Examples Of Cohesive Devices

Many researchers have pointed out that sentence complexity plays an important role in language maturity. Using cohesive devices is a critical method to composing complicated sentences. Several grammatical researchers give cohesive devices different definitions and categories in the perspective of pure linguistics, yet little is known about the Chinese learners' acquisition situations of cohesive devices in the field of Teaching Chinese as a Foreign Language (TCFL). Combined with these definitions and pedagogical theories, the acquisition situations of four grammatical features of cohesive devices and eleven logical relations are discussed in this thesis. This thesis expects that through discovering different features of cohesive devices among different student levels, educators of Chinese will gain a more comprehensive understanding of the acquisition orders and features of conjunctive devices. In this study, I examine the teaching orders of cohesive devices in selected textbooks from first-year Chinese through fourth-year Chinese. Three groups of students were required to complete two essays based on the same topics and prompts. Twenty-eight valid writing samples are examined in total, including ten writing samples from fourth-year students, another ten from third-year students, and eight from second-year students. The results show that there are no obvious differences among the three levels of students in their use of certain grammatical features and logical relations of cohesive devices. Students in these three levels have difficulty understanding how to connect paragraphs together fluently and accurately in their compositions. Pedagogical implications include some suggestions about designing instructional writing assignments in order to give more clearly pedagogical instructions for teaching cohesive devices. In addition, comprehensible directions that explain which logical relations should be taught every academic year are proposed.

This volume presents a systematic, reasonably exhaustive, and critical view of the existing scientific literature on the differences between speech and writing and, particularly, the cognitive and cultural implications of these differences. It is unique in its multidisciplinary scope and analytical depth as it brings together, for the first time, this multiplicity of theory and evidence from varied disciplines.

Leading researchers and clinicians examine language as a bridge between learning disability and psychiatric disorder.

The study of text cohesion and coherence has been a topic of heated discussion in Linguistics since the 1990s. Western linguists have developed two major theoretical frameworks to describe the relationship between the two concepts: one posits that cohesive devices are important means to ensure cohesion; the other argues that coherence does not rely on cohesion. Yet neither has complete explanatory power over reality; nor can they solve real-life problems. This title proposes a creative, concrete, and highly operational theoretical model that unites cohesion and coherence using authentic English or Chinese examples. The authors clarify the concepts of coherence and expand the scope of the research by focusing on a variety of internal and external factors, such as psycho-cognitive and socio-cultural factors. Moreover, the authors propose that the new theoretical paradigm can be applied to a range of other disciplines, including translation and foreign language teaching. This title has been one of the most cited works on cohesion and coherence in China. Students and scholars of discourse analysis, linguistics, and language education will find this an invaluable reference.

Cohesive Devices Used in Writing by EFL Secondary Students in Hong Kong

A Cognitive Perspective

Discourse Interpretation. The Use of Discourse Markers in High School Students' Argumentative and Narrative Essays

Lexical cohesion in English discourse

Cohesion in English

The Functional Analysis of English

a study of some grammatical and lexical features of English discourse

This work investigates the close relationship between language and culture. It explains key concepts such as social context and cultural authenticity, using insights from fields which includes linguistics, sociology, and anthropology.

This book celebrated the 50th anniversary of the Universal Declaration of Human Rights by showing how global human rights norms have influenced national government practices in eleven different countries around the world. Had the principles articulated in the Declaration had any effect on the behavior of states towards their citizens? What are the conditions under which international human rights norms are internalized in domestic practices? And what can we learn from this case about why, how, and under what conditions international norms in general influence the actions of states? This book draws on the work of social constructivists to examine these important issues. The contributors examine eleven countries representing five different world regions - Northern Africa, Sub-Saharan Africa, Southeast Asia, Latin America, and Eastern Europe - drawing practical lessons for activists and policy makers concerned with preserving and extending the human rights gains made during the past fifty years.

The book contains essays on current issues in arts and humanities in which peoples and cultures compete as well as collaborate in globalizing the world while maintaining their uniqueness as viewed from cross- and interdisciplinary perspectives. The book covers areas such as literature, cultural studies, archaeology, philosophy, history, language studies, information and literacy studies, and area studies. Asia and the Pacific are the particular regions that the conference focuses on as they have become new centers of knowledge production in arts and humanities and, in the future, seem to be able to grow significantly as a major contributor of culture, science and arts to the globalized world. The book will help shed light on what arts and humanities scholars in Asia and the Pacific have done in terms of research and knowledge development, as well as the new frontiers of research that have been explored and opening up, which can connect the two regions with the rest of the globe.

This book examines the resources that speakers employ when building conversations. These resources contribute to overall coherence and cohesion, which speakers create and maintain interactively as they build on each other's contributions. The study is cross-linguistic, drawing on parallel corpora of task-oriented dialogues between dyads of native speakers of English and Spanish. The framework of the investigation is the analysis of speech genres and their staging: the analysis shows that each stage in the dialogues exhibits different thematic, rhetorical, and cohesive relations. The main contributions of the book are: a corpus-based characterization of a spoken genre (task-oriented dialogue); the compilation of a body of analysis tools for generic analysis; application of English-based analyses to Spanish and comparison between the two languages; and a study of the characteristics of each generic stage in task-oriented dialogue.

International Norms and Domestic Change

Cohesion in the Writing of Chinese EFL University Students at Different Levels

Culture and Online Learning

Exploring the Use of Cohesive Devices Among Second-year Through Fourth-year Learners of Chinese

Effects on Other Languages and Language Communities

Cohesive Devices in the Writing of Near Tertiary Students

Cultural Dynamics in a Globalized World

2022-23 CTET Study Material Solved Papers with Answer Key

How do we teach and learn vocabulary? How do words work in literary texts? In this book, Ronald Carter provides the necessary basis for the further study of modern English vocabulary with particular reference to linguistic descriptive frameworks and educational contexts. Vocabulary: Applied Linguistic Perspectives includes an introductory account of linguistic approaches to the analysis of the modern lexicon in English and discusses key topics such as vocabulary and language teaching, dictionaries and lexicography and the literary, stylistic study of vocabulary. This Routledge Linguistics Classic includes a substantial new introductory chapter situating the book in the current digital age, covering changes and developments in related fields from lexicography and corpus linguistics to vocabulary testing and assessment as well as additional new references. Vocabulary: Applied Linguistic Perspectives has been widely praised since first publication for the breadth, depth and clarity of its approach and is a key text for postgraduate students and researchers studying vocabulary within the fields of English Language, Applied Linguistics and Education.

Comprehension is the ultimate aim of reading and listening. How do children develop the ability to comprehend written and spoken language, and what can be done to help those who are having difficulties? This book presents cutting-edge research on comprehension problems experienced by children without any formal diagnosis as well as those with specific language impairment, autism, ADHD, learning disabilities, hearing impairment, head injuries, and spina bifida. Providing in-depth information to guide research and practice, chapters describe innovative assessment strategies and identify important implications for intervention and classroom instruction. The book also sheds light on typical development and the key cognitive skills and processes that underlie successful comprehension.

Previously published by: London: Arnold, 2004, 2nd ed.

Building Coherence and Cohesion

Teaching and Researching ELLs' Disciplinary Literacies

Research Perspectives

A Comparative Analysis of Grammatical and Lexical Cohesive Devices in Selected Authentic Texts

Academic Writing Skills for International Students

Cohesion in literary texts

Study Material CSAT

Introducing Translation Studies remains the definitive guide to the theories and concepts that make up the field of translation studies. Providing an accessible and up-to-date overview, it has long been the essential textbook on courses worldwide. This fifth edition has been fully revised, and continues to provide a balanced and detailed guide to the theoretical landscape. Each theory is applied to a wide range of languages, including Bengali, Chinese, English, French, German, Italian, Punjabi, Portuguese and Spanish. A broad spectrum of texts is analysed, including the Bible, Buddhist sutras, Beowulf, the fiction of Proust and the theatre of Shakespeare, European Union and UNESCO documents, a range of contemporary films, a travel brochure, a children's cookery book and the translations of Harry Potter. Each chapter comprises an introduction outlining the translation theory or theories, illustrative texts with translations, case studies, a chapter summary, and discussion points and exercises. New features in this fifth edition include: New material to keep up with developments in research and practice: this includes the sociology of translation chapter, where a new case study employs a Bourdieusian approach: there is also newly structured discussion on translation in the digital age, and audiovisual and machine translation: Revised discussion points and updated figures and tables: New in-chapter activities with links in the enhanced ebook to online materials and articles to encourage independent research: An extensive updated companion website with video introductions and journal articles to accompany each chapter, online exercises, an interactive timeline, weblinks, and PowerPoint slides for teacher support. This is a practical, user-friendly textbook ideal for students and researchers on courses in translation and translation studies.

Central in this volume of the 6th International Colloquium on Ancient Greek Linguistics is the question how cohesion is created in Ancient Greek texts. The contributions to the volume either discuss the various cohesive devices that occur in a specific text or focus on the use and function of a particular cohesion device in a larger corpus. Apart from the use of pronomina and particles, less standard cohesive devices, like the use of tense and the grammatical form of complements, are taken into consideration. The result is a volume that gives a good impression of recent research in the field of Greek linguistics, not only of interest for classical scholars, but also for general linguists interested in discourse coherence and cohesion. Contributors include: Rutger J. Allan, Stphanie J. Bakker, Louis Basset, Anna Bonifazi, Annemieke Drummen, Marietje (A.M.) van Erp Taalman Kip, Coulter H. George, Luuk Huitink, Sander Orriens, Annemieke van der Plaat, Antonio Revuelta, Albert Rijksbaron and Gerry C. Wakker.

Seminar paper from the year 2011 in the subject English - Literature, Works, grade: Sehr Gut, University of Graz (Institut für Anglistik), course: Linguistics Proseminar (Textlinguistics), language: English, abstract: The analysis focuses on the written script of Loving Your Enemies by Martin Luther King and examines the validity of the personal hypothesis that rhetorical devices have a significant influence on cohesion and coherence in King's speech and that the latter textual notions, cohesion and coherence, can lead to an emotional and positive response by the audience. Due to the great length of Loving Your Enemies, the paper includes some charts to support a more compact and focused analysis.

Using Halliday and Matthiessen's (2004) taxonomy of cohesive devices for analysis, this study investigates the use of cohesive devices in 100 argumentative compositions produced by ESL university students at two different levels of proficiency. Given the importance of cohesion in writing, this study also investigates the correlation between the use of cohesive devices and writing scores. Data were quantified and analysed by computing all occurrences of cohesive devices using the IBM SPSS software (22.0). Descriptive statistics, Independent sample t-test, correlation coefficient and qualitative analysis were performed in order to answer the research questions. The findings reveal that the students were able to use varieties of cohesive devices in their argumentative writing. Reference was found to be the most frequent category employed by students regardless of proficiency followed by lexical category of repetition. There was significant difference in the total use of cohesive devices between high and low proficiency essays. The writing scores also reveal significant correlation in the total use of cohesive devices despite several errors identified in the writings. The results of this study are expected to lead to a better understanding of the role of learning and teaching cohesion in writing in the ESL contexts.

Teaching Academic ESL Writing

A Multi-disciplinary Perspective

Cohesive Writing

Spoken and Written Discourse

Lessons in Teaching Grammar in Primary Schools

The Influence of Rhetorical Strategies and Devices on Cohesion and Coherence in Loving Your Enemies

Collaborating Towards Coherence

Culture plays an overarching role that impacts investment, planning, design, development, delivery, and the learning outcomes of online education. This groundbreaking book remedies a dearth of empirical research on how digital cultures and teaching and learning cultures intersect, and offers grounded theory and practical guidance on how to integrate cultural needs and sensibilities with the innovative opportunities offered by online learning. This book provides a unique analysis of culture in online education from a global perspective, and offers: * An overview of the influences that culture has on teaching, online learning, and technology * Culture-sensitive instructional design strategies and teaching guidelines for online instructors and trainers * Facilitation and support strategies for online learners from different cultures * An overview on issues of design, development, communication, and support from a cross-cultural perspective * An overview of how online education is perceived, planned, implemented, and evaluated differently in various cultural contexts Written by international experts in the field of online learning, this text constitutes with a comprehensive comparative introduction to the role of culture in online education. It offers essential guidance for practitioners, researchers, instructors, and anyone working with online students from around the world. This text is also appropriate for graduate-level Educational Technology and Comparative and International Learning programs.

Studienarbeit aus dem Jahr 2015 im Fachbereich Englisch - Pädagogik, Didaktik, Sprachwissenschaft, , Sprache: Deutsch, Abstract: Writing, as a macro skill, has been a central focus in most Philippine curricula in the last three decades and continues to be so. Filipino students are taught varied strategies on how they can improve their writing to produce well-organized texts. Specific writing devices are needed to help students formulate cohesive and coherent texts. Several studies have aimed at analyzing these devices, generally termed as discourse markers (DMs), which were considered as "growth market in linguistics" by Fraser (1998). DMs were first dealt in a seminal paper by Halliday and Hassan (1976) when they analyzed text and questioned: "What makes a text different from a random collection of unrelated sentences?" Although the direct use of the term DMs was not mentioned, Halliday and Hasan, proposed a set of cohesive devices (reference, repetition, substitution, ellipsis, and conjunction) that "help create a text by indicating semantic relations in an underlying structure of ideas." Fraser (2009) found that several expressions are used to refer to DMs including cue phrases, discourse connectives, discourse markers, discourse operators, discourse particles, pragmatic expressions, and pragmatic markers. DMs are linguistic items such as well, however, so, because, etc. which contribute to the cohesiveness, cohesion, and meaning in discourse segments. Fraser (1990) provided an account of DMs to clarify their status and defined DMs as "a class of lexical expressions drawn primarily from the syntactic classes of conjunctions, adverbs, and prepositional phrases." In analyzing DMs, two accounts have emerged to which researchers subscribe. The issue highlighted in this difference is regarded to "how the use of DMs contributes to discourse interpretation" The current study seeks to identify, quantify, and analyze the use of DMs in high school students' argumentative and narrative essays. It also intends to probe into the relationship of the frequency and use of DMs to the quality of the students' writing, Specifically, it would answer the following: 1. What types of discourse markers are utilized by Grade 9 Filipino ESL learners in personal narrative and argumentative writing? 2. Are there any significant quantitative and qualitative differences in the use of discourse markers by Grade 9 Filipino ESL learners? 3. Is there a direct relationship between the number of discourse markers used and the quality of students' writings?

This study compares the functions of abstract nouns previously defined as "shell nouns" (Schmid, 2000) to create cohesion in academic texts written by professional published authors and international graduate students. To make this comparison, two corpora of research papers, one by international graduate students and one by published authors, were collected from 6 different academic disciplines (Art and Design, Biology, Computer Science, Economics, Environmental Engineering, and Physics and Astronomy). The 35 shell nouns (Hinkel, 2004) were investigated in order to find out the frequency patterns in both corpora. The six shell nouns identified as the most common ones in the published corpus were qualitatively compared between published authors' and international graduate students' writings, and further analyzed for cohesive functions through different lexico-grammatical patterns in the two corpora.

Written from a critical perspective, this volume provides teachers, teacher educators, and classroom researchers with a conceptual framework and practical methods for teaching and researching the disciplinary literacy development of English language learners (ELLs). Grounded in a nuanced critique of current social, economic, and political changes shaping public education, Gebhard offers a comprehensive framework for designing curriculum, instruction, and assessments that build on students' linguistic and cultural resources and that are aligned with high-stakes state and national standards using the tools of systemic functional linguistics (SFL). By providing concrete examples of how teachers have used SFL in their work with students in urban schools, this book provides pre-service and in-service teachers, as well as literacy researchers and policy makers, with new insights into how they can support the disciplinary literacy development of ELLs and the professional practices of their teachers in the context of current school reforms. Key features of this book include the voices of teachers, examples of curriculum, sample analyses of student writing, and guiding questions to support readers in conducting action-oriented research in the schools where they work.

Functions of "shell Nouns" as Cohesive Devices in Academic Writing

The Use of Cohesive Devices in High Proficiency and Low Proficiency ESL Argumentative Essays
Why Concept is Not Enough
Vocabulary
Collaborating towards Coherence
Discourse Characteristics of Self-help Books
Lexical Cohesive Devices in Arab Students' Academic Writing

Lesson planning in line with the new Primary National Curriculum! Outstanding grammar lessons are not about teaching children the mechanics of grammar but fostering a curiosity about language, words and clauses when explored within a meaningful context. This book offers practical ideas and lesson plans to help you plan and teach lessons that motivate, engage and inspire pupils to use grammar accurately and creatively to produce writing that is fluid, cohesive and purposeful. It will also help you to teach grammar confidently and effectively by addressing your own grammar questions and providing essential subject knowledge. The lesson ideas have all been tried and tested in the classroom, and you can adapt the lessons to teach other aspects of grammar or change the focus of the learning objective to reflect the needs of your classroom. Did you know that this book is part of the Lessons in Teaching series? Table of Contents What is Grammar? / Grammar in context / Year 1: Teaching Sentence Demarcation / Year 2: Teaching Conjunctions / Year 3: Teaching Direct Speech / Year 3: Using the Perfect Tense / Year 4: Teaching adverbial phrases / Year 4: Teaching the Difference between the Plural and Possessive -s / Year 5: Teaching Modal Verbs / Year 5: Teaching Expanded Noun Phrases / Year 6: Using the Subjunctive Form in Speech / Year 6: Using the Passive Voice / Moving On / Glossary of Terms WHAT IS THE LESSONS IN TEACHING SERIES? Suitable for any teacher at any stage of their career, the books in this series are packed with great ideas for teaching engaging, outstanding lessons in your primary classroom. The Companion Website accompanying the series includes extra resources including tips, lesson starters, videos and Pinterest boards. Visit ww.sagepub.co.uk/lessonsinteaching Books in this series: Lessons in Teaching Grammar in Primary Schools, Lessons in Teaching Computing in Primary Schools, Lessons in Teaching Number and Place Value in Primary Schools, Lessons in Teaching Reading Comprehension in Primary Schools, Lesson in Teaching Phonics in Primary Schools

The main purpose of the thesis was to explore the discourse characteristics in self-help books on the example of a popular classic of this genre. The aim was a discourse analysis of the self-help manual The 7 Habits of Highly Effective People (1989) by Stephen R. Covey. The book falls under the self-help category and includes typical features which are common for the genre. The thesis presents the distinguishing characteristics and shows the conventions which make it a typical representative of its genre. The main part consists of a discourse analysis of a chapter from the book, discussing the prevailing cohesive relations and its situational and generic coherence. The analysis examines the following cohesive devices: reference chains, typical examples of ellipsis and substitution, conjunction (the use of linking words and lexical ties), typical examples of lexical cohesion (examples of reiteration). The practical value of discourse analysis is in the fact that it displays a text's cohesion and coherence, both of which impact the text's quality and show if a text makes sense as a unified whole. The knowledge of cohesive devices is useful for evaluating texts (helping readers, critics, teachers) and text production (helping writers, journalists, students). The analysis has demonstrated connectedness and unity achieved through the use of cohesive devices and the prevalence of certain cohesive devices which can be linked to the specifics of the genre. The analysis also shows a situational and generic coherence, that is in line with the expectations towards the genre and context. An insight into how the internal organization of the text and content is connected to the register and genre of the text is supplied by the conclusion based on the analysis.

Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar fills an important gap in teacher professional preparation by focusing on the grammatical and lexical features that are essential for all ESL writing teachers and student-writers to know. The fundamental assumption is that before students of English for academic purposes can begin to successfully produce academic writing, they must have the foundations of language in place--the language tools (grammar and vocabulary) they need to build a text. This text offers a compendium of techniques for teaching writing, grammar, and lexis to second-language learners that will help teachers effectively target specific problem areas of students' writing. Based on the findings of current research, including a large-scale study of close to 1,500 non-native speakers' essays, this book works with several sets of simple rules that collectively can make a noticeable and important difference in the quality of ESL students' writing. The teaching strategies and techniques are based on a highly practical principle for efficiently and successfully maximizing learners' language gains. Part I provides the background for the text and a sample of course curriculum guidelines to meet the learning needs of second-language teachers of writing and second-language writers. Parts II and III include the key elements of classroom teaching: what to teach and why, possible ways to teach the material in the classroom, common errors found in student prose and ways to teach students to avoid them, teaching activities and suggestions, and questions for discussion in a teacher-training course. Appendices to chapters provide supplementary word and phrase lists, collocations, sentence chunks, and diagrams that teachers can use as needed. The book is designed as a text for courses that prepare teachers to work with post-secondary EAP students and as a professional resource for teachers of students in EAP courses.

This study compares the functions of abstract nouns previously defined as "shell nouns" (Schmid, 2000) to create cohesion in academic texts written by professional published authors and international graduate students. To make this comparison, two corpora of research papers, one by international graduate students and one by published authors, were collected from 6 different academic disciplines (Art and Design, Biology, Computer Science, Economics, Environmental Engineering, and Physics and Astronomy). The 35 shell nouns (Hinkel, 2004) were investigated in order to find out the frequency patterns in both corpora. The six shell nouns identified as the most common ones in the published corpus were qualitatively compared between published authors' and international graduate students' writings, and further analyzed for cohesive functions through different lexico-grammatical patterns in the two corpora. Specifically, the functional analysis was conducted to find out how these shell nouns function in different lexico-grammatical patterns (th-be-N, th-N, N-be-cl, N-cl) as cohesive devices in both corpora. The findings of this study indicated that the two groups of writers used shell nouns at almost the same rate of frequency. In addition, they employed various functions for these nouns as cohesive ties in the text in some new lexico-grammatical patterns (the N, the N of, a(n) N, a(n) N of, the same N) which had not been previously identified. Finally, the analysis of frequency, lexico-grammatical patterns, and functions of these shell nouns used by the two groups of writers provided some information about the use of these nouns as cohesive devices in academic writing, and possibly raised awareness for their cohesive functions that could eventually be applied in English for Academic Purposes courses.

Implications for Teaching Vocabulary
Discourse Cohesion in Ancient Greek
A Study of Acquisitional Influences and Their Pedagogical Implications
Lexical Cohesion and Corpus Linguistics
Language, Learning, and Behavior Disorders
A Comparative Study
Global Perspectives and Research

Lexical cohesion is about meaning in text. It concerns the ways in which lexical items relate to each other and to other cohesive devices so that textual continuity is created. Traditionally, lexical cohesion (along with other types of cohesion) has been investigated in individual texts. With the advent of corpus techniques, however, there is potential to investigate lexical cohesion with reference to large corpora. This collection of papers illustrates a variety of corpus approaches to lexical cohesion. Contributions deal with lexical cohesion in relation to rhetorical structure, lexical bundles and discourse signalling, discourse intonation, semantic prosody, use of signalling nouns, and corpus linguistic theory. The volume also considers implications that innovative approaches to lexical cohesion can have for language teaching. This volume was originally published as a Special Issue of International Journal of Corpus Linguistics volume 11:3 (2006).

"This study investigated the use of English lexical cohesive devices by 40 undergraduate Arab students enrolled in advanced academic writing classes at the American University of Sharjah. The data were quantitatively analyzed to examine the correct and incorrect usage of different lexical connectors in expository texts. Further examination of the lexical errors revealed the difficulties encountered and the strategies L2 learners used to deal with their lexical problems. An understanding of such strategies would illuminate appropriate approaches for teaching L2 writing and vocabulary."--Abstract, p. iii.

Cohesion in English is concerned with a relatively neglected part of the linguistic system: its resources for text construction, the range of meanings that are specifically associated with relating what is being spoken or written to its semantic environment. A principal component of these resources is 'cohesion'. This book studies the cohesion that arises from semantic relations between sentences. Reference from one to the other, repetition of word meanings, the conjunctive force of but, so, then and the like are considered. Further, it describes a method for analysing and coding sentences, which is applied to specimen texts.

Clear and concise, this textbook provides a non-technical introduction to the basic theory of translation, with numerous examples and exercises.

Introducing Translation Studies
Systemic Functional Linguistics in Action in the Context of U.S. School Reform
Task-oriented dialogue in English and Spanish

Developmental, Biological, and Clinical Perspectives
Language and Culture
Theories and Applications

Effective writers have a good command of grammar, spelling conventions and rhetoric of the language they use. They are competent in the four components of communicative competence; namely, the grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Among these four components, discourse competence, which enables writers to organize their texts cohesively and coherently, plays a vital role in writing. The focus of the present study is on cohesion, which is one of the sub-categories used to achieve and measure coherence and eventually contributes to the discourse competence of a writer. Specifically, it investigates the use of cohesive devices in the written texts of English majors at different year levels, explores whether there are developmental differences in the use of cohesive devices between the students of each year level and analyzes the relationship between the overall coherence and cohesion of these texts. A total of forty essays written by Chinese undergraduate EFL students at four different year levels was analyzed from two perspectives in the study. The essays were firstly rated by two experienced EFL teachers on the overall coherence and the four sub-categories of coherence. The researcher alone carried out the statistics and analysis of cohesive devices in each of the essays. Halliday and Hasan's taxonomy of cohesion was used to analyze cohesion in the texts collected. In analyzing the coherence-cohesion relationship, the researcher provided a rating scale and categories of coherence based on the Bamberg scale, the syllabus for English majors at university levels and the syllabus for TEM-4. A correlation study of the four individual sub-categories of cohesion to the overall text coherence was carried out. The analysis on the cohesive devices used by students at different year levels showed that for some of the cohesive items such as pronominals, repetition, synonyms and temporal conjunctives, there existed significant developmental differences among students of different year levels. Other items were either little used or showed little difference between different year levels. The correlation study of the four coherence categories in students' essays showed that there is a high correlation between the overall coherence and cohesion. The research in this thesis shows that cohesion contributes to the overall coherence of written texts and that understanding the notions of cohesion and coherence, and their relationship and achieving the ability of using cohesive devices will lead to students' discourse competence and even communicative competence in writing.0000000 ⎕

Despite years of practice in reading, many learners find difficulty in making sense of texts they want to read. A number of reasons have been given for this difficulty in comprehension experienced by foreign learners of English. Ranging from failure to interpret the writer's cohesive signals as intended; lack of practice in applying "grammatical" knowledge when reading; lack of practice with texts containing a variety of cohesive features; to the tradition of teaching such features as part of the grammatical system and practicing them in isolation and at single sentence level in grammar/or writing lessons. Hence, this book presents the results of a comparative analysis of grammatical and lexical cohesive devices in selected British newspaper reports and short stories, identifying the cohesive devices that tend to occur more frequently in these texts. The findings indicate that students' in reading and writing classes can benefit from the rich lexical contents of short stories as well as the formal style and specialist lexis in newspaper reports. Therefore, EFL teachers will benefit their students by using a combination of these types of texts in reading and writing classes. Additionally, they buttress the view that insights from discourse analysis can help teachers refine their decision-making processes of text selection and the teaching of vocabulary, reading and writing skills. It also offers some possible classroom activities that might be useful in developing students' reading and writing skills at the intermediate to advanced level of study, based on the grammatical and lexical cohesive devices attested in the study.

To write cohesively means doing many things at once-wrestling with ideas, balancing form and function, pushing words this way and that, attending to syntax and diction, and employing imagery and metaphor until a coherent message emerges. Though full of promise, student writing typically lacks the cohesion it expounds? Carol Jago offers an approach that is the very example of the kind of cohesion she expects from her students' writing. Neither a lock-step lesson plan nor a simple recipe, it is an organized, coherent method that works by offering clear and complete guidelines for the most common types of writing: informational and persuasive writing, narrative writing, and writing about literature. Jago's method centers on her core beliefs: In order to learn to write, students must write. Authentic tasks and topics generate the most cohesive student writing. Students need both supportive and critical feedback. There is no cohesive writing without revision. Complete with worksheets, rubrics, and graphic organizers, plus student samples and stories that are both engaging and familiar, Jago's book provides the strategies for teaching writing that result in significant student growth. Send a message to students that cohesive writing matters not only as preparation for high-stakes tests, but also as a tool for life. Teach them cohesively and cohesive writing will follow.

This engaging guide will equip students who are non-native speakers of English with the tools and confidence to respond effectively and appropriately to written assignments at university. It supports students in the development of essential writing skills, such as structuring paragraphs and building an argument, and provides practical guidance on adhering to the conventions of academic writing. It guides students systematically through a series of text analyses which bring out key linguistic and rhetorical features, making complex textual issues manageable and understandable for learners of all abilities. This is an ideal self-study aid for non-native English speakers, both on pre-sessional language courses and on degree programmes, who need to get to grips with the conventions of academic writing.

Practical Techniques in Vocabulary and Grammar
The Dominance of English as a Language of Science
Children's Comprehension Problems in Oral and Written Language
Fundamentals of Translation
Functional Approaches to Writing
A Comparative Corpus-based Study
Proceedings of the Asia-Pacific Research in Social Sciences and Humanities, Depok, Indonesia, November 7-9, 2016: Topics in Arts and Humanities

CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

This book approaches cohesion and coherence from a perspective of interaction and collaboration. After a detailed account of various models of cohesion and coherence, the book suggests that it is fruitful to regard cohesion as contributing to coherence, as a strategy used by communicators to help their fellow communicators create coherence from a text. Throughout the book, the context-sensitive and discourse-specific nature of cohesion is stressed: cohesive relations are created and interpreted in particular texts in particular contexts. By investigating the use of cohesion in four different types of discourse, the study shows that cohesion is not uniform across discourse types. The analysis reveals that written dialogue (computer-mediated discussions) and spoken monologue (prepared speech) make use of similar cohesive strategies as spoken dialogue (conversations): in these contexts the communicators' interaction with their fellow communicators leads to a similar outcome. The book suggests that this is an indication of the communicators' attempt to collaborate towards successful communication.

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New Research on Cohesion and Coherence in LinguisticsRoutledge
Applied Linguistic Perspectives
New Research on Cohesion and Coherence in Linguistics
Lexical Cohesion in English Discourse
A Longitudinal Analysis of Young Children's Use of Cohesion in Oral Narratives
The Power of Human Rights