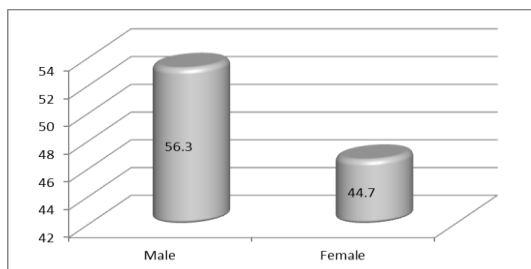
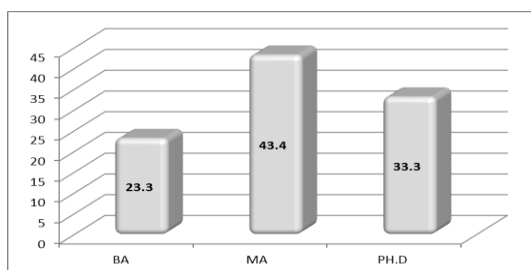


Table (2) : the frequency and percentage distribution for the respondents according to their Academic qualification

Academic qualification	Frequency	Percentage
BA	7	23.3
MA	13	43.4
PH.D	10	33.3
Total	30	100

FIG (2)

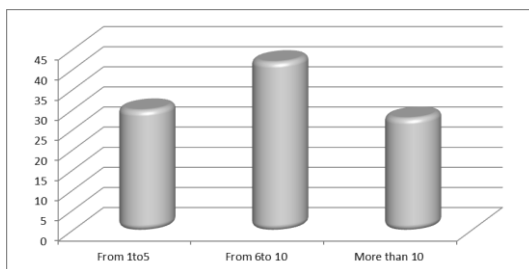


From the above table (2) its clear that most respondents have MA as qualification with percentage 86% , there was 23.3% of them have BA as qualification , and 33,3% are BH.D holders

Table (3) : the frequency and percentage distribution for the respondents according to the Years of experience

Years of experience	Frequency	Percentage
From 1to5	10	30
From 6to 10	13	42
More than 10	7	28
Total	50	100

FIG (3)



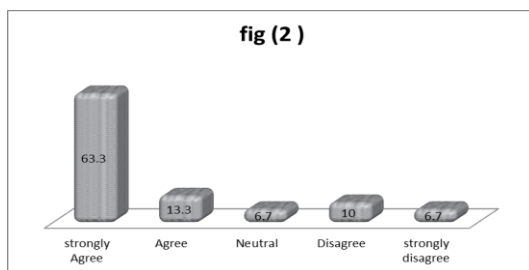
It's clear from the above table (3) there was 30% of the study sample have experience (from 1 to 5 years) and 42% (from 6 to 10) and 28% have more than 10 years

Hypothesis (1) : EFL students significantly face problems in using lexical cohesive ties in written discourse.

Statement No. (1): EFL students overuse simple lexical repetition of the cohesive tie in written discourse.

Table No (1) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	Percent
Strongly agree	22	71.0
agree	3	12.3
Neutral	2	6.7
disagree	3	10.0
strongly disagree	0	0
Total	30	100.0



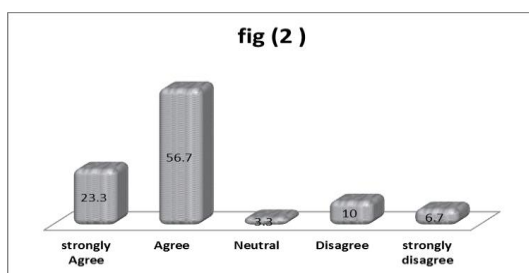
From the above table No.(1) and figure No (1) It is clear that there are (22) persons in the study's sample with percentage (71.0%) strongly agreed with " EFL students overuse simple lexical repetition of the cohesive tie in written discourse..". There are (4) persons with percentage (12.3%) agreed with that and (2) persons with percentage

(6.7%) were not sure that and (3) persons with percentage (10.0%) disagreed. And (0) persons with 0% are strongly disagreed.

Statement No. (2): EFL students cannot recognize complex lexical repletion of cohesive ties in written discourse.

Table No (2) The Frequency Distribution for the Respondents' Answers of statement No.(2)

Valid	Frequency	Percent
Strongly agree	8	23.3
agree	16	56.7
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

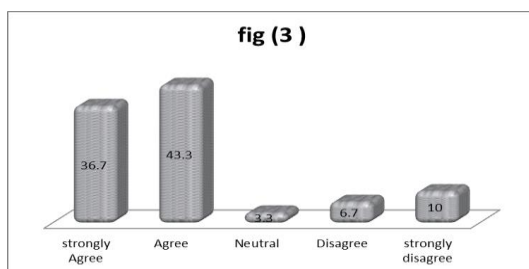


From the above table No.(2) and figure No (2) It is clear that there are (8) persons in the study's sample with percentage (23.3%) strongly agreed with " EFL students cannot recognize complex lexical repletion of cohesive ties in written discourse ". There are (16) persons with percentage (56.7%) agreed with that and (1) persons with percentage (3.3%) were not sure that and (3) persons with percentage (10.0%) disagreed. And (2) persons with 6.7% are strongly disagreed

Statement No. (3): EFL students are unfamiliar with equivalence (synonym) of cohesive ties in written discourse...

Table No (3) The Frequency Distribution for the Respondents' Answers of statement No.(3)

Valid	Frequency	Percent
Strongly agree	11	36.7
agree	13	43.3
Neutral	1	3.3
disagree	2	6.7
strongly disagree	3	10.0
Total	30	100.0

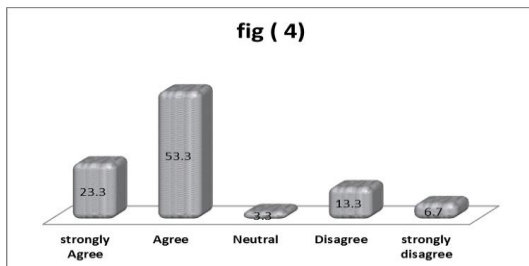


From the above table No.(3) and figure No (3) It is clear that there are (11) persons in the study's sample with percentage (36.7%) strongly agreed with " EFL students are unfamiliar with equivalence (synonym) of cohesive ties in written discourse. ". There are (13) persons with percentage (43.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (3) persons with 10.0% are strongly disagreed.

Statement No. (4): EFL students are not able to grasp Antonym of cohesive ties in written discourse.

Table No (4) The Frequency Distribution for the Respondents' Answers of statement No.(4)

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	16	53.3
Neutral	1	3.3
disagree	4	13.3
strongly disagree	2	6.7
Total	30	100.0

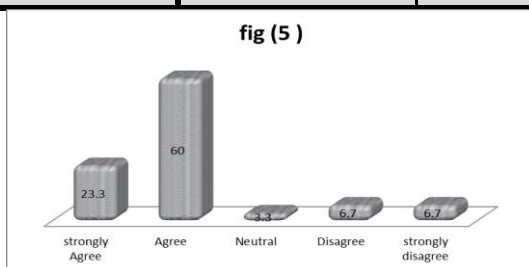


From the above table No.(4) and figure No (4) It is clear that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with " EFL students are not able to grasp Antonym of cohesive ties in written discourse... ". There are (16) persons with percentage (53.3%) agreed with that and (1) persons with percentage (3.3%) were not sure that and (4) persons with percentage (13.3%) disagreed. And (2) persons with 6.7% are strongly disagreed

Statement No. (5): EFL students are not capable to clarify super ordinate of cohesive ties in written discourse.

Table No (5) The Frequency Distribution for the Respondents' Answers of statement No.(5)

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	18	60.0
Neutral	1	3.3
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



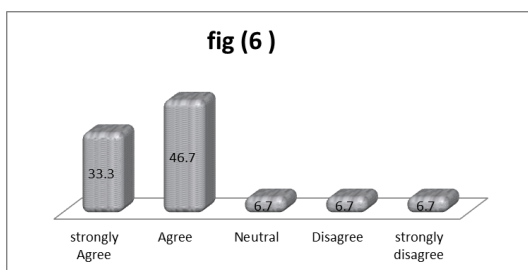
From the above table No.(5) and figure No (5) It is clear that there are (7) Persons in the study's sample with percentage (23.3%) strongly agreed with "EFL students are not capable to clarify super ordinate of cohesive ties in written discourse..". There are (18) persons with percentage (60.0%) agreed with that, and (1) persons with percentage

(3.3%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Statement No. (6): Students cannot deal with hyponymy of cohesive ties in written discourse.

Table No (6) The Frequency Distribution for the Respondents' Answers of statement No.(6)

Valid	Frequency	Percent
Strongly agree	10	33.3
agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

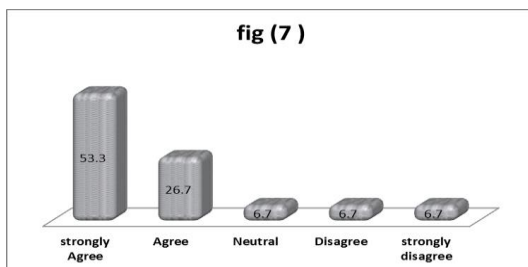


From the above table No.(6) and figure No (6) It is clear that there are (10) persons in the study's sample with percentage (33.3%) strongly agreed with " Students cannot deal with hyponymy of cohesive ties in written discourse....". There are (14) persons with percentage (46.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Statement No.(7): Mother tongue interference should be avoided when utilizing lexical repetition in written discourse.

Table No (7) The Frequency Distribution for the Respondents' Answers of statement No.(7)

Valid	Frequency	Percent
Strongly agree	16	53.3
agree	8	26.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

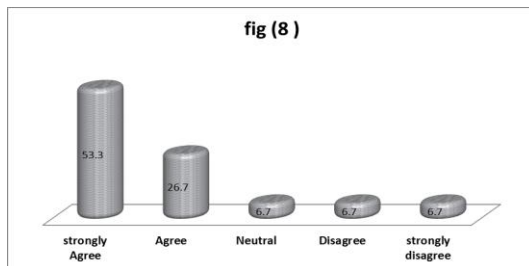


From the above table No.(7) and figure No (7) It is clear that there are (16) persons in the study's sample with percentage (53.3%) strongly agreed with " Mother tongue interference should be avoided when utilizing lexical repetition in written discourse. ". There are (8) persons with percentage (26.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed

For overall questionnaire

Table No (8) The Frequency Distribution and percentage for the Respondents' Answers in overall questionnaire

Valid	Frequency	Percent
<i>The mean of persons who Strongly agreed with all statements</i>	16	53.3
<i>The mean of persons who agreed with all statements</i>	8	26.7
<i>The mean of persons who was neutral</i>	2	6.7
<i>The mean of persons who disagreed with all statements</i>	2	6.7
<i>The mean of persons who Strongly disagreed with all statements</i>	2	6.7
Total	30	100.0



From the above table No.(8) and figure No (8) It is clear that there are (16) persons in the study's sample with percentage (53.3%) strongly agreed with overall statement . There are (8) persons with percentage (26.7%) agreed, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagreed.

Table No. (9) Chi-Square Test Results for Respondents' Answers of the Questions of the *Hypothesis (1)* :

EFL students significantly face problems in using lexical cohesive ties in written discourse.

Nom.	Statement	mean	SD	Chi square	p-value
1	1-EFL students overuse simple lexical repetition of the cohesive tie in written discourse.	3.4	1.9	17	0.00
2	2-EFL students cannot recognize complex lexical repetition of cohesive ties in written discourse.	2.5	2.6	17	0.00
3	3- EFL students are unfamiliar with equivalence (synonym) of cohesive ties in written discourse.	2.4	2.4	13	
4	4- EFL students are not able to grasp Antonym of cohesive ties in written discourse.	3	0.8	25	0.03
5	5- EFL students are not capable to clarify superordinate of cohesive ties in written discourse.	2.9	1.6	20	0.00
6	6- Students cannot deal with hyponymy of cohesive ties in written discourse.	3.4	1.9	17	0.00
7	7- Mother tongue interference should be avoided when utilizing lexical repetition in written discourse.	2.5	2.6	17	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree

of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**EFL students overuse simple lexical repetition of the cohesive tie in written discourse..**”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**-EFL students cannot recognize complex lexical repletion of cohesive ties in written discourse.**”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **EFL students are unfamiliar with equivalence (synonym) of cohesive ties in written discourse.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “**- EFL students are not able to grasp Antonym of cohesive ties in written discourse.**”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the

respondent who agreed with the statement **“EFL students are not capable to clarify superordinate of cohesive ties in written discourse.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Students cannot deal with hyponymy of cohesive ties in written discourse.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **“Mother tongue interference should be avoided when utilizing lexical repetition in written discourse.**

According to the previous result we can say that the hypothesis of our study is accepted

Table No.(10 Chi-Square Test Results for Respondents’ Answers of the overall questionnaire

For over all questionnaire	mean	SD	Chi square	p-value
	3.3	1.3	16	0.00

The mean of the chi-square calculated values of for the significance of the differences for the respondents’ answers in over all questionnaire was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with all hypothesis of the study.

5. MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0. Introduction

This study presents the answers to research questions, including the discussion of main findings. Moreover, brief recommendation and suggestions for further studies were given at the end of the study. To fulfill the purpose of the study, the researcher conducted a questionnaire.

5.1. Findings

The results of this study investigate difficulties faced by EFL students in using cohesion categories in written discourse. The researcher has summarized the following findings:

- 1- EFL students are unable to use simple lexical repetition of cohesive tie in written discourse.
- 2- EFL students fail to recognize complex lexical repetition of cohesive ties in written discourse.
- 3- EFL students are unfamiliar with equivalence (synonym) of cohesive ties in written discourse.

5.2 Conclusion

As a conclusion, the researcher claims that in spite of the complexity of lexical cohesion, there are a number of exercises and awareness activities that teachers may use in the classroom.

5.3 Recommendations

Considering the above-stated findings and results, the researcher recommends the following:

- 1- Mother tongue interference should be avoided when utilizing lexical repetition in written discourse.
- 2- EFL students should be able to grasp synonym and Antonym of cohesive ties in written discourse.
- 3- EFL students should be capable of clarifying superordinate of cohesive ties in written discourse.

5.4 Suggestions for Further Studies

English academic writing is still an inviting area in the field of English languages teaching learning. Thus, the researcher would like

to suggest teaching of cohesion categories should be modernized; teachers must adopt the appropriate techniques for teaching English academic writing. Thus, teacher should play a relatively more vital role in giving directions and teaching, students' improvements are mainly in the academic areas.

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