

A Descriptive Analysis of Using Cohesive Substitution Devices in Advanced EFL Writing

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Abstract

This study aims to give a descriptive analysis of the cohesive substitution devices employed in advanced English as Foreign Language (EFL) writing. This research paper tries to determine the frequency and distribution of these cohesive devices that are used by advanced academic writers. The advanced EFL writers are from different countries: Iraq, Sudan, Iran, China, and Indonesia. The present study attempts to shed light on the EFL learners' quality of writing by using such cohesive logical devices the main parts of any written text or discourse. To this end, the researcher uses five research papers or journals written by advanced learners about issues related to Applied Linguistics discipline. The section which is under the analysis is the "conclusion" section of these papers because it supposed to be short and has economical usage of language. Following Halliday and Hasan's (1976) categorization of cohesive substitution devices, all uses of them are descriptively analyzed. The findings suggested that advanced EFL learners from different nations rarely use cohesive substitution devices in their academic writing.

Keywords: Coherence, Cohesion, Cohesive Substitution Devices, EFL Writing.

التحليل الوصفي لأستخدام ادوات الأستبدال اللغوي المترابطة في كتابات متعلمي اللغة الإنكليزية كلغة أجنبية

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الملخص

تهدف هذه الدراسة إلى التحليل الوصفي لأدوات الاستبدال اللغوي. هذه الأدوات تؤدي وظيفة التماسك اللغوي للنص المكتوب. لقد تم استخدام هذه الأدوات من قبل متعلمي اللغة الإنكليزية كلغة أجنبية في كتاباتهم الأكاديمية. علما أن هؤلاء الكتاب هم من المستوى المتقدم لتعلم اللغة الإنكليزية. تحاول هذه الدراسة تحديد أي الأنواع من الاستبدال اللغوي تم استخدامه أكثر من غيره في تلك الكتابات. تجدر الإشارة هنا إلى أن الكتاب هم من بلدان متعددة مثل العراق، والسودان، وإيران، والصين، وأندونيسيا. حيث تم اختيار خمسة بحوث بشكل عشوائي من خمس مجلات علمية رصينة. تم اختيار فصل "الخاتمة" كعينة للتحليل اللغوي لأن "الخاتمة" من المفترض تكون قصيرة ومختصرة حيث تحتوي على الأفكار الرئيسية للبحث، ومن هنا ممكن استخدام الاستبدال اللغوي فيها. استخدم الباحث الإطار النظري إلى هالدي وحسن (1976) في تصنيف الاستبدال اللغوي كأساس لتحليل العينة. أظهرت نتائج هذه الدراسة بأن استخدام الاستبدال اللغوي بثلاثة أنواعه: الإسمي، والفعلية والمجمل جدا قليل ومحدود في الكتابات الأكاديمية لمتعلمي اللغة الإنكليزية كلغة أجنبية. الكلمات المفتاحية: التماسك، المنطقي، الترابط الموضوعي، أدوات الاستبدال اللغوي، مهارة الكتابة في اللغة الإنجليزية.

1. Introduction

Writing is one of the four main skills of the English language. Writing is a productive skill that involves the interaction between the writer and the reader. It can be of various types: creative, general, academic, and writing for specific purposes. The present study focuses on English for academic purposes (EAP). These types of writing would include cohesion and coherence. Cohesion is of two types: grammatical cohesion and lexical cohesion. Coherence represents the peoples' world experience of life (Yule, 2008). Coherence is the non-linguistic knowledge of the text. In order to write good quality writing, many scholars find it necessary for EFL learners to have an efficient amount of knowledge concerning cohesion and coherence of language. So, cohesive substitution devices are one type of grammatical cohesion. The linguistic function of the cohesive substitution devices is to make words "hang together" in unity to construct the texture of the text. The term "texture" refers to the interaction of both cohesion and coherence in the written text or spoken discourse. For Halliday and Hasan (1976), these two components are related to each other. Later on, in (1981) De Beaugrande and Dressler stated seven features of a text. These features become the standard criteria of the textuality of any text. They are illustrated below:

- 1--Intentionality
- 2-Acceptability
- 3-Informativity
- 4-Situationality
- 5-Intertextuality
- 6-Cohesion
- 7-Coherence

2. Statement of the Problem

Several studies have been conducted to analyze the use of both cohesion and coherence in native and non-native writing. As far as EFL context is concerned, researchers attempt to examine the effect of cohesion and coherence on the quality of academic writing at different levels. This means that many studies investigate some of the types and subtypes of both cohesion and coherence according to Halliday and Hasan's (1976) categorization. The present study comes to complete

and fill the gap in the previous related studies by handling such subtype of cohesion which is the cohesive substitution devices and the challenges that may EFL face in using them in their academic writing. Generally, the studies that examine the substitution alone are very limited in number.

3. Research Questions:

This study attempts to answer the following two questions:

1. Do all advanced EFL writers, in this study, underuse cohesive substitution devices?
2. What is the most commonly used cohesive substitution device in advanced EFL writing?

4. Theoretical Framework

4.1 Cohesion and Coherence in EFL Writing

Effective communication in English as a Foreign Language (EFL) writing relies heavily on achieving cohesion and coherence. Cohesion refers to the linguistic and grammatical features that connect different parts of a text, while coherence pertains to the logical flow and organization of ideas. Cohesion and coherence are essential factors that influence the quality of EFL writing. Inadequate cohesion and coherence can lead to misunderstandings, ambiguity, and reduced reader engagement.

Cohesion in EFL writing ensures that the text flows smoothly and coherently. It relies on the use of various cohesive devices, such as reference words (pronouns), conjunctions, and lexical cohesion (repetition and synonymy). For instance, using appropriate pronouns to refer back to previously mentioned entities or employing transitional words helps maintain continuity and clarity within the text (Halliday & Hasan, 1976). Additionally, using parallel structures can enhance cohesion and create a balanced rhythm in sentences (Tribble & Jones, 1990).

On the other hand, coherence is crucial for organizing ideas logically and presenting them in a clear and understandable manner. In EFL writing, coherent texts exhibit a logical progression of ideas, leading to better reader comprehension. One of the key elements of coherence is paragraph development, where each paragraph centers on

a single main idea, supporting it with relevant evidence and examples (Celce-Murcia, 2007). Furthermore, the use of cohesive devices also contributes to coherence by connecting sentences and paragraphs in a coherent sequence (Brown & Yule, 1983).

Accordingly, writing can be considered a complex process. Communicative approach to teaching English as a foreign language urges the learners to build and improve their communicative competence throughout different stages and levels of learning. The main assumption of communicative competence is how to use language patterns and their functions in an appropriate way. It is the general ability to use language accurately, appropriately, and flexibly. Yule (2008) suggests three essential components of communicative competence: grammatical competence, sociolinguistic competence, and strategic competence. These three types of competence are interrelated. What is related to this study is grammatical competence. It is the learners' ability to use words and structures accurately way. So, the learners are highly required to have the ability to produce and comprehend L2 expressions appropriately (Savignon, 2007; Richards & Rodgers, 2014).

4.2 Cohesive Substitution

Cohesion and coherence are related to each other. As Halliday and Hasan's (1976) and Eggins (1994) state that the interrelationship between cohesion and coherence creates the texture of the text. One principle item of texture is cohesive substitution devices. They are grammatical rather than semantic relationships. According to Halliday and Hasan (1976) substitution is the replacement of one linguistic item by another that contributes new information in a text. It is a kind of strategy used to avoid repetition. Thornburg (2006) suggests that substitution refers to the replacement of, for example, a noun phrase or a complete clause by a single word. It is very common and frequent to use substitution devices in spoken discourse.

Unlike the spoken discourse, the written one has rare use of substitution devices. In face- to- face interaction, there are non-verbal communication strategies that are used in addition to verbal communication, to clarify the message between the speaker and the hearer. While in the written text, the writer depends heavily on the language that he/she used so that he/she may avoid using the substitution or ellipsis to avoid both grammatical and lexical ambiguity. There are three types of substitution.

1-Nominal Substitution:

The substitutes “one”, “ones”, and “same” replace a noun group (Halliday

and Hasan, 1976). Examples:

- Both courses look good, so I’m not sure which one to choose.
- Do not buy those shoes, I think you can find some better ones.
- He wants the beef burger with cheese, and I think I will have the same.

2-Verbal Substitution

According to Halliday and Hasan’s (1976), this type of substitution refers to the substitution of a verb phrase using the substitute: do or did. Examples:

- I’m sure you will get home before I do.
- Olivia likes pancake and so does Jane.

3-Clausal Substitution

Halliday and Hasan (1976) proposed that the substitutes: so and not can replace a clause. Examples:

- A. Do you think John will pass his driving test the first time?
- B. No, I don’t think so OR I think not.

4.3 Model of the Study

Studies on cohesion and coherence in texts have provided valuable insights into how cohesive substitution devices contribute to the overall connectedness and intelligibility of written texts or spoken discourse. Researchers have explored the relationship between explicit and implicit coherence relations and their impact on reader comprehension.

The work by Halliday and Hasan’s (1976) has been instrumental in this field. Their research focused on the concept of cohesion and its role in establishing coherence in texts. Cohesion refers to the linguistic devices used to create connections between different parts of a text, while coherence pertains to the overall sense of unity and understanding that results from these cohesive links. Table (1) below shows the categorization of grammatical cohesion and lexical cohesion according to Halliday and Hasan (1976):

Table (1)
The categorization of grammatical cohesion and lexical cohesion
according to Halliday and Hasan’s (1976)

Grammatical Cohesion	
Reference	
Personal Reference	
Demonstrative Reference	
Comparative Reference	
Substitution	
Nominal Substitution	
Verbal Substitution	
Clausal Substitution	
Ellipsis	
Nominal Ellipsis	
Verbal Ellipsis	
Clausal Ellipsis	
Conjunction	
Additive Conjunction	
Adversative Conjunction	
Temporal Conjunction	
Causal Conjunction	
Lexical Cohesion	
Repetition	
Synonymy	
Antonymy	
Hyponymy	
Metonymy	
Collocation	

4.4 Review of Related Studies

Several studies have explored the use of grammatical cohesion in EFL academic writing, following Halliday and Hasan's (1976) taxonomy. The following related studies are listed in no particular chronological order. Darweesh and Kadhim (2016) focused on the issues faced by Iraqi EFL learners in using conjunctions as cohesive devices. They analyzed the errors committed by Iraqi university EFL students in their essay writing and attributed the misuse of conjunctions to the inconsistent knowledge of EFL learners. Zarepour (2016) examined the most common cohesive devices used by Iranian advanced EFL learners in their writing compositions. She found that

ellipsis and substitution were underused by the students. Nasser (2020) aimed to analyze errors in the use of reference devices in academic texts written by Yemeni EFL learners. He concluded that the misuse of reference devices was the most problematic issue in academic writing. Moreover, Saeed (2023) investigated the excessive use of the conjunction "And" in the writing of EFL students. He found that EFL writers tended to overuse "And" in their writing, which he attributed to the selected sample of participants.

Regarding studies specifically focused on substitution, one can observe the following studies. Shet (2021) identified substitution and ellipsis in a literary work, a short story, as part of a discourse analysis course. Participants in the study could easily identify ellipsis but struggled with substitution in the selected literary text. This study differed from others by utilizing a literary text for analysis and emphasizing discourse analysis rather than linguistic texts. Abdulrahman (2018) investigated the use of substitution and ellipsis in first-year university students' essay writing. He discovered minimal use of substitution by students, with ellipsis not being used at all in their essays. Instead, students relied more frequently on personal pronouns as references in their writing. Adiantika and Floranti (2018) examined the use of substitution in students' expository texts using qualitative research through a case study design. They found that the use of substitution was very low and suggested encouraging students to employ appropriate substitution to enhance text cohesion. Furthermore, Hasannejad et al. (2012) explored the role of substitution as a device of grammatical cohesion in the reading comprehension process. They conducted an experimental study with control and experimental groups, where one group was exposed to efficient substitution elements while the other was not. The results indicated that cohesive items in the experimental treatment helped students identify true substitution elements, and learning certain rules of substitution knowledge was not overly challenging for EFL students.

The present study stands out from the aforementioned research as it compares academic texts written by different EFL writers from various nations, all learning English as a foreign language. It focuses on post-graduate learners, most of whom are university professors. Additionally, this study exclusively investigates the use of substitution, distinct from other grammatical cohesion devices.

Research Methodology

Sample

This research project focuses on the analysis and comparison of the "conclusion" sections from five research papers authored by advanced English as a Foreign Language (EFL) learners hailing from Iraq, Sudan, China, Indonesia, and Iran. Names of the authors are not mentioned due to ethical issues. These papers delve into various aspects of Applied Linguistics and share similar lengths, ranging between 100 to 150 words in their respective "conclusion" sections.

Of significance is the fact that the authors of these papers are university professors in their respective countries, where English is used as a foreign language. To conduct the study, the researchers randomly selected these five papers from professional scientific journals. The publications that feature these research papers are listed as follows:

Iraq: "Journal of Education and Practice," Volume 7, No. 11, 2016. Title: Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices.

Sudan: "International Journal of Contemporary Applied Researchers," Volume 10, No. 2, 2023. Title: Excessive Use of Additive Conjunctions in the Writing of EFL Students at Tertiary Level with ref. to the Conjunction And.

Iran: "Journal of Language Teaching and Research," Volume 7, No. 2, 2016. Title: Cohesion Analysis of Iranian Advanced EFL Learners' Writing.

China: "Journal of Language Teaching and Research," Volume 5, No. 2, 2014. Title: A Short Analysis of Discourse Coherence.

5. Indonesia: "International Journal of Advanced Science and Technology," Volume 29, No. 7, 2020. Title: Cohesive Conjunctions and and so as Discourse Strategies in English Native and Non-Native Engineering Lecturers: A Corpus-Based Study. See the Appendix.

It is worth mentioning here that the sample of this study seems to be small due to several factors. It is not necessary to follow up a complex statistical process, SSP for example, to have an idea about the results of the study. This means manual calculating is adapted. The suitability of a small sample size depends on the objectives of the research, the specific research query, and the chosen research approach (Cohen and Morrison, 2007). Moreover, Krejcie and Morgan (1970) indicate that the smaller the number of cases there are in the wider, whole population, the larger the proportion of that population must be which appears in the sample. The converse of this is true: the

larger the number of cases there are in the wider, whole population, the smaller and the proportion of that population can be which appears in the sample.

5.2 Procedures

This study utilized data from five research papers, originating from different countries. The analysis of the scientific papers was conducted using the theoretical framework proposed by Halliday and Hasan in 1976, which is centered on the concept of cohesive substitution. To begin the research process, the researcher randomly selected five papers from reputable scientific journals.

Subsequently, the cohesive substitutions identified in the papers were categorized according to Halliday and Hasan's classification (1976), which comprises three types:

1. Nominal substitution: This type involves the use of words such as "one," "ones," and "same" to replace other elements in the text for cohesive purposes.
2. Verbal substitution: In this category, words like "do," "does," "did," and "done" are employed to substitute specific elements within the text for cohesion.
3. Clausal substitution: This type entails the use of words like "so" and "not" to serve as substitutes for other elements within the text, contributing to its overall cohesion.

By employing this cohesive substitution analysis based on Halliday and Hasan's framework, the study aimed to gain valuable insights from a diverse set of research papers and understand the patterns and implications of cohesive usage within them.

Data Analysis

Following Halliday and Hasan's (1976) model of grammatical cohesion, cohesive substitutions were counted and categorized in terms of their three types: Nominal Substitution, Verbal Substitution, and Clausal Substitution. The researcher counted the uses of these devices manually in the five texts that are written by five different EFL writers. Table One below clarify the uses the cohesive substitution in the five Texts:

Table (2)
The Uses of Cohesive Substitutions in Advanced EFL Writing

Types of Cohesive Substitutions	Text 1 Iraq	Text 2 Sudan	Text 3 Iran	Text 4 China	Text 5 Indonesia
Nominal Substitution	–	2	1	1	–
Verbal Substitution	–	–	–	–	–
Clausal Substitution	–	–	–	–	–
Total	–	2	1	1	–

Generally, through examine the numbers in the table above, EFL advanced writers from different countries seldom use the cohesive substitutions in their academic writing. This is mainly because of the type of the text that is written. Halliday and Hasan (1976) hypothesizes the cohesive substitutions are frequently used in the spoken text rather than written ones. Certainly, there are other factors that contribute in using such devices that would be discussed later.

In Text No. 1 which is written by two Iraqi advanced writers, there are no uses of cohesive substitutions in their three types: nominal, verbal, and clausal. In Text 2 which is written by Sudan advanced writer, two nominal substitutions are used only. They are as the following:

In his study the researcher focused his efforts on the additive conjunction and as one of the commonly used conjunction by EFL students.

The excessive use of the additive conjunction and has been one of the issues of lectures and the researchers as well.

In Text No. 3 which is written by Iranian writer, one nominal substitution is used. It is illustrated in the following example:

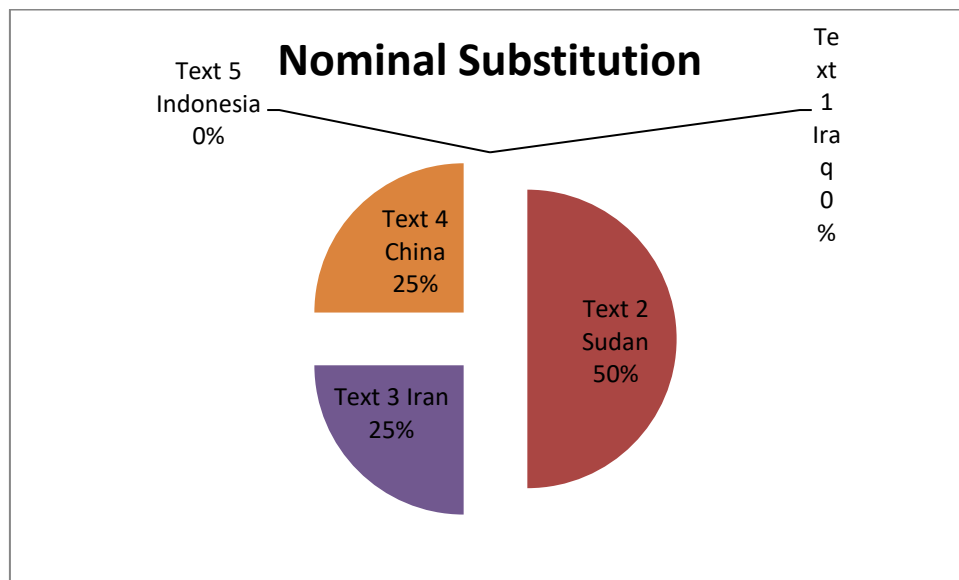
-The results indicate that reference cohesion was the most frequently used one.

In Text No. 4 which is written by two Chinas writers, one nominal substitution is used as in the following:

Discourse can be analyzed from two aspects: one is discourse as a static product and the other is discourse as a dynamic process.

Finally, Text No. 5 which is written by two Indonesian academic writers does not include any uses of cohesive substitutions. Thus, three

texts out of five include the limited uses of cohesive substitution. The following pie chart elucidates percentages of the using of nominal substitution in the five texts. In consequence, only the nominal substitution one is used while there are no uses of verbal and clausal substitutions.



Pie chart (1)

Pie chart elucidates percentages of the using of nominal substitution in the five texts

Results and Discussion

As it is mentioned above, the use of cohesive substitution in the written text is less than their using in spoken discourse. The results of the present study are almost the same as previous related studies results which confirm the idea that cohesive substitutions are rarely used in written discourse by both native and non-native academic writers along with ellipsis. This study reveals that advanced EFL writers from different nations face difficulties in handling these devices.

The researcher selects the "conclusion" section in particular of the five scientific journals because it is supposed to be short and concise. This means there are economic usages of the language and this may require the EFL writers to use the cohesive substitutions. Unfortunately, they face problems in applying such connectors in their

linguistic performance. Moreover, they avoid using cohesive substitutions to avoid the ambiguity concept in their writing because they do not master the perfect usages of those connectors.

Many factors may contribute to the poor using of cohesive substitutions. One of them is the insufficient amount of knowledge of EFL writers, even though they are advanced, about of these devices to use. The cross-linguistic differences could lead to different use these devices. The negative transfer of both culture and native language to the foreign language would cause obstacles in handling these cohesive devices in an appropriate way. Besides, academic writers tend to use words rather than substitution to be clear and support their propositions.

In fact, question No. 1 of the research questions states that: Do all advanced EFL writers, in this study, underuse cohesive substitution devices? It is obvious that all advanced EFL writers, in this study, rarely use cohesive substitution devices. There is a tendency of very limited use of cohesive substitution devices. Question No.2 of the research questions states that: What are the most commonly used cohesive substitution devices in advanced EFL writing? The findings of the study reveal the use of nominal substitution more than verbal and clausal substitution items.

6. Conclusion

The findings of the present study are almost the same as the previous studies. They revealed that Substitution is the least employed cohesive items in EFL writings. EFL writers prefer to use more common cohesive item like conjunctions and references. In spite of the fact that the samples of this study are written by advanced EFL learners, they attempt to avoid using these cohesive items or lack the related linguistic knowledge. However, the academic writers, in this study, give their texts cohesiveness in adapting other grammatical cohesion items, especially conjunctions and references. The comprehension and understanding of these texts depend heavily on the kind of relationship between the writer and the reader that implies in non-linguistic factors presented in coherence. The current study recommends the excessive practices of grammatical and lexical cohesion in particular the less common ones. It could be one of the main issues of lecturers and researchers in EFL context.

The Appendix

Text (1): Iraq

Final remarks

1. The analysis of the data has revealed how problematic inconsistent knowledge about the conjunctions as cohesive devices. In many cases, the students have failed to keep the propositional content of these conjunctions because they misunderstand or misuse the cohesive function of them which results in an awkward responses. 2. Although 70% of the examinee have succeeded to answer the questions, many of their inconvenient answers have been induced by the misuse of conjunctions and the incapacity to render ideas into complete and meaningful sentences. In consonant with the researchers' conviction, Iraqi EFL undergraduates are not taught modules which enable them to solicit the proper methodology of writing well organized papers or essays. 3-Iraqi EFL undergraduates are not sufficiently capable to yield united and coherent writings by their own due to the employment of disconnected ideas and the failure to write coherent paragraphs for the required text .Unfortunately, they are not in the stream of expressing ideas that can flow smoothly from one sentence to the next sentence. This means that they have attempted to write about the main points but they have not been successful in using the proper conjunctions to link details to each main point. They should have understood that unity is a very important characteristic of good paragraph writing .As a result, it seems that their writings lack unity or their sentences are off-topic because they are not related to the main topic 4. The researchers have highlighted three major types of errors committed by these students. They can be summarized as follows: a- Wrong choice of conjunctions. b- Failure to recognize the right conjunction. c- Providing no conjunctions or/and no answers about them Misuse of English conjunctions related to incoherent writing comes from learner's first language interference , improper mechanical exercises, and misleading list of connectors in textbooks demonstrated as if mutually interchangeable without contextual constraints .Form-focused instruction with explicit semantic , stylistic and syntactic properties can help learning conjunctions. It is seen by the researchers that pedagogically sound instruction design for conjunction materials can help college EFL learners write more accurate and coherent essays. This is because that these learners seem to have a limited repertoire of conjunctions and therefore tend to often rely on a small set of conjunctions such as 'and' and 'but' to link their writing. Undoubtedly, writing as one of the foreign language skills is really arduous(Ghasemi:2013).The difficulty emanates both from generating and organizing ideas and translating these ideas into readable text .So ,

language learners indispensably need to write coherent and cohesive texts if they wish to prove to be qualified English writers, whether they are EFL or ESL learners. This is the case especially in EFL contexts in which there is much little exposure to English. As a consequence, much needs to be done in the teaching of writing to enhance the students' awareness of the importance of cohesive devices in their writing.(ibid.) The researchers believe that enough attention has not been paid to the way in which sentences are used in combination in order to form stretches of connected discourse. This connotes that in the classroom settings, the teachers look at language as essentially knowledge of the syntactic structure of sentences. In fact, students face difficulty coping with language in its normal communicative use. This problem requires new orientation both in teaching and research. This new orientation imposes a change from the sentence as the basic unit of study to the use of a series sentences in a discourse.

**Text (2): Sudan
Conclusion**

(Ting, 2003; Ong,2011) stated that writing is proven to be the most difficult language skill for learning of English as a second language/ English as a Foreign Language. As a matter of fact, EFL students come across multiple complications concerning the acquisition of the fundamental skills of the language such as mastering the use of conjunctions. As a matter of fact, the use of conjunctions in a text either increases or decreases its value. In this study the researcher focused his efforts on the additive conjunction and as one of the commonly used conjunction by EFL International Journal of Contemporary Applied Researches Vol. 10, No. 2, February 2023 (ISSN: 2308-1365) www.ijcar.net 73 students. The excessive use of the additive conjunction and has been one of the issues of lecturers and the researchers as well. It has been found that the students have used the additive conjunction and excessively duet to the selected samples of the participants.

Text (3): Iran

V. DISCUSSION AND CONCLUSION

This study set out with the aim of investigating cohesion in the learners' writing. The first question in this study sought to determine the most commonly used cohesive devices in writing. The results indicate that reference cohesion 412 JOURNAL OF LANGUAGE TEACHING AND RESEARCH © 2016 ACADEMY PUBLICATION was the most frequently used one (42.91%), followed by conjunction (33%), lexical (17.51%), ellipsis (3.82%), and substitution (2.76%). The second question in this study sought to determine the most frequent cohesive errors committed by the learners. The results show that errors in references were the most common (43%), followed by conjunction (35%), lexical (18%), ellipsis (2.5%), and substitution (1.5%). However, the absence of errors in some cohesion subcategories including clausal substitution, verbal ellipsis, clausal ellipsis, synonymy, and hyponymy may not necessarily mean that learners have mastered them. The learners may avoid using these cohesive devices because they are difficult for them (Brown, 2007). The third question in this study investigated the origins of the errors. It was found that the majority of cohesive errors can be attributed to L2 proficiency (intralingual causes) and some others were the results of L1 interference (interlingual causes). The findings were consistent with those of Sadighi & Heydari (2012), and Ahmadvand (2008). They reported that most of the errors were independent of the learner's native language. The results of this study indicate that more than half of the errors were the results of lack of L2 proficiency; most of the errors in the use of conjunction and repetitions have intralingual causes. On the other hand, some of the errors in the use of personal references, demonstratives, and collocations were the result of interference of native language, Persian. In conclusion, the study found that even advanced EFL learners have difficulty in the area of cohesion. Therefore, in order to improve writing skill it is necessary to teach cohesion and guide learners to use cohesive devices appropriately.

Text (4): China
IV. SUMMARY

This article presents a new perspective to the study of discourse coherence—the cognitive perspective. Discourse can be regarded as the coherent group of sentences or sentence fragment that function as record of a communicative event, whether spoken or written, which can be approached as a dynamic process of interaction between participants in a communicative event. Discourse can be analyzed from two aspects: one is discourse as a static product and the other is discourse as a dynamic process. From the point of view of discourse-as-product, coherence is a linguistic phenomenon, which is realized on the surface of discourse by various linguistic devices used to connect different parts in a discourse. From the point of view of discourse-as-process, coherence is the consequence of interaction between the addresser and addressee, which can be achieved by mutual efforts of both communicator and addressee. However, this is not a pure theoretical study, which can be further applied to discourse teaching. Students should be aware of the fact that discourse coherence not only depends on various linguistic devices, but also the involvement of the interpreter to figure out the implied relevance. Therefore, in discourse comprehension and teaching, both linguistic and non-linguistic factors should be involved.

Text (5): Indonesia

6 Conclusion and Pedagogical Implications

To sum up, The results of the study revealed that the English NNS engineering lecturers tended to use more and more frequently some of the cohesive conjunction including 'so' and 'and' than NS engineering lecturers. It suggested that NNS engineering lecturers used these cohesive conjunction quite often to make students easily follow their focus topic. These findings add to a growing body of literature on cohesive conjunction. Furthermore, the findings of the present study revealed that the cohesive conjunction 'so' and 'and' used by English NS and NNS engineering lecturers have roled many functions namely to express a cause, to express results such cohesive conjunction 'so' and to add new information such cohesive conjunction 'and'. In terms of functional variability of 'so' and 'and' cohesive conjunction, NS and NNS engineering lecturers in the MICASE and Cosmolearning corpus shared the same function. This study also provides some pedagogical implications relate to the using of cohesive conjunction features 'so' and 'and' identified. First, the classroom discourse as a genre seems to have features shared across a speaking continuum that NNS

engineering lecturers need to be sensitized to, which will enable them to use those features productively and add to the dynamic, structure, effectiveness, and interactiveness of their lecture. Second, lecturers as competent communicators, as in line with [51] use various cohesive devices including conjunction in their classes because language indices because they are sensitive to the constraints of a particular communicative context. A further important implications is that classroom lectures tend to use many linguistic characteristics International Journal of Advanced Science and Technology Vol. 29, No. 7, (2020), pp. 01-2335 ISSN: 2005-4238 IJAST Copyright ©2020 SERSC 2333 that are more typical of conversation than academic writing. It is, to some extent, similar with [29] who also found some features such as questions, comprehension check, pronoun, personal attitude, stance adverbials, modal and semi modal verb, and cohesive conjunction.

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