

*People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Amar Thelidji University, Laghouat
Faculty of Letters and Languages
Department of English*



Examining Coherence and Cohesion in Civilization Essays. Case of Master Two Students at the Department of English at Laghouat University

A Dissertation Submitted to the Department of English in Partial Fulfilment for the Requirements for
Master Degree in Civilization and Literature

By:

Mrs.Sabrina Bounif

Board of Examiners:

- Mrs.Ibrir Latifa, University of Laghouat, Chairman
- Mr.Ben Redda Djamel , University of Lagouat, Supervisor
- Mrs,Cherfaoui Samia University of Laghouat, Examiner

2019-2020

Dedication

I would like to dedicate this work to the people who filled me with adoration and expectation,
my lovely family who has given me a lifetime of love, support, and laughter.

To my loyal and truthful, loving and secretive friends, who supported me every second,
Masaouda, Ouissam, Sarah, and Rima.

To all the people I love I will always appreciate all what you have done.
May Allah bless you all.

Acknowledgements

I am deeply grateful to my esteemed supervisor Mr. Ben Redda Djamel who has patiently guided the production of this work. Without his invaluable experience, help, and advice,

I would have found more difficulty to finish this dissertation.

I would like also to express a deep appreciation to the members of jury for reading , evaluating and examining , and for accepting to debate my work

ABSTRACT

Writing in a foreign language is one of the most challenging and complex tasks for language learners. It is a difficult skill that requires considerable effort and practice on the learners' part to reach an acceptable level of writing. Due to the complexity of this skill, many students fail to produce an adequate piece of writing. For that, This research is concerned on writing skill, especially about coherence and cohesion as important elements in writing. The aim of this research is to find out the students' usage of coherence and cohesion in writing process. This research adapts descriptive qualitative study. It was conducted in the department of English at Ammar Telidji of Laghouat. The subject of this research is the master two students in academic year 2019/2020. The total number of participants is 15 student. Written essays of American civilization exam are the instrument used to collect the data in this research. The findings of this research show that there were some difficulties faced by the students in maintaining their coherence and cohesion in writing essays, specifically in determining and stating their ideas, fulfilling the supporting details, and using the proper signals, as well as punctuation.

Keywords: Coherence, Cohesion, Students' usage.

ملخص

تعد الكتابة بلغة أجنبية واحدة من أصعب المهام وأكثرها تعقيدًا بالنسبة لطلبة اللغات، حيث أنها مهارة صعبة الاكتساب تتطلب مجهودًا كبيرًا وممارسة للوصول إلى مستوى مقبول للكتابة من طرف الطلبة، نظرًا لتعقيدها، فالعديد من الطلاب يجد أنه من الصعب إنتاج قطعة كافية من الكتابة.. لذلك ارتأيت أن أركز في بحثي هذا على هذه المهارة، خاصةً حول التناسق والترابط كعناصر مهمة في الكتابة.. والهدف من هذا البحث هو معرفة استخدام الطلاب للتناسق والترابط في هذه العملية، كذلك استخدمت دراسة نوعية وصفية، تم إجراؤها في قسم اللغة الإنجليزية في جامعة عمار ثلجي في الأغواط. موضوع هذا البحث للعام الدراسي 2020/2019، حيث أسقطت الدراسة على 15 طالبًا، اخترت المقالات المكتوبة لامتحان الحضارة الأمريكية كأداة لجمع البيانات في هذا البحث، أوضحت نتائج هذا البحث وجود بعض الصعوبات التي يواجهها الطلاب في الحفاظ على التناسق والترابط في كتابة المقالات ، وتحديدًا في تحديد أفكارهم وتوضيحها، وإضافة تفاصيل داعمة للموضوع، واستخدام أدوات الإشارة المناسبة ، وكذلك علامات الترقيم.

الكلمات المفتاحية: التناسق، الترابط، استخدام الطلاب.

List of Tables

Table 1 : Structure of Essay Writing.....	09
Table 2: A List of Linking Words For Different Purposes (Bjork & Raisanen 1997).....	26
Table 3: The use of cohesive devices by master two student at departement of English, Ammar Thelidji University of Laghouat.....	33

List of Figures

Figure1 : Essay Structure.	8
Figure2 :Introductory Paragraph Format.	10
Figure3 : A Pattern For Introduction Paragraphs.	12
Figure4 : Body Paragraphs.....	15
Figure5 :Essay Conclusion Outline.....	17
Figure6 : The Essay Conclusion.	18
Figure7 : Flow Chart of the Key Components of the Research Design and Procedures.	30
Figure8 :Data P1 High Use of Repeated Words Case.....	36
Figure 9 : Data P3 Average Use of Repeated Words Case.	37
Figure10 :Data P14. Total Absence of Repeated Words Devices Case.....	37
Figure11 : Data P10 High Use of Transition Signals Case.	38
Figure12 :Data P5 Average Use of Transition Signals Case.	38
Figure13 :Data P7 Misuse of Transition Signals Case.....	39
Figure 14 : Data P9 High Use of Reference Words.	39
Figure 15 : Data P9 More Usage of Reference Words Was Needed.	40
Figure 16 : Data P1 Lack of Reference Words Use.	41
Figure17 : The Average Proportion of Repeated Words in Students' Essays.	42
Figure18 : The Average Proportion of Reference Words in Students' Essays.	42
Figure19 : The Average Proportion of Transition Signals in Students' Essays.....	43

Figure20 : The Average Proportion of Substitution in Students' Essays.....**43**

Figure21 : The Average Proportion of Ellipsis in Students' Essays.....**43**

List of Abbreviations

- **EFL** : English as a Foreign Language.
- **ESL** : English as a Second Language.

Table of Contents

Dedication	I
Acknowledgement	II
Abstract	III
ملخص.....	IV
List of Tables.....	V
List of Figures	VI
List of Abbreviations.....	VII
Table of Contents	VIII
General Introduction	1
Chapter One : Aspects of Writing	
1.1-Introduction.....	5
1.2-The Nature of Writing.....	5
1.3-Writing an Essay	6
1.4-Structure of an Essay	6
1.5-Civilisation Essays (The History Essay).....	18
1.5.1-History Essay Format.....	19
1.5.2-How To Write a Good History Essay	20
1.5.3-Tips to follow in writing history essays	22
1.6-Cohesion in essays	23
1.7- Coherence in essays	24
1.8-Conclusion	26

Chapter Two : Field Work Research Methodology and Tools

2.1-Introduction.....	28
2.2-Previous Studies.....	28
2.3- Research Design.....	29
2.4-Subject of the Study	30
2.5-Source of the Data.....	30
2.6-Research Instrument.....	31
2.7-Data Collection Procedure	31
2.8-Data Analysis Procedures	32
2.9-Population and Sampling	34
2.10-Limitation of the Study	34
2.11-Conclusion	34
Chapter Three Research Findings and Discussion	
3.1-Introduction.....	36
3.2-Research Findings.....	36
3.3-The Fulfillment of the Requirements of Good Essays.....	42
3.4-Discussion.....	44
3.5-Conclusion	44
General Conclusion.....	45
Works Cited.....	47
Appendices.....	48

General Introduction

Writing in academic contexts is an indispensable skill for EFL students, many of them face growing pressure to write in English. It is considered as the language of scholarship, hence, it has become a tool for writers to demonstrate their knowledge in a particular discipline. Given that English academic writing presents a tremendous challenge for those whose native language is not English, it seems fitting to explore the issue of academic writing in a second or foreign language and its potential difficulties.

It is not surprising therefore that writing deserves a higher priority in academic settings due much to its immediate practical application in a variety of academic tasks such as examination questions, essays, research reports, dissertation thesis and so on.

Academic writing goes beyond a general understanding of simple English language rules, to a higher level of understanding which involves interpreting and delivering subject content in writing. It is not an easy task for students, especially ESL/EFL students, to master, even with a few years of training during college. From perception of Master two students composed essays, and from conversations with instructors of Written Expression at The Department of English, Ammar Thelidji University, it has become clear that coherence and cohesion are a recurrent problem in students' compositions, especially in civilization module, as EFL learners face many problems while revising, such as difficult terms, and the large number of dates and events. It is obvious that the quality of the essay depends on the students' use of coherence and cohesion correctly. Coherence means the connection of ideas at the idea level, and cohesion means the connection of ideas at the sentence level. Basically, cohesion of writing focuses on the grammatical aspects of writing. While, coherence refers to the rhetorical aspects of your writing.

Composing an academic essay implies fashioning a cohesive and coherent arrangement of thoughts into an argument. Since essays are basically linear—they offer one thought in turn—they should introduce their thoughts in the order that sounds good to the reader. Effectively organizing an essay implies taking care of a reader's logic. It is a written composition where the writer express a specific idea and then support it with facts, statements, analysis and explanations. An essay may have as many paragraphs as needed. The most common college of this composition is five paragraphs. However, the essay itself consists of three sections: an introduction, a body and conclusion; the introduction is the

General Introduction

opening line to the paper. The conclusion is the summary of the entire paper in the final paragraph. Whereas, in the body there will be a minimum three paragraphs. For each paragraph, the writer should write down a topic sentence with an argument relating to the thesis and mention all the support: data, facts, examples, and other evidence. Matching the paragraphs coherently.

It is hoped that this work provides some insights for students of English as a second language, and solve the problems of cohesion and coherence in their EFL essay writing generally and writing historical essays more specifically, especially for those who are looking to develop their writing to academic level standards.

Based on a simple observation, most of EFL learners have problems in writing, especially in producing a coherent and cohesive historical text. Coherent and cohesive devices are often misused or overused by learners in their attempt to fix their writing production.

Most of students seem to have a vague conception about coherent and cohesive devices and they are not well rounded with the strategies that may help them to improve their writing production. EFL learners tend to focus on the date-event agreement at the level of sentences and fail to produce a coherent and cohesive piece of writing which makes them unable to communicate effectively by means of writing.

The main objective of this study is to examine the use of coherent and cohesive devices in civilization essays (exam papers) of master two students at English department of Ammar Thelidji University.

Throughout this work, the research will manage to answer the following questions: to what extent EFL learners in historical essays compositions at the English department use cohesive and coherent devices? Do our EFL students respect the use of cohesive devices in their essay writing? Its use will take into consideration its criteria and barriers.

General Introduction

Coherence and cohesion are important criteria that the historical text should have. Relationships between events and how to move from one date to another creates links between concepts happening together in the text. Therefore, the writer is concerned to write something that will be understood by different readers. For this reason it is very important for the text to be written correctly having both cohesion and coherence. Thus, the results of this study provide writing instructors to pay extra attention on the cohesion and coherence in the students' writing because they are the requirements of good quality of an essay.

The dissertation is a whole of three chapters. The first chapter examines the theoretical notions. It highlights the importance of writing as means of communication and the manner in which the text is put together can be explained by elements of coherence and cohesion. Chapter two sheds light on the methodology of the research that consists of randomly gathered anonymous American civilization exam papers of master two students at the English department, Ammar Thelidji University.Laghouat. In chapter three it is dealt with the research findings and discussion of what is found in the examined papers according to the previous chapters research.

Chapter One : Aspects of Writing

Chapter One : Aspects of Writing

1.1- Introduction

The first chapter is conducted to treat the theoretical notions. It highlights the importance of writing as means of communication and the manner in which the text is put together can be explained by elements of coherence and cohesion. They can however often be difficult concepts to grasp. For EFL learners, it is essential to understand the difference between the two terms. Especially under the exam's pressure while writing essays. Most importantly in civilization module, as EFL learners face many problems while revising, such as difficult terms, and the large number of dates and events.

1.2- The Nature of Writing

There are some definitions of writing that are taken from various sources.

Lenneberg in Brown (1979, p.334) stated that *writing is culturally specific, learned, behaviour. We learn to write if we are members of a literate society and if only someone teaches us.* Based on the statements above, it can be concluded that writing is an active. More clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

According to Nunan,(2003) *Writing is physical and mental act. It is about discovering ideas, thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible to a reader.* Writing has dual purpose, to express and to impress. Writers must select the most advantageous medium for their writing, each types has a different level of difficulty which determined by its objectives. Writing is a process and also a product. The writer creates, plans, writes various drafts, revises, edits and publishes.

Writing is a skill that is required in many contexts throughout life. It is defined as" *the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse and the expression of the ideas*" (Abu-Ghararh, 1998). Also, writing skill is formally defined as *the recording of human communication, using*

Chapter One : Aspects of Writing

signs or symbols to represent the spoken words (McMillan Encyclopedia, 1986)¹. As student at university or as an employee in all business sectors or in any academic setting, a different kind of writing is required which is different from the one of personal writing and the rest of other genres. This kind of writing has come to be known as academic writing. Academic writing is a particular style of writing; part of conversation based on evidence and differs with disciplines which are closely linked with facts, investigated knowledge and posits ideas or arguments. However, academic writing can be in many forms such as a summary, a research project or even CVs and Bio-data. These different types of academic writing adhere to specific styles, structures, moves

1.3- Writing an Essay

An essay is a group of paragraphs written about single topic and a central main idea. It must have at least three paragraphs, but a five paragraphs essay is a common length for academic writing. (Zemach, 2005:56).

The Macquarie dictionary defines an essay as *a short literary composition on a particular subject*². An essay consists of a group paragraphs focus on that subject. The precision of language and grammar in sentences, and the logical linking of sentences to form coherent and unified paragraphs can now be seen as providing building blocks for connected longer passages of writing. (Belmont and Sharkey, 2011:263)

An academic essay is a continuous piece of writing focusing on a particular issue, which is carefully framed by the title. The writer should define what the question is asking, then respond to it, supporting all statements with evidence, example, and logical argument. From these definitions it is clear then that an essay is a piece of composition that discusses about one idea which is elaborated in several paragraphs.

1.4- Structure of an Essay

An essay structure plays a major role in fulfilling the writer's goal. It guides the readers through a sequence of ideas they need to follow. The essay has three necessary parts: the introduction, the body, and the conclusion.

¹ https://www.academia.edu/8151567/IJALEL_Vol.3_No.6_2014_. March 16th, 2020.

² <https://www.macquariedictionary.com.au/>. March 16th, 2020.

Chapter One : Aspects of Writing

1.4.1- Introduction: Depending on the essay length, introduction takes about 1-2 paragraphs. It is a crucial part of your work because it helps readers understand if they are interested in reading it further. In this section, you introduce your topic by defining it, giving it some background, and explaining its relevance. Start with a hook, which is something intriguing, like rhetorical question or a piece of surprising statistics. No need for some detailed explanations or analysis here, just mention some basic facts to interest your audience.

1.4.2- Thesis: This is a critical part of every essay. Many students misunderstand what thesis is, so it is important to say what it should and should not have. Thesis is an argumentative claim that is presented as the last sentence of introduction. It must state your specific position on the issue and mention all main facts that are going to be discussed in the body. At the same time, thesis should not have phrases like “this paper” or “I will discuss...” Start with the statement itself. Make a claim that you will be proving and that some people might disagree with.

1.4.3- Body: This is the essence of your paper, its very backbone. Each paragraph must be focused on one fact from thesis, preferably in the same sequence. Create an opening sentence that reveals what is going to be discussed in a paragraph. It must be directly related to thesis. Then introduce your fact as well as evidence proving it. End the paragraph with a closing sentence that creates a logical link with the next one or summarizes everything that has been discussed. Remember, maximum paragraph length should not exceed 200 words, which is approximately 2/3 of the page.

1.4.4-Conclusion: Be careful here, avoid using some new information. Summarize everything you have proved in the body. Repeat thesis, just use different words. Make a final conclusive statement that can be seen as the main result of your research.

Chapter One : Aspects of Writing

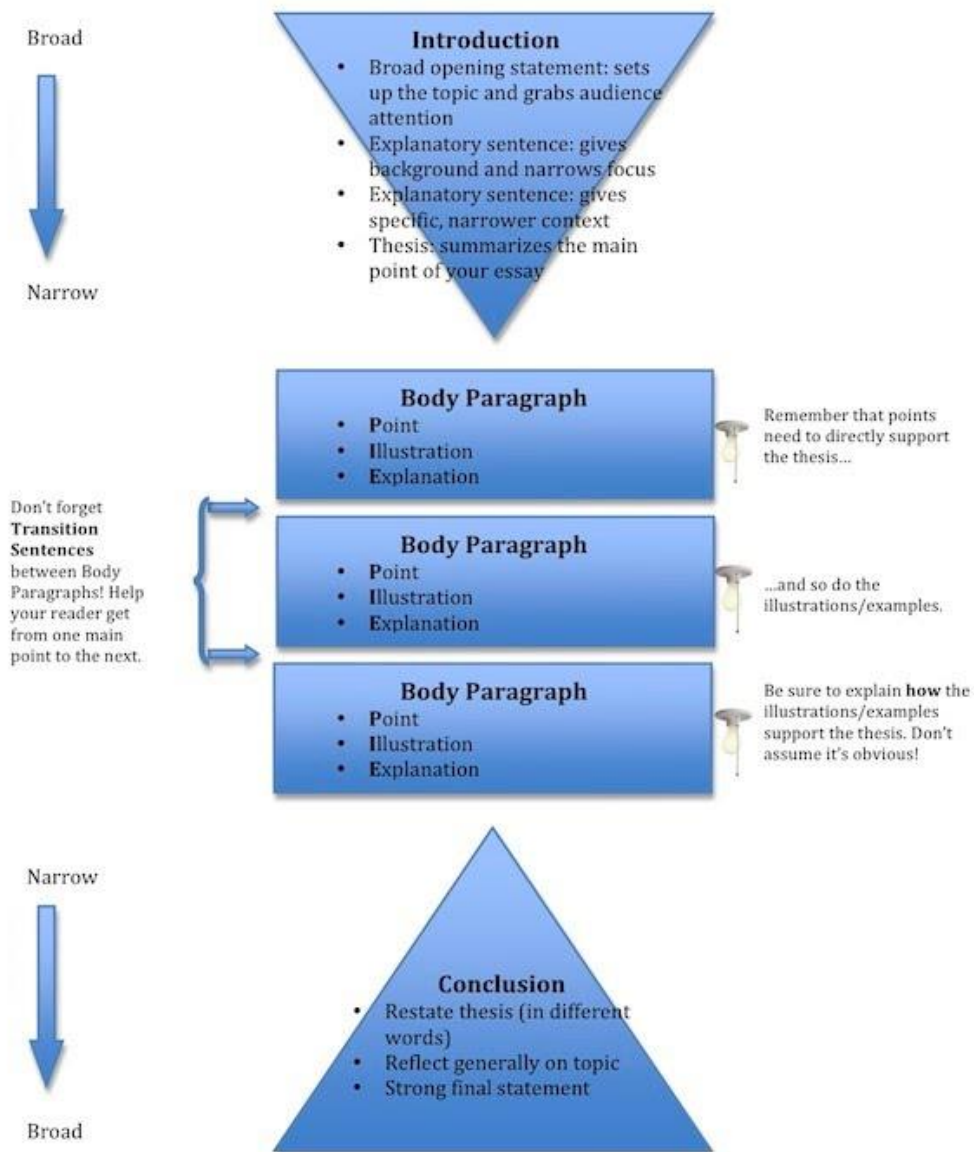


Figure1. 1. Essay Structure.

<https://www.slideshare.net/pietvanderlaan/essay-writing-structure>. March 16th, 2020.

Chapter One : Aspects of Writing

1.5- Parts of an Essay

Oshima and Hogue (2007, p. 147) classify an essay into three main parts, they are, an introductory paragraph, a body and a concluding paragraph. Each part has its own special purpose. The introduction provides some background information on the subject and states the main idea in a thesis statement. The supporting paragraphs explain and support the main idea. The conclusion summarizes the main points(Blanchard and Root, 2010, p. 67).

The Introduction	General Statement	Introduce the general topic of the essay. Capture the reader's interest.
	Thesis Statement	States the specific topic. May list subtopics or subdivisions. May indicate the pattern of organization. Is normally the last sentence in the introductory paragraph.
Body Paragraphs		Are used to: Develop your topic. Prove your points. They should have some sort of pattern (chronological order or comparison / contrast, or a combination of both) A logical deviation of ideas (deviation into subtopics and discussion of these subtopics in separate paragraphs)
The conclusion is the final paragraph		It signals the end of the essay. It reminds the reader of your main points; it can be done in two ways: Summarize the subtopics. Paraphrase the thesis. It leaves the reader with the final thoughts on the topic.

Table1. 1. Structure of Essay Writing.

Specifically, each part of an essay can be explained as follows:

1.5.1- The Introductory Paragraph

Question: How is this a graphical representation of an introduction Paragraph?

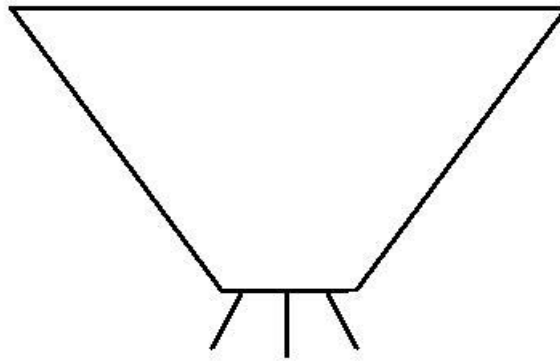


Figure1.2. Introductory Paragraph Format.

Answer: Because it starts broad, and gradually narrows towards a focused, but not overly specific thesis. The thesis is specific enough to fully explore the essay, but it is not so specific that there is nothing more to write about.

The introduction is usually ‘funnel shaped’. Oshima and Hogue(2007, p. 150) point out that *"A funnel introduction has two parts: several general statements and one thesis statement. The general statements give the reader background information about the topic of the essay. They should lead your reader gradually from a very general idea of your topic to a very specific idea"*.

The introduction to an essay is very important. It is the **FIRST** paragraph that the marker reads and should ‘grab’ the reader. Introduction paragraphs are usually about 5% of your essay word count. In clearly-written sentences, the writer gives some background on the main topic; explains the academic problem and tells the reader what to expect in the rest of the essay. You can follow a basic pattern (recipe) for writing introduction paragraphs to help you get started. As essay topics and lecturer requirements vary, you will find that ‘the recipe’ will need to be adjusted to suit the style of essay you will be asked to write.

Chapter One : Aspects of Writing

Try to write your introduction straight from your question analysis, then review it many times while you are writing the body of the essay—this will help you to keep your essay on target (i.e. answering the set question). Note that most introductions generally only include references if definitions are taken from an information source.

Example 01 : Understanding the stages of an introductory paragraph ³

Sample question:

Discuss why assignment essays are common assessment tasks in undergraduate tertiary coursework, and evaluate the effectiveness of assignments as an avenue for learning.

Introductory paragraph:

Assignment essays are developed from set questions that give students a period of time to research a topic and produce their answer with references to their sources of information.

While there are some disadvantages with using assignment essays as assessment tool, there are sound educational purposes underpinning this practice. This essay examines the reasons why assignment essays are beneficial for student learning and considers some of the problems with this method of assessment.

- Background statement about the general topic of the essay.
- Thesis statement to focus on the specific argument to be dealt with in the essay.
- Outline statement to signal what will be covered in the essay.

The funnel shaped introductory paragraph begins with the broadest topic (sentence 1). Then, it narrows to the thesis statement or the part of the topic that will be specifically addressed in the essay (sentence 2). The last sentence of the paragraph usually outlines the main points that will be covered in the essay (sentence 3).

³<https://aso-resources.une.edu.au/academic-writing-course/paragraphs/introduction-paragraphs#/>.
March 17th,2020.

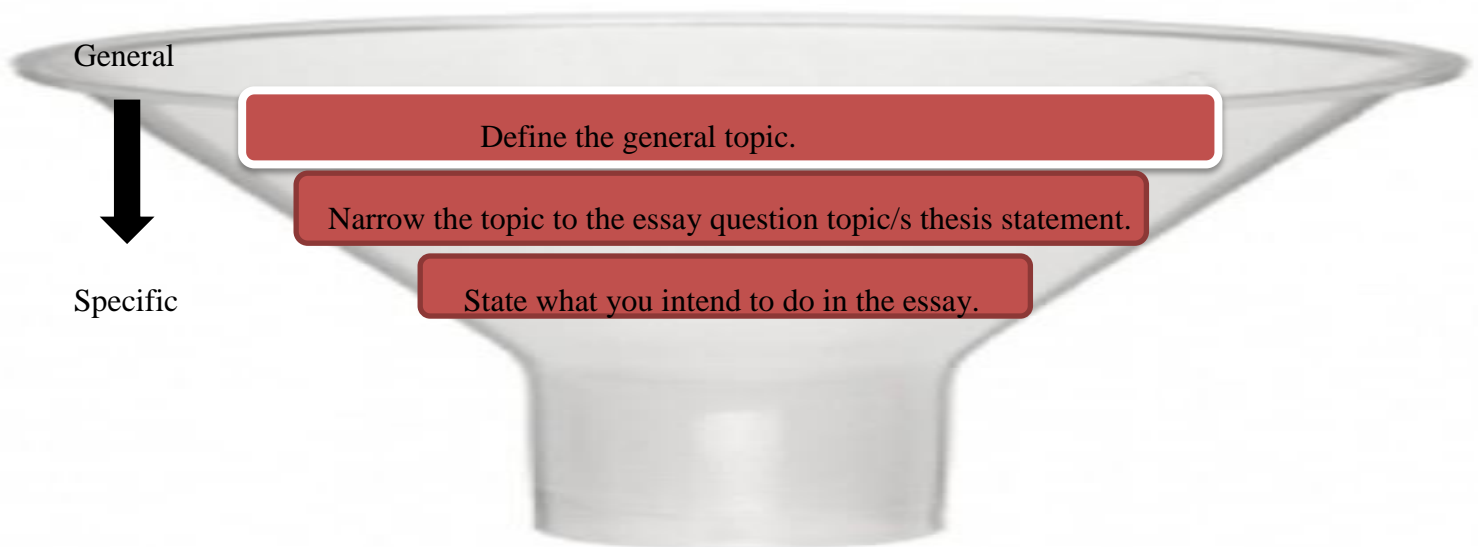


Figure1.3. A Pattern For Introduction Paragraphs.

1.5.1.1-The Characteristics of an Introductory Paragraph

Introductions can be tricky. Because the introduction is the first portion of your essay that the reader encounters, the stakes are fairly high for your introduction to be successful. A good introduction presents a broad overview of your topic and your thesis, and should convince the reader that it is worth their time to actually read the rest of your essay. Below are some tips that will make writing an introduction a little less daunting, and help to write essays that do not make the readers feel bored. The characteristics of an introductory paragraph can be explained as follows:

- a- **Start your introduction broad, but not too broad.** When people first started writing formal essays, They did not really know how broad to go with the introductions. A brief paragraph on Hamlet would suddenly include irrelevant details about Shakespeare’s childhood, then grow out to be a history of Western literature, and then a history of the universe itself. Do not write an introduction like this; this kind of introductions is confusing and makes the reader wonder where exactly you are going with your essay. Your introduction should provide the reader with a sense of what they should expect out of your essay, not to expound upon every piece of knowledge

Chapter One : Aspects of Writing

ever developed by man. Go ahead and start relatively broad, then narrow to your thesis, but make sure you are still on topic.

- b- **Provide relevant background, but do not begin your true argument.** It is fine to give a bit of context to your essay in the introduction, but the real meat of your argument should be located in your body paragraphs. A good test to see if information should go in a body or introductory paragraph is to ask yourself a few questions. Is this providing context or evidence? Does this introduce my argument, or try to prove it? True evidence or proof deserves a body paragraph. Context and background most likely belong in your introduction.
- c- **Provide a thesis.** The majority of the time, your thesis, or main argument, should occur somewhere towards the end of your introduction. It is a typical convention to put your thesis as the last sentence of your first paragraph. That being said, if you absolutely can not include your thesis in that location, go ahead and stick it somewhere else.
- d- **Provide only helpful, relevant information.** Anecdotes can be an interesting opener to your essay, but only if the anecdote in question is truly relevant to your topic. Are you writing an essay about Jane Austen? An anecdote about her childhood might be relevant, and even charming. Are you writing an essay about safety regulations in roller coasters? Go ahead and add an anecdote about a person who was injured while riding a roller coaster. The same is true for statistics, quotes, and other types of information about your topic.
- e- **Try to avoid clichés.** Some types of introductions may have once been successful, but have been used so often that they have become tired and clichéd. Starting your essay with a definition is a good example of one of these conventions. At this point, starting with a definition is a bit boring, and will cause your reader to tune out.
- f- **Do not feel pressured to write your introduction first.** Sometimes it can be difficult to figure out exactly what information is relevant to your introduction until you have written the piece itself. If you are having trouble with your introduction, feel free to write some, or all, of your body paragraphs, and then come back to it. You might find it a bit easier to write your introduction once you are more comfortable with the essay as a whole.
- g- **Convince the reader that your essay is worth reading.** Your reader should finish the introduction thinking that the essay is interesting or has some sort of relevance to

their lives. A good introduction is engaging; it gets the audience thinking about the topic at hand and wondering how you will be proving your argument. Good ways to convince your reader that your essay is worthwhile is to provide information that the reader might question or disagree with. Once they are thinking about the topic, and wondering why you hold your position, they are more likely to be engaged in the rest of the essay.

Basically, a good introduction provides the reader with a brief overview of your topic and an explanation of your thesis. A good introduction is fresh, engaging, and interesting. Successful introductions do not rely on clichés or irrelevant information to demonstrate their point. Be brief, be concise, be engaging.

1.5.2- The Body Paragraphs

The body paragraphs are the second major part of an essay. The body paragraph consists of one or more paragraph. Each body paragraph has a topic sentence and several supporting sentences it may not have concluding sentence. Each body support thesis statement (Oshima and Hogue, 2007, p. 152).

Body paragraphs help you prove your thesis and move you along a compelling trajectory from your introduction to your conclusion. If your thesis is a simple one, you might not need a lot of body paragraphs to prove it. If it is more complicated, you will need more body paragraphs. An easy way to remember the parts of a body paragraph is to think of them as the MEAT of your essay:

- a- Main Idea.** The part of a topic sentence that states the main idea of the body paragraph. All of the sentences in the paragraph connect to it. Keep in mind that main ideas are...
- *like labels.* They appear in the first sentence of the paragraph and tell your reader what is inside the paragraph.
- *arguable.* They are not statements of fact; they are debatable points that you prove with evidence.
- *focused.* Make a specific point in each paragraph and then prove that point.

Chapter One : Aspects of Writing

b- Evidence. The parts of a paragraph that prove the main idea. You might include different types of evidence in different sentences. Keep in mind that different disciplines have different ideas about what counts as evidence and they adhere to different citation styles. Examples of evidence include...

- *quotations and/or paraphrases from sources.*
- *facts, e.g. statistics or findings from studies you have conducted.*
- *narratives and/or descriptions, e.g. of your own experiences.*

c- Analysis. The parts of a paragraph that explain the evidence. Make sure you tie the evidence you provide back to the paragraph's main idea. In other words, discuss the evidence.

d- Transition. The part of a paragraph that helps you move fluidly from the last paragraph. Transitions appear in topic sentences along with main ideas, and they look both backward and forward in order to help you connect your ideas for your reader. Do not end paragraphs with transitions; start with them.

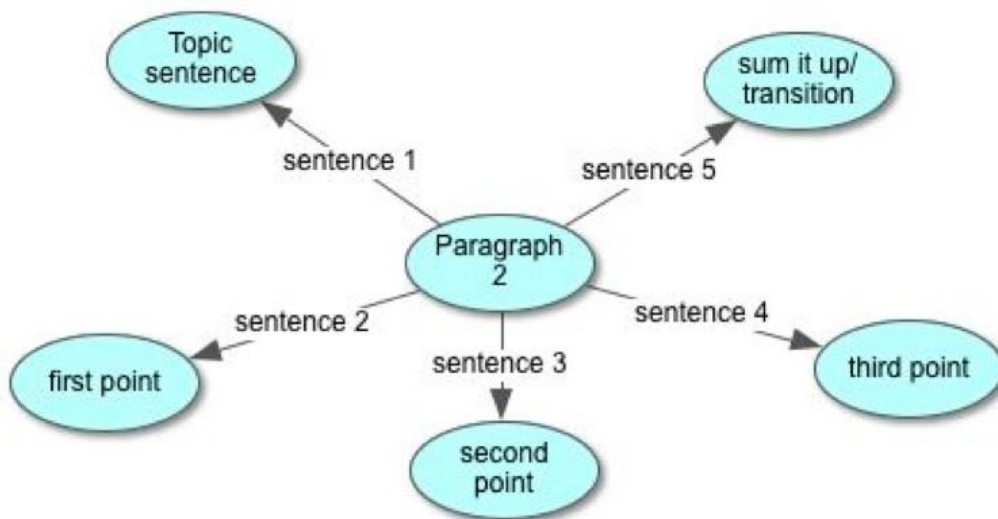


Figure1.4. Body Paragraphs

The body paragraphs should have coherence and unity. The order of the paragraphs should not be random (Smalley and Ruetten, 2001, p. 112).

1.5.3- The Concluding Paragraph

The conclusion in essay, like the concluding sentence in a paragraph, is very important part of the essay. *It has three purposes: it signals the end of the essay, it reminds the reader of the writer's main point, and it leaves the reader with final thought on the topic* (Oshima and Hogue, 1999, p. 26).

Writing an essay conclusion may seem an obvious and easy step in the entire essay writing task. To be true sometimes, it may take more efforts than you expected. You need to understand that conclusion is not just a simple summary of evidence you have provided in your main part of the essay. This is your last word as well as the most important information to your reader, and it should be striking and convincing.

Consider making it brief and solid with all the necessary accents. The main idea of any piece of academic writing should remain the same during the entire paper content. You can use some of the most valuable patterns of essay conclusion examples shown below:

- Count points from the most useful to the less valuable one;
- Use the same way of sorting things to restate your thesis;
- Feel free to create a conclusion ending with a question.

Structure of your essay conclusion should be less complicated and most powerful with striking sentences, clear language and thoughts. It can be divided into several parts. The main part (and the most important thing) you need to do and to double check then is to restate your thesis statement:

- Restate thesis statement;
- Get the main idea from the first paragraph of your essay body;
- Get the main idea from the second paragraph of your essay body;
- Get the main idea from the third paragraph of your essay body;
- Conclude all your main thoughts. Answer the most valuable questions of your paper.

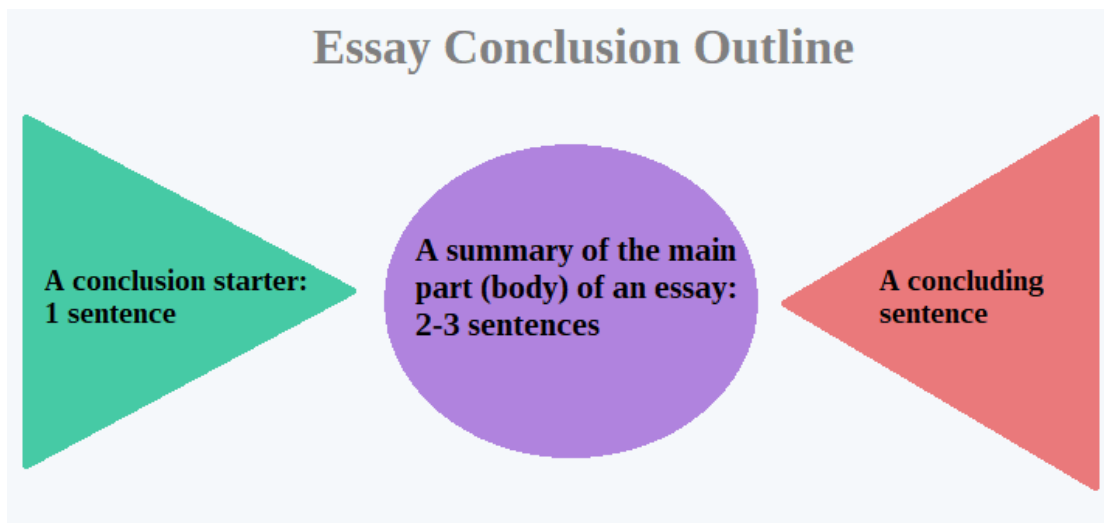


Figure1.5. Essay Conclusion Outline.

Strategies to use for writing essay conclusions:¹

Echo : Paraphrase the essay introduction to bring a full-circle to readers. Ending an essay with the same scenario might help to prove your point and create a better understanding.

Prediction: Try looking to the future for emphasizing the importance of your essay and give readers food for thought. “When” and “if” are power words to support your points in this strategy for essay conclusions.

Step-up : You might want to amplify the main point of an essay or put it in a different perspective for setting a larger context. That would help readers gain a new vision on the topic and bring ideas altogether to create a new but related meaning.

¹ “Strategies for Writing a Conclusion.” Literacy Education Online, St. Cloud State University. 18 May 2005. <http://leo.stcloudstate.edu/acadwrite/conclude.html>. March2020

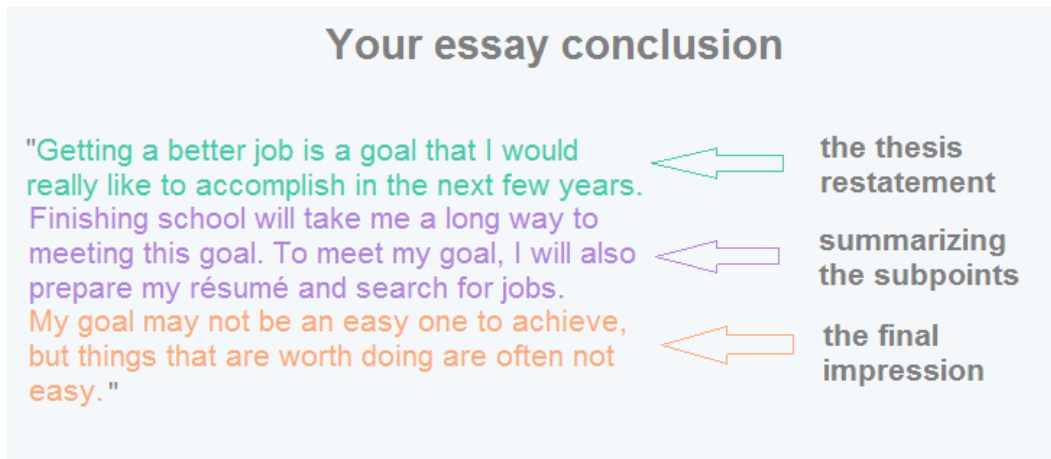


Figure1.6. The Essay Conclusion.

1.6- Civilisation Essays (The History Essay)

First of all we ought to ask, What constitutes a good history essay?

History is everything that happened in the past: dates, facts, timelines, and the names of kings, queens, generals, and villains. For many students, the word “history” conjures up images of thick textbooks, long lectures, and even longer nights spent memorizing morsels of historical knowledge.

For your instructors in the history department, however, history is a fascinating puzzle with both personal and cultural significance. The past informs our lives, ideas, and expectations.

Essay is an old French word which means to “attempt”. An essay is the testing of an idea or hypothesis (theory). A history essay (sometimes referred to as a *thesis* essay) will describe an argument or claim about one or more historical events and will support that claim with evidence, arguments and references. The text must make it clear to the reader why the argument or claim is as such.

1.6.1- History Essay Format

1.6.1.1- Introduction

Unlike a persuasive essay where the writer captures the reader's attention with a leading question, quotation or story related to the topic, the introduction in a history essay announces a clear thesis statement and explains what to expect in the coming paragraphs. The Introduction includes the key facts that are going to be presented in each paragraph.

The following phrases are considered to be poor and are normally avoided in the introduction: “*I will talk about*”, “*You will discover that*”, “*In this essay*”, “*You will learn*” or other such statements.

1.6.1.2- Body (Supporting Paragraphs)

The paragraphs which make up the body of a history essay offers historical evidence to support the thesis statement. Typically, in a history essay, there will be as many supporting paragraphs as there are events or topics. The history teacher or assignment outline may ask for a specific number of paragraphs. Evidence such as dates, names, events and terms are provided to support the key thesis.

The topic sentence tells the reader exactly what the paragraph is about. Typically, the following phrases are never part of a topic sentence: “*I will talk about*”, “*I will write about*” or “*You will see*”. Instead, clear statements which reflect the content of the paragraph are written.

The last sentence of a supporting paragraph can either be a closing or linking sentence. A closing sentence summarizes the key elements that were presented. A linking sentence efficiently links the current paragraph to the next. Linking can also be done by using a transitional word or phrase at the beginning of the next paragraph.

1.6.1.3- Conclusion

In the closing paragraph, the claim or argument from the introduction is restated differently. The best evidence and facts are summarized without the use of any new information. This paragraph mainly reviews what has already been written. Writers do not use

Chapter One : Aspects of Writing

exactly the same words as in their introduction since this shows laziness. This is the author's last chance to present the reader with the facts which support their thesis statement.

1.6.2- How To Write a Good History Essay

Essays are commonly used for assessing and evaluating student progress in history. History essays test a range of skills including historical understanding, interpretation and analysis, planning, research and writing. To write an effective essay, students must examine the question, understand its focus and requirements, acquire information and evidence through research, then construct a clear and well-organised response.

Writing a good history essay should be rigorous and challenging, even for stronger students. As with other skills, essay writing develops and improves over time. Each essay you complete helps you become more competent and confident.

To achieve a good history essay you have to:

1.6.2.1- Study the question

This is an obvious tip – but one sadly neglected by some students. The first step to writing a good essay, whatever the subject or topic, is to give plenty of thought to the question.

An essay question will set some kind of task or challenge. It might ask you to explain the causes and/or effects of a particular event or situation. It might ask if you agree or disagree with a statement. It might ask you to describe and analyse the causes and/or effects of a particular action or event. Or it might ask you to evaluate the relative significance of a person, group or event.

You should begin by reading the essay question several times. Underline, highlight or annotate keywords or terms in the text of the question. Think about what it requires you to do. Who or what does it want you to concentrate on? Does it state or imply a particular timeframe? What problem or issue does it want you to address?

Chapter One : Aspects of Writing

1.6.2.2- Begin with a plan

Every essay should begin with a written plan. Start constructing a plan as soon as you have received your essay question and given it some thought. Prepare for research by brainstorming your thoughts and ideas. What are your initial responses or thoughts about the question? What topics, events, people or issues are connected with the question? Do any additional questions or issues flow from the question? What topics or events do you need to learn more about? What historians or sources might be useful?

1.6.2.3- Start Researching

After studying the question and developing an initial plan, start to gather information and evidence. Most will start by reading an overview of the topic or issue, usually in some reliable secondary sources. This will refresh or build your existing understanding of the topic and provide a basis for further questions or investigation. Your research should take shape from here, guided by the essay question and your own planning. Identify terms or concepts you do not know and find out what they mean. As you locate information, ask yourself if it is relevant or useful for addressing the question. Be creative with your research, looking in a variety of places. If you have difficulty locating information, seek advice from your teacher or someone you trust.

1.6.2.4- Develop a Contention

All good history essays have a clear and strong contention. A contention is the main idea or argument of your essay. It serves both as an answer to the question and the focal point of your writing. Ideally, you should be able to express your contention as a single sentence. For example, the following contention might form the basis of an essay question on the rise of the Nazis:

Q. Why did the Nazi Party win 37 per cent of the vote in July 1932?

A. The Nazi Party's electoral success of 1932 was a result of economic suffering caused by the Great Depression, public dissatisfaction with the Weimar Republic's democratic

political system and mainstream parties, and Nazi propaganda that promised a return to traditional social, political and economic values.¹

At some point in your research, you should begin thinking about a contention for your essay. Remember, you should be able to express it briefly as if addressing the essay question in a single sentence, or summing up in a debate.

1.6.3- Tips to follow in writing history essays

- **Always write in the third person.** Never refer to yourself personally, using phrases like “I think...” or “It is my contention...”. Good history essays should adopt the perspective of an informed and objective third party. They should sound rational and factual – not like an individual expressing their opinion.
- **Always write in the past tense.** An obvious tip for a history essay is to write in the past tense. Always be careful about your use of tense. Watch out for mixed tenses when proofreading your work. One exception to the rule about past tense is when writing about the work of modern historians.
- **Avoid generalisations.** This is a problem in all essays but particularly in history essays. Generalisation occurs when you form general conclusions from one or more examples. In history, it most commonly occurs when students study a particular group then assume their experiences applied to a much larger group. For example, “Germans supported the Nazi Party”. History and human society are never this clear cut or simple. Try to avoid generalisation and look out for generalised statements when proofreading.
- **Write short, sharp and punchy.** Good writers vary their sentence length but as a rule of thumb, most of your sentences should be short and punchy. The longer a sentence becomes, the greater the risk of it becoming long-winded or confusing. Long sentences can easily become disjointed, confused or rambling. Try not to overuse long sentences and pay close attention to sentence length when proofreading.
- **Write in an active voice.** In history writing, the active voice is preferable to the passive voice. In the active voice, the subject completes the action (e.g. “Hitler [the subject] initiated the Beer Hall *putsch* [the action] to seize control of the Bavarian

¹ https://en.wikipedia.org/wiki/July_1932_German_federal_election . April, 2020.

Chapter One : Aspects of Writing

government”). In the passive voice, the action is completed by the subject (“The Beer Hall *putsch* [the action] was initiated by Hitler [the subject] to seize control of the Bavarian government”). The active voice also helps prevent sentences from becoming long, wordy and unclear.

1.7-Cohesion

Halliday and Hasan (2013, p. 26) explain the concept of cohesion as *a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text*. Thus the concept of cohesion from the both experts is the main concept of cohesion which is referred to this study. Furthermore, they argue that the general meaning of cohesion is embodied in the concept of text. By this role, cohesion helps to create a text and they also explain that what create the text is component of the linguistic system or it is known as the textual or text forming.

Knapp and Megan (2005: 47) explain that cohesion *refers to the devices available to help link information in writing and help the text flow and hold together*. From those definitions, it is known that cohesion in the text related to the connection between texts to another text. In addition, Matthews (2007: 62) defines cohesion as “*the connection between successive sentences in the texts, conversations, etc., in so far as it can be described in terms of specific syntactic units*”.

It is important for the parts of a written text to be connected together. Another word for this is *cohesion*. This word comes from the word *cohere*, which means 'to stick together'. Cohesion is therefore related to ensuring that the words and sentences you use stick together.¹

Good cohesion is accomplished through the next five primary techniques ;

Repeated words/thoughts : One approach to accomplish cohesion is to repeat words, or to repeat thoughts utilizing various words (synonyms).

¹ <https://www.eapfoundation.com/writing/cohesion/> . April 1st, 2020.

Chapter One : Aspects of Writing

Reference words: are words which are utilized to allude to something which is referenced somewhere else in the content, generally in a previous sentence. The most widely recognized type is pronouns, for example, 'it' or 'this' or 'these'.

Transition signals,: additionally referred to as cohesive devices or linking words, are words or phrases which show the connection between thoughts. A few examples of transition indicators are:

- *for example* - used to give examples
- *in contrast* - used to show a contrasting or opposite idea
- *first* - used to show the first item in a list
- *as a result* - used to show a result or effect

Substitution Method using one or extra words to replace (substitute) for one or extra words used in advance in the text. Grammatically, it is just like reference words, the primary distinction being that substitution is usually confined to the clause which follows the word(s) being substituted, while reference words can allude to something far back in the content. The most widely recognized words utilized for substitution are *one*, *so*, and auxiliary verbs such as, *do*, *have* and *be*. Coming up next is an instance:

- Drinking alcohol before driving is illegal in many countries, since **doing so** can seriously impair one's ability to drive safely.

In this sentence, the phrase 'doing so' substitutes for the phrase 'drinking alcohol before driving' which appears at the beginning of the sentence.

Ellipsis implies forgetting about at least one words, because the meaning is obvious from the context. Ellipsis is sometimes called *substitution by zero*, , in view that basically one or more words are substituted without a word taking their area.

1.8- Coherence

Coherence is an essential quality for good academic writing. In academic writing, the flow of ideas from one sentence to the next should be smooth and logical. Without cohesion, the reader will not understand the main points that you are trying to make. It also hampers

Chapter One : Aspects of Writing

readability. Cohesion necessarily precedes coherence. There is a difference between the two terms: cohesion is achieved when sentences are connected at the sentence level, whereas as coherence is achieved when ideas are connected. In addition, cohesion focuses on the grammar and style of your paper.

Coherence plays a crucial or important role in making a paragraph read well. Every coherence paragraph contains smoothly connected ideas. According to Oshima and Hogue(2007, p.79), *every good paragraph must have a coherence*. A coherent paragraph flows smoothly from beginning to end. Each sentence should flow smoothly into the next one. The movement from one sentence to the next (and in essay, from one paragraph to the next) must be no sudden jumps. Zemach and Rumisek (2003, p. 82) explain that *coherence is the arrangement of ideas in a clear and logical way*. When a text is unified and coherent, the reader can easily understand the main points. In other words, coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of an appropriate transition signals. Coherence contributes to the unity of a piece of discourse such that the individual sentences or utterances hand together and relate to each other. That means, for any text or discourse to be coherent, it must make sense and also have unity and so be well -informed.

Coherence can be achieved in a number of ways. Oshima & Hogue (2006) suggest the following four:

- Repeating key nouns
- Using consistent pronouns
- Using transition signals to link ideas
- Arranging your ideas in logical order

Chapter One : Aspects of Writing

Purpose/function	Connective words (linking words)
Addition	<i>and, also, moreover, in addition, furthermore, besides</i>
Contrast	<i>but, however, in contrast, on the one hand - on the other hand, the former - the latter, actually, nevertheless, while</i>
Similarity	<i>such, similarly, the same, equally</i>
Exemplification	<i>for example, for instance, in other words</i>
Chronology	<i>first, second, then, afterwards, thereafter, meanwhile, at the same time, next, later, finally, at last, ultimately</i>
Causality	<i>so, consequently, therefore, thus, accordingly, although, because of, hence, as a result, since</i>
Attitude	<i>of course, naturally, obviously, fortunately, unfortunately, certainly, admittedly</i>
Summary	<i>to summarise, to sum up, in conclusion, in brief</i>

Table 1.2. A List of Linking Words For Different Purposes (Bjork & Raisanen 1997).

Conclusion

All in all, writing is one of the four skills in English language learning, it is more and more important nowadays. First, writing reinforces the grammatical structures, idioms, and vocabulary taught to students. Second, Cohesion and coherence are important aspects of the structure of academic writing as they have an influence on the readability and logical flow of the argument of a text.

Chapter Two Field Work Research Methodology and Tools

Chapter Two : Field Work Research Methodology and Tools

2.1-Introduction

This chapter is undertaken with the methodology of the research that consists of randomly gathered anonymous American civilization exam papers of master two students at the English department, Ammar Thelidji University, Laghouat. It is a field work that aims at checking students' competence and capabilities of using cohesive and coherent devices in writing civilization essays. In addition to that, This chapter covers: a. research design, b subject of the study, c. source of data, d. research instrument, e. data collection procedures, f. data analysis procedure. Moreover, this chapter starts with the review of related literature that covers the previous of studies, nature writing, writing an essay, cohesion and coherence.

2.2-Previous Studies

There were some previous studies that have been conducted by some numerous researchers related to cohesion and coherence in academic writing.

First, writing is one of the four main language skills. *It is a creative and interactive one, which depends on audience (reader) to provide feedback* (Harmer: 2004). *Writing is a complex and difficult process for EFL students to achieve, even for native speakers of the language* (Lyons and Heasley,1987). This process is not only about setting symbols and letters but it mainly reflects the writers' communicative and cognitive skills. They use to express their thoughts and ideas. As pointed out by Flower and Hayes that “*Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing*”.

Second, the writing skill seems very difficult to achieve because students face many obstacles as they write. The students' unwillingness to write can be because they rarely write in their own language. Moreover, these difficulties may be derive from anxieties they have about organization including cohesion, coherence, lexical difficulties, as well as technical ones such as: grammar, punctuation, spelling, and handwriting (Harmer, 2004).

Chapter Two : Field Word Research Methodology and Tools

Third, Halliday and Hasan (1976) view that cohesion is expressed partly through the grammar and partly through the vocabulary in the text. It is therefore, there can be two types of cohesion: grammatical cohesion, and lexical cohesion. Grammatical cohesion is the cohesive tie that is expressed through the grammatical system of a language such as reference, substitution, ellipsis, and conjunction. Lexical cohesion, on the other hand, is ‘the cohesive effect achieved by the selection of vocabulary’ (Halliday & Hasan, 1976, p 274). Lexical cohesion can be realized in reiteration (using the same, or semantically related vocabulary such as repetition, synonym, superordinate, general word) and in collocation (co-occurrence of lexical items).

Forth, A text is formed not only with the structured string of words, but also with the contextual occurrence of the sentences. Coherence generally is the contextual appearance of the utterances in the text. More specifically, it is the contextual fitness of in the text that contributes in understanding the meaning or message. According to Taboada (2004), “*Coherence is the hanging together of the text with relation to its context of situation or culture*” (p. 158). Yule (2008) views, “*Coherence is everything fitting together well, and it is not something that exists in words or structures, but something that exists in people*” (p 126). Coherence is the result of the interpretation of the meaning of the text, and it depends on the relation between the audience and the text (Tanskanen, 2006). It is therefore, the coherence of a text can be perceived only if the receiver’s background knowledge is sufficient enough to interpret the linkage of messages in the discourse.

Fifth, Writing is not shaped just by the presence of particular grammatical features in a text (Bloor and Bloor,2004). Alarcon and Morales (2011) argued, contrary to the general notion of text as a product of combining sentences, it is an actualization of meaning represented by sentences. Beaken and Williams (2011) noted, a coherent text is one that makes sense not only internally but also in terms of the outside world, or at least those parts of the outside world that it is referring to. They advocated, ‘the normal way for a writer to achieve coherence is by selecting words that link appropriately to the theme of the writing (lexical cohesion). Devices that make a text coherent are essentially semantic (meaning related), which are non-grammatical because they are not associated with sentence structure but the logical relationship of ideas.

2.3- Research Design

Chapter Two : Field Word Research Methodology and Tools

This study utilize qualitative method with descriptive design. Descriptive plan was used in light of the fact that there is no treatment given to the understudies. It implies that the utilization of coherence and cohesion in the students' compositions are just portrayed as what they may be, without giving or proposing any solution. Qualitative technique was utilized because the issues of this research should have been explored inductively. *Data analysis in qualitative method* is often subjective, This implies that the examination depends on the facts that have been found, and then a theory depends on the facts that have been found. Furthermore, the quantitative method was used and expected to back up the qualitative method.

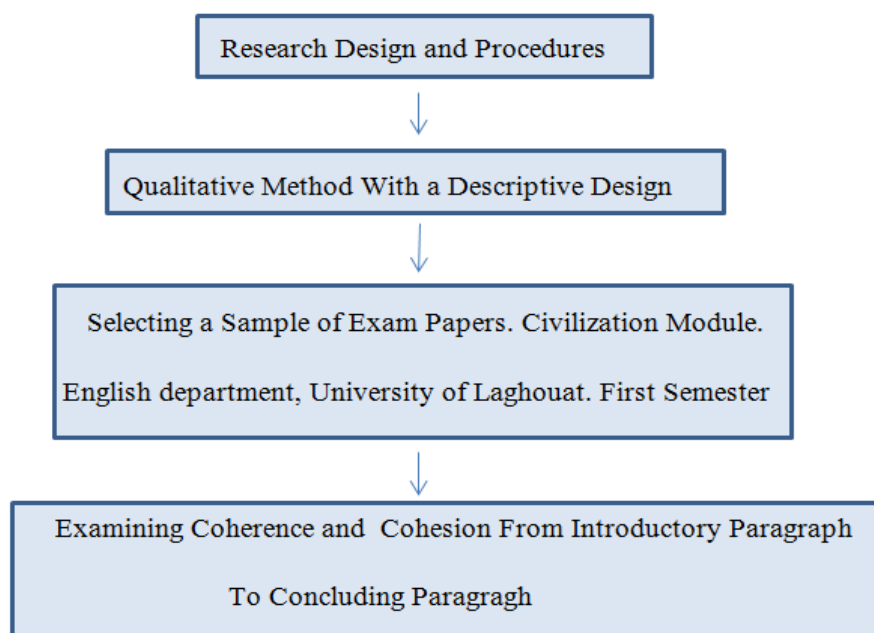


Figure 2.1 Flow Chart of the Key Components of the Research Design and Procedures.

2.4- Subject of the Study

For the empirical part, we have randomly selected a sample of exam papers of civilization module of master two students; in the Department of Languages at Ammar Thelidji University of Laghouat. There were 15 samples which turned into the subject of the study.

2.5- Source of the Data

This research concentrates on the undergraduate students of English at the department of English in Laghouat University of Ammar Thelidji. Usually, a qualitative research requires a larger number of participants. However, this sample focuses on a small number of

Chapter Two : Field Word Research Methodology and Tools

participants for specific observation and analysis. The participants who are chosen for this study are a collection of various anonymous exam papers from the first semester of English department to check the appropriateness of use of cohesive and coherent devices and their implications in the essay writing because such devices can be just found in students' compositions. They never remain in detached structures.

2.6- Research Instrument

Usually, any kind of research requires a set of instruments that can help the researcher to collect the needed data. Hence, there are several kinds of data collection tools (Cohen et al, 2007). Among those tools, achievement test which is used in this study. Therefore, the research instruments should be relevant to the research problems. So, since the research problem is about examining coherence and cohesion in civilization essays of master two students of English department of Laghouat. The examination is relevant. Taking into consideration that the essay writing was taught to the students. Wherefore, the examiners were asked to write historical essay of a studied topic to pass their exam. Then, the papers were taken to conduct the study in without giving any treatment to the students.

There was only one subject that was accommodated to them to be answered. The examiner restricted the points so as to make the students simpler to compose just as to save their time. Coming up next is the guidance.

The exam questions

To what extent do the anti-immigration act of the 1920s reflect attitudes of racism held by the main stream American society at that time ?

This question was used to test the students on January 2020. The place was English department, university Ammar Thelidji, Laghouat. In order to pass the examination of civilization of the first semester. The goal of gathering the students' work (answers) is to examine their use of cohesive and coherent devices.

2.7- Data Collection Procedure

The data needed for the study were the students' exam papers which was written essays of one studied topic, the questions were restricted. The data was collected through choosing random anonymous exam sheets from the departments' archives. The written exam

Chapter Two : Field Word Research Methodology and Tools

took place on January 2020, and the papers were gathered on July 2020. The test paper and the exam sheets (see appendices).

2.8- Data Analysis Procedures

Since the data collected needed to went through two types of data collection; quantitative and qualitative data. The quantitave data only are needed to support the qualitative ones. So, before analyzing the data, this procedure started by collecting samples of American civilization exam papers from students of master two, At Department of English, Ammar Thelidji University. Thus, **The quantitative data** went through several steps as following :

- Reading each exam paper aiming to check the availability of cohesive and coherent devices.
- Selecting the frequency of ; Repeated words, reference words, transition signals, substitution, and ellipsis in each essay by reading it in detail.
- Analysing the data found through counting the percentage of each paper separatly.
- Compare the quantitative data found in order to posses results to the qualitative data.

Numbers of cohesive devices were counted in the form of percentage. The formula to be used was presented as follows;

$$X=(\alpha/\sum\alpha)\times 100$$

Where,

X : the percentage of types of cohesive devices in students writing.

α : The number of each type of cohesive devices in each essay.

$\sum\alpha$: the total number of cohesive devices in the students' writings.

The result of the availability of cohesive devices would be interpreted based on the uses of cohesive devices in each paragraph and percentage each type of the cohesive devices.

The qualitative data analysis where the types of cohesive and coherent devices were classified and organized according to each kind of them.

Chapter Two : Field Word Research Methodology and Tools

- Repeated words analysis procedures based on checking the use of synonyms of key terms to avoid repetition.
- Reviewing the students' utilization of reference words to allude to specific mentioned event or thing.
- Transition signals are words or phrases founded to show the relationship between paragraphs and ideas.
- Substitution was checked by identifying the ability of the student to replace item by another to avoid repetition.
- Use ellipsis points to show omission within the quotation or forgetting about obvious meaning from the context.

Some types are discovered in very large number, some are in small numbers, and some are in very small numbers. From the largest to the least, the proportion of each type of cohesive devices in the students' essays will be provided. See the following (table 2.1) which describe about the average proportion of cohesive devices in the students' essays.

	Repeated Words		Reference Words		Transition Signals		Substitution		Ellipsis	
	Num	Fre	Num	Fre	Num	Fre	Num	Fre	Num	Fre
P1	06	18.18%	05	02.31%	09	08.04%	00	00%	01	100%
P2	02	06.06%	18	08.33%	05	04.46%	00	00%	00	00%
P3	03	09.09%	22	10.19%	11	09.82%	02	50%	00	00%
P4	05	15.15%	14	06.48%	12	10.71%	01	25%	00	00%
P5	01	03.03%	15	06.94%	08	07.14%	00	00%	00	00%
P6	04	12.12%	10	04.63%	08	07.14%	00	00%	00	00%
P7	01	03.03%	19	08.80%	04	03.57%	00	00%	00	00%
P8	02	06.06%	13	06.02%	08	07.14%	00	00%	00	00%
P9	01	03.03%	24	11.11%	06	05.36%	00	00%	00	00%
P10	04	12.12%	14	06.48%	16	14.29%	00	00%	00	00%
P11	00	00%	09	04.17%	05	04.46%	01	25%	00	00%
P12	02	06.06%	16	07.41%	06	05.36%	00	00%	00	00%
P13	01	03.03%	18	08.33%	06	05.36%	00	00%	00	00%

Chapter Two : Field Word Research Methodology and Tools

P14	00	00%	10	04.63%	06	05.36%	00	00%	00	00%
P15	01	03.03%	15	06.94%	08	07.14%	00	00%	00	00%
Total	33	100%	216	100%	112	100%	04	100%	01	100%

Table.2.1 The use of cohesive devices by master two student at departement of English, Ammar Thelidji University of Laghouat.

2.9- Population and Sampling

For the empirical part, a randomly selected samples of American civilisation exam essays of fifteen student; in the Department of Languages at Ammar Thelidji Univesity . Age,sex and average are unwanted variables; they were not taken into consideration. The chosen papers (15) were anonymously selected to procedure the study upon.

2.10-Limitations of the study

The study is limited in the following things ; this study is limited to students who had taken an Essay writing course in their class. It is realized that there are many things involved in writing. However, this study focuses on cohesive and coherence devices on civilisation essays produced by master two students of English Department of Ammar Thelidji University of Laghouat.

2.11-Conclusion

This study aimed at describing cohesion and coherence of civilization essays written by master two students of Ammar Thelidji University. To meet the purpose, 15 students were used as the subjects of the study. The data were collected through civilization exam papers of the first semester. The data collected were analyzed qualitatively and quantitatively.

Chapter Three: Research Findings and Discussion

Chapter Three : Research Findings and Discussion

3.1- Introduction

This chapter deals with the discussion of the results obtained from (table2.1) of the samples of the gathered American civilization exam papers from the department of English of Ammar Telidji university. The research findings analysis is going to be divided into three main classes (high, average, and low) which shows the practice of cohesion and coherence in their writing.

3.2- Research Findings

3.2.1- Data P1-P3-P14 : The Use of Repeated Words.

First, The following is the student **P1** where the use of repeated words is the highest comparing to the other papers. As the student applied it at least once per paragraph which helped the piece of writing to be cohesive and coherent, and most importantly avoiding the repetition of the key terms.

For example, He/She mentioned the word ‘new comers’ instead of ‘new immigrants’. And replace ‘restrict’ by ‘limit-reduce’.

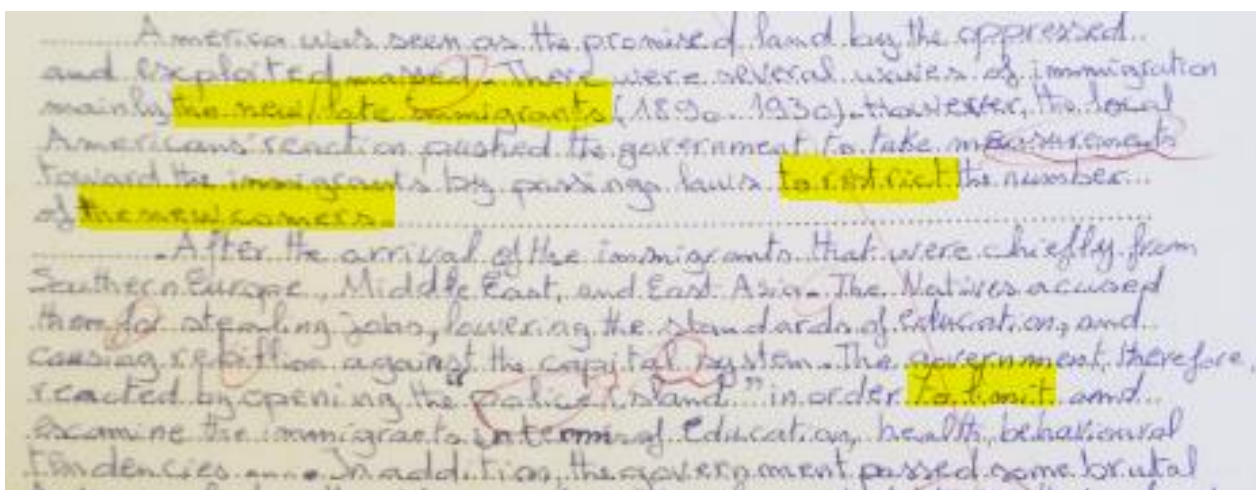


Figure 3.1 Data P1 High Use of Repeated Words Case.

Research Findings and Discussion

Second, The following is the student **P3**, in this paper if looking deeply in the paragraphs there is a medium use of repeated words which lead the reader to feel some sort of repetition in the essay generally.

For example, the writer in the body kept repeating the terms ‘immigrants’ and ‘America’ many times.

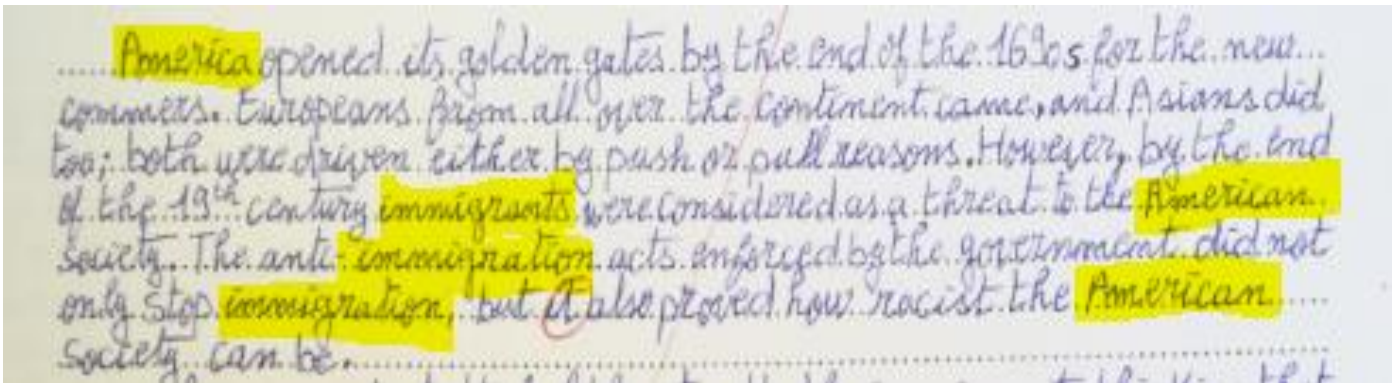


Figure 3.2. Data P3 Average Use of Repeated Words Case.

Third, There is no application of this important cohesive device (repeated words) in the **P14**'s essay. Therefore, a lot of repeated key terms are founded.

For instance, ‘USA’ could be replaced by ‘Golden Land’ or any other word to refer to it.

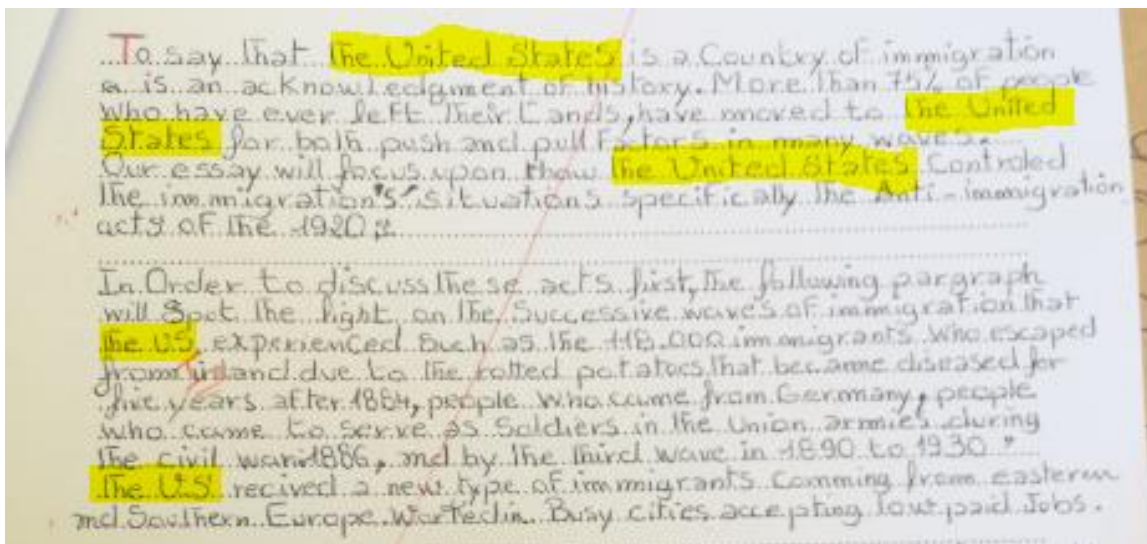


Figure 3.3. Data P14. Total Absence of Repeated Words Devices Case.

Research Findings and Discussion

3.2.2- Data: P10-P5-and P7. The Use of Transition Signals.

First, an essay of three paragraphs having 16 transition signal to move from one idea to another is considered as well coordinated essay. That is the case in sample **P10**. Hence, using more in such case would be exaggerating.

Examples, the writer used However, Indeed, To begin with... etc.

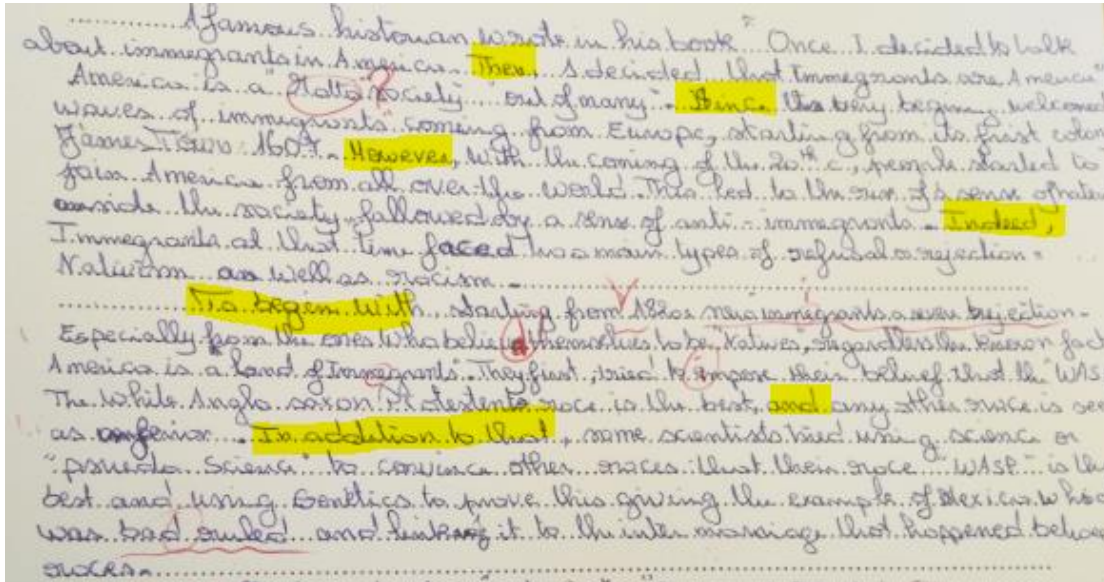


Figure 3.4. Data P10 High Use of Transition Signals Case.

Second, in P5 the student utilized transition signals but not enough comparing to the punctuation marks to shift from one event to another. Because Using transition signal is one of the ways to achieve coherency.

Example, in the conclusion the writer used much punctuation marks and less transition signals.

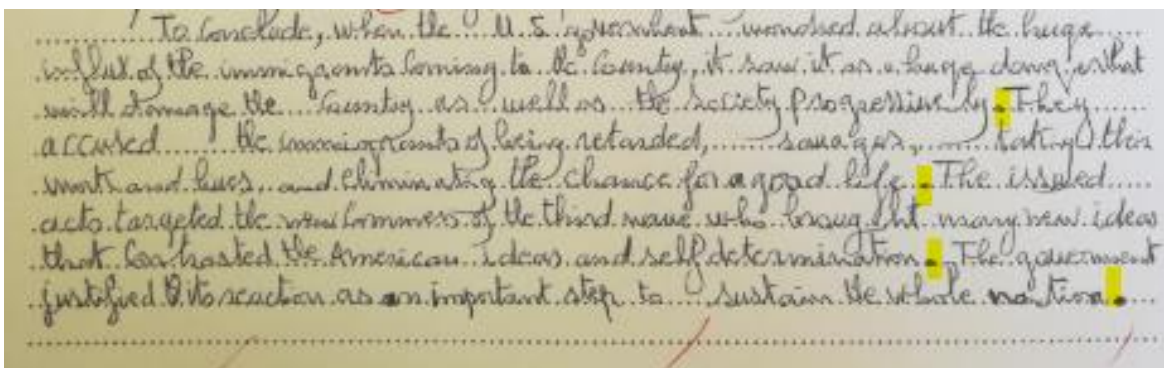


Figure 3.5. Data P5 Average Use of Transition Signals Case.

Research Findings and Discussion

Third, a minimum number of transition signals means disconnection of ideas, which does not serve cohesion and coherence in the essay of **P7**. The writer used very few number of transition signal in his/her three paragraphs essay.

Clarification, Total absence of transition signal in the body.

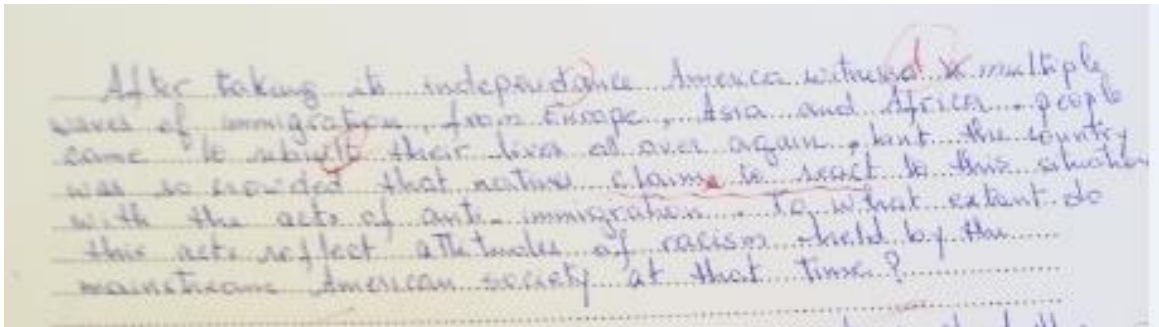


Figure 3.6. Data P7 Misuse of Transition Signals Case.

3.2.3- Data P9-P6-P1 : The Use of Reference Words.

First, the student in (**P9**) deals with the reference words in a good manner which made flow of ideas to be smoothly connected, and avoid repeating items.

For example ,the writer refers to The United States by 'it' Immigrants by 'who'

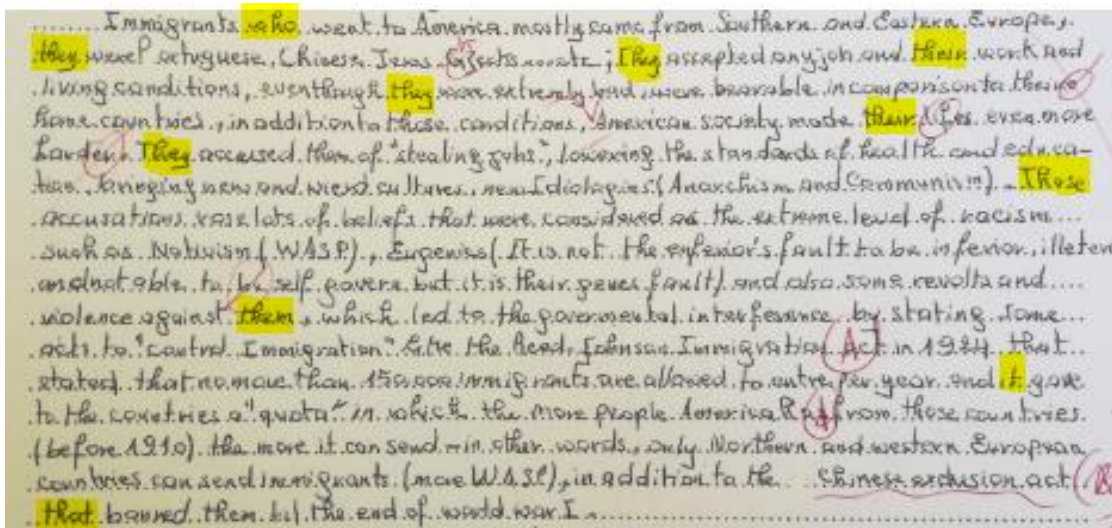


Figure 3.7. Data P9 High Use of Reference Words.

Research Findings and Discussion

Second, it is obvious that a piece of writing that contains 26 lines should have more reference words to control the sequence of ideas, and avoid repetition of words. **P6** used them, but there were some cases where it was needed to use reference to back to something mentioned previously in the text and he/she did not.

Example, instead of repeating 'immigrants' many times, P6 could use reference words depending on their usage.

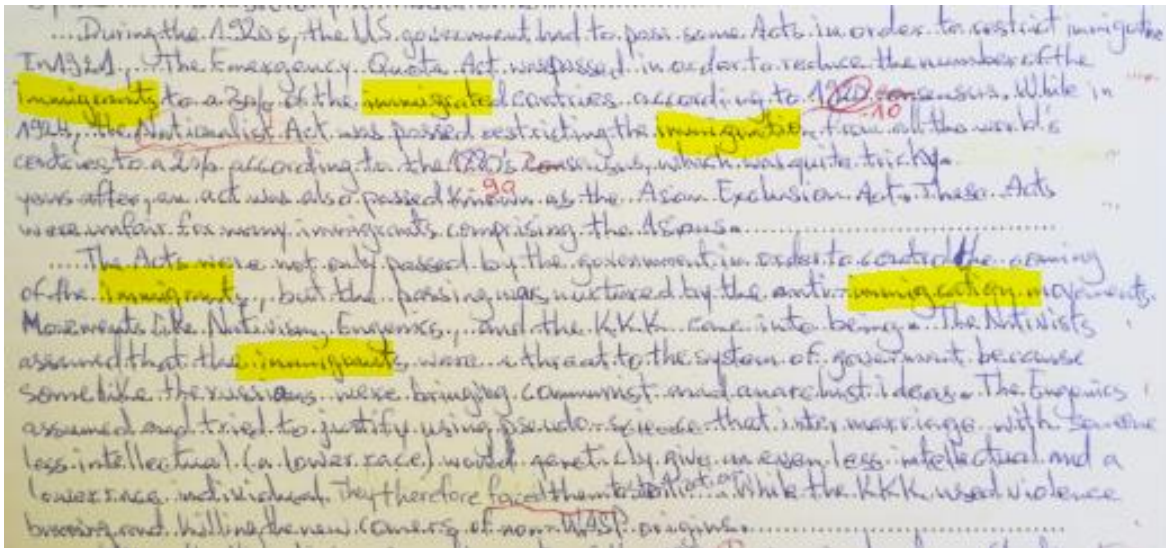


Figure 3.8. Data P9 More Usage of Reference Words Was Needed.

Third, lack of reference words use in the introduction, and less use in the body which results **P1** in failing to achieve good reading comprehension. There were several cases where the student should set this important rhetorical device. As he repeats the item immigrants many times.

Research Findings and Discussion

America was seen as the promise of land by the oppressed and exploited masses. There were several waves of immigration mainly the new/late immigrants (1890-1930), however, the local Americans' reaction pushed the government to take measures towards the immigrants by passing laws to restrict the number of the new comers.

After the arrival of the immigrants that were chiefly from Southern Europe, Middle East, and East Asia. The Natives accused them for stealing jobs, lowering the standards of education, and causing rebellion against the capital system. The government, therefore reacted by opening the "Palmer Island" in order to host and examine the immigrants in terms of education, health, behavioural tendencies. In addition, the government passed some brutal acts including the Chinese Exclusion Act (1882) that refused immigrants coming only from China since they were hard worker and unwilling to complain about the working conditions. The Quota Act (1924) was another way to minimize immigration to 3% of the total number from each country according to the Census of 1910. There were other acts like the National Origins Act (1924) and Asian Exclusion Act which were also considered as racist acts. Furthermore, the Americans believed in the EU genetics which is unreliable science that claims the race should remain pure and no interracial marriages are allowed.

Immigrants were regarded as a threat to the American society so the government had to take some actions yet they were unfair to the extreme of racism.

Figure 3.9. Data P1 Lack of Reference Words Use.

3.2.4- The Use of Substitution and Ellipsis

It is noticed that students of second year master misuse both of substitution and ellipsis techniques in their academic essay writing in the exam. Even though these rhetorical devices are important to have a well structured work. Thus, the review of the preceding studies reveals that the need for investigating ellipsis and substitution in writing is yet unfulfilled. Whereas most of students tend to use the full, non-elliptical forms and the same forms instead of substitution.

Clarification, substitution appeared only four (4) times in 15 different papers (different essays), while ellipsis appeared only once in one essay in 15 other essays.

3.3- The Fulfillment of the Requirements of Good Essays

In order to explore more the failure of the students in producing cohesive and coherent essays, the fulfillments of the requirements of good essays consisting of repeated words, reference words, transition signals, substitution, and ellipsis were identified and analyzed. The following figures shows the average proportion of cohesive devices in the students' essays.

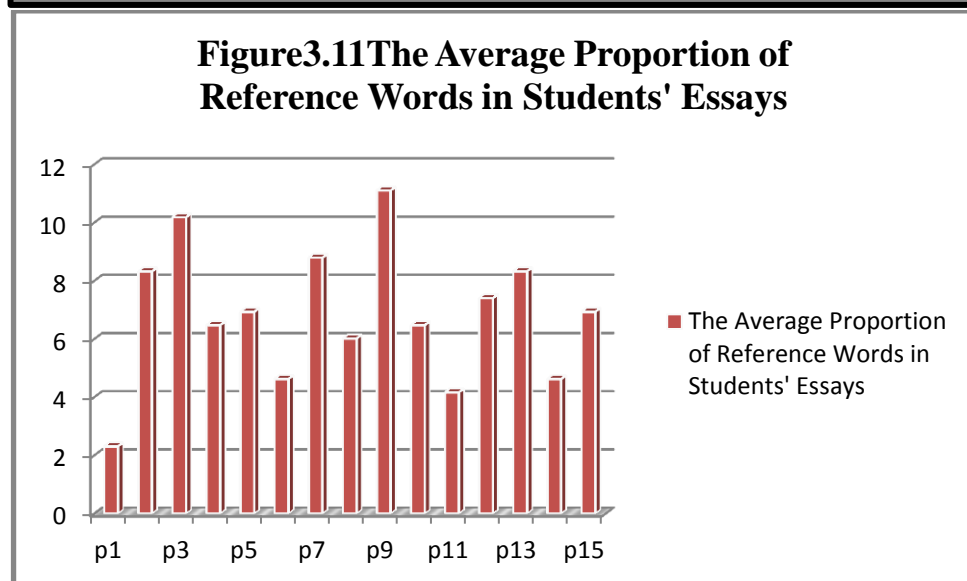
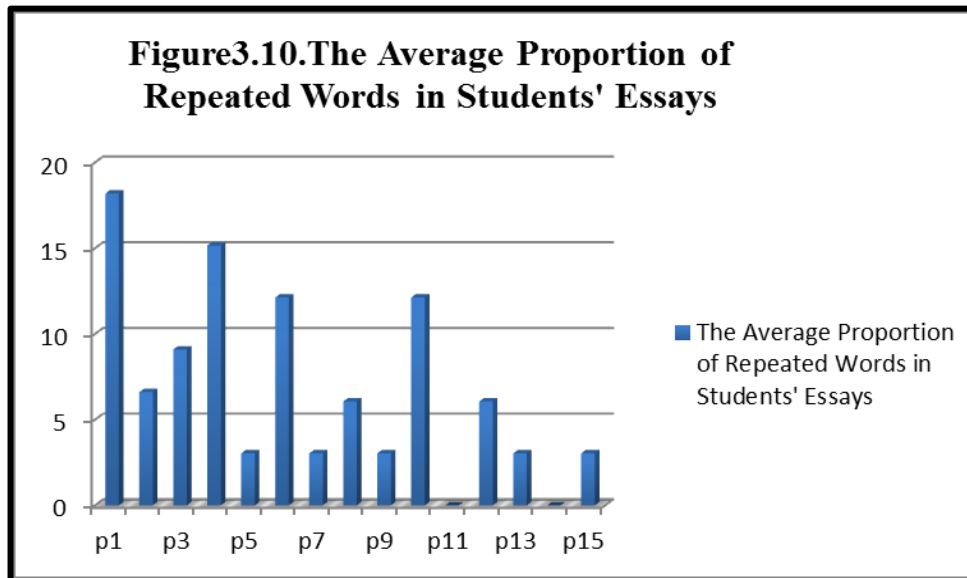


Figure3.12. The Average Proportion of Transition Signals in Students' Essays

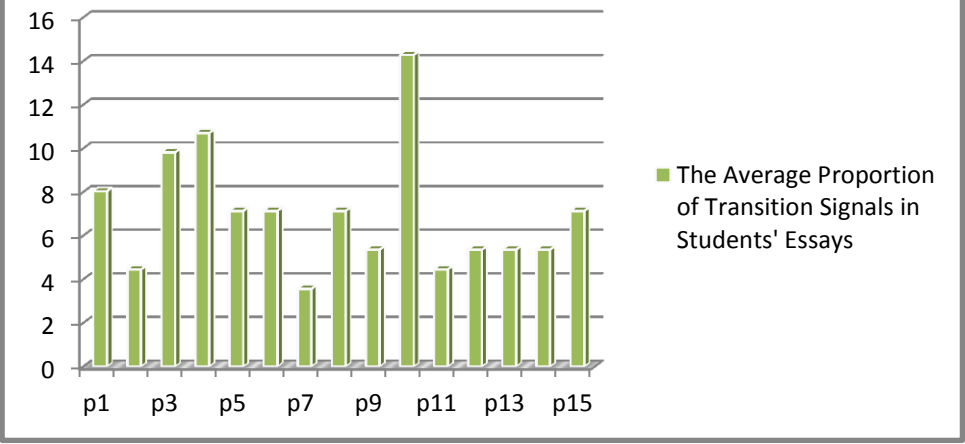


Figure3.13. The Average Proportion of Substitution in Students' Essays

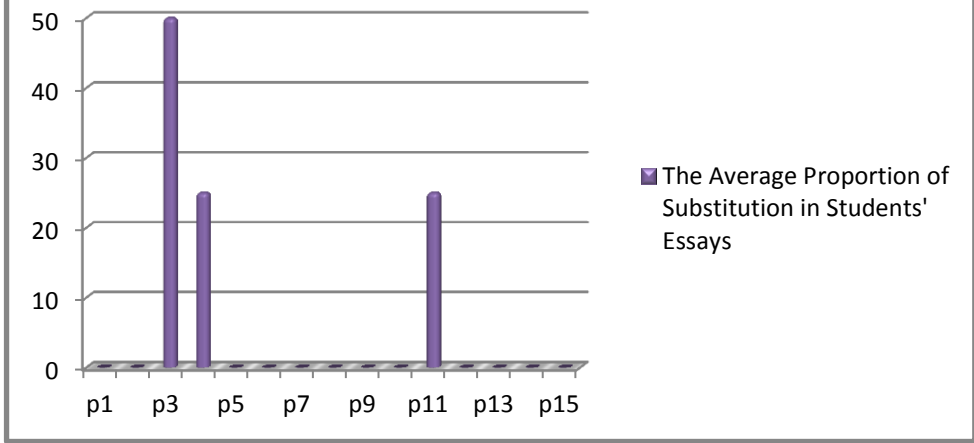
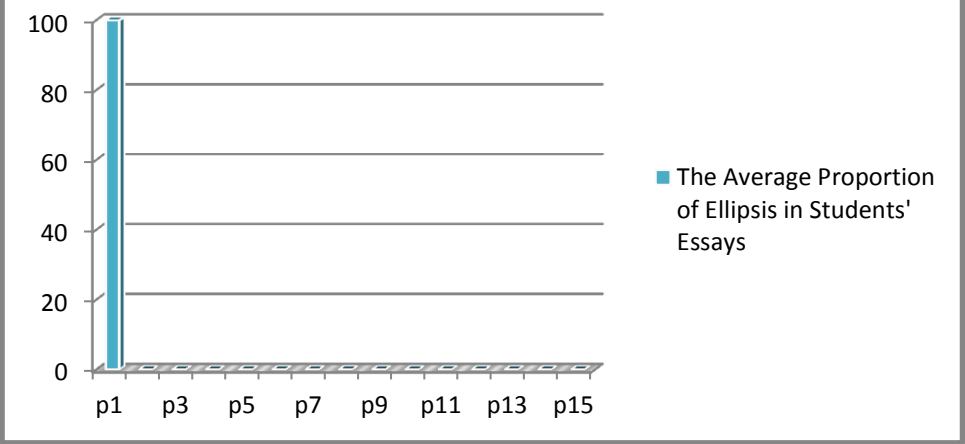


Figure3.14. The Average Proportion of Ellipsis in Students' Essays



Research Findings and Discussion

3.4- Discussion

The results showed that the types of cohesive devices used by the students of English Department of Ammar Thelidji University to build cohesion in their civilization essays were reference words, repeated words, substitution, ellipsis, and transition signals. The students' writing experience could be a source of the students' most and least used devices. In such cases, the percentage of least use in substitution was of 0,00%. This was explained in terms of avoidance in that students tended not to use such type because they did not know how, when, and where such substitution could be reached. Besides, this was attributed to the students' overuse of repetition when they wanted to emphasize ideas in their story writing. The percentage of most use in reference was of 18.18% which was explained in terms of awareness; i.e., students were probably familiar with the use of most reference devices. The highest use of reference also conformed to the nature of historical text which required them to use sufficient reference devices during examination. However, some of the cohesive devices were used inappropriately. Moreover, the review of the preceding figures reveals that the need for investigating ellipsis in writing is yet unfulfilled. Also, it is found that the most grammatical devices used are transition signals. Although the essay is somewhat cohesive, some areas still need improvement. Furthermore, some problems of coherence identified were the problems with reference, conjunction, lexical cohesion, verb forms, noun, sentence structure, prepositions, and structure of historical essay. The findings of the study show the necessity of explicit teaching of the elements of coherent writing. The results confirm the obligation of English teachers to explain the role of each element in building coherent text. Besides, it is suggested that writing instructors should check the coherence of their students' writing.

3.5- Conclusion

To conclude this chapter, we can say that students awareness of the use of coherent and cohesive devices is clear in their performance in the exam sheets. According to the results obtained, students are aware of the importance of using coherence and cohesion in their writing, more precisely reference words and transition signals to move from one idea or one sentence to another. Yet, this awareness is absent in their piece of writings so far. So, what students know was not what they did. This lack of awareness in their performance needs more practice to arise it and make students get used of it to have understandable cohesive and coherent piece of writing.

General Conclusion

General Conclusion

There are some conclusions to be drawn related to the cohesion and coherence of essay produced by master two students of English Department of Ammar Thelidji University.

The types of cohesive devices manifested in the students' essays are repeated words, reference words, transition signals, substitution and lexical ellipsis. Although there are a few cohesive devices to be used, the majority of the students did not use cohesive devices effectively in writing a historical essay. Consequently, their essays were not cohesive. Furthermore, these cohesive devices differed in terms of the frequency of occurrence. Reference was used predominantly, followed by transition signals, repeated words, ellipsis, substitution. This is explained as follows. First, Reference was used dominantly by the students because the historical writing task required them to write other's experience. This task contributed to the higher use of reference. Secondly, the second most preferred use of cohesive devices was transition signals, which was attributed to the students' writing experience; instead of using reference devices, substitution, or ellipsis, the students kept repeating the same word when they wanted to emphasize idea. Thirdly, four types of conjunctions used much in the essays, with the frequent use of the simple form of each type were the conjunction *and* for additive, *but* for adversative, *because* or *so* for causal, and *then* for temporal. Fourth, substitution and ellipsis were not used much in the essays because of the fact that the students overused the repetition of lexical items, or they were confused between ellipsis and substitution since there is no clear cut between them; i.e., if a sentence contains a lot of repetitions, both ellipsis and substitution can be employed. Besides, this was caused by the students' avoidance, in the sense that they tended not to use such types because they did not know how. As other findings indicated that out of 15 (fifteen) students, only 3 (three) students who are able to use substitution in their writings. However, the four types of cohesive devices, except substitution, were often used inappropriately among a number of coherent devices, transition signals are used by the students. P10 was the best among them where he obtains 14.29% and P2 was the lower who obtains 4.46%. The majority of the students do not use coherent devices effectively in their essays. Consequently, their essays were not coherent. Since students' essays are not cohesive and coherent, their essays fail to fulfill requirement of good quality of essay. Moreover, many of them cannot provide (general statement, thesis statement, topic sentences, and concluding sentences. In other words, the

General Conclusion

ability to produce essay (including its elements) and the uses of coherent devices are interrelated.

Works Cited

Works Cited

- “Cohesion.” Eapfoundation, www.eapfoundation.com/writing/cohesion. Accessed 1 Apr. 2020.
- “Essay.” Macquarie, www.macquariedictionary.com.au. Accessed 16 Mar. 2020.
- “July1932GermanFederalElection.” Wikipedia, en.wikipedia.org/wiki/July_1932_German_federal_election. Accessed 1 Apr. 2020.
- “Strategies for Writing a Conclusion.” Leo.Stcloudstate.Edu, Literacy Education Online, St. Cloud State University, 18 May 2005,
leo.stcloudstate.edu/acadwrite/conclude.html Accessed 18 March.2020.
- Abu_Ghararah, A.& Hamzah, A. Teaching English as a Foreign Language: Procedures, Techniques and Activities. Riyadh: Tawbah Library,1998.
- Alarcon, B. and Morales, S. Grammatical cohesion in students’ argumentative essay, Vol. 2(5), June 2011, pp. 114-127.
- Belmont, Winifred and Sharkey, Michael, 1946- The easy writer : formal writing for academic purposes (3rd ed). Pearson Longman, Frenchs Forest, N.S.W, 2011.
- Björk, L. and Räisänen, C. *Academic writing: A University Writing Course*. Lund: Studentlitterature,1997.
- Blanchard, K. and Cristine R. Ready to Write from Paragraph to Essay Third Edition, New York: Pearson Longman,2010.
- Bloor,T. Bloor,M. The Functional Analysis of English.2nd ed,. UK: Taylor &Francis Ltd,2004.
- Flower, L., & Hayes, J. R. College Composition and Communication, Vol. 32, No. 4, Dec, 1981, pp. 365-387.
- Halliday, M.A. K and Hasan R. Cohesion and English. London: Longman, 1976.
- Hamp-lyons,L. and B.Heasley. Study Writing. Cambridge: Cambridge University Press,1987.
- Harmer, J. The Practice of English Language Teaching. London:Longman, 2001.
- Knapp,Peter,&Watkins,Megan.Genre,Text,Grammar:Technologies for teaching and assessing writing. Sydney:University of New South Wales Press Ltd, 2005.
- Lenneberg,E.H.The biological foundations of language.NewYork:John Wiley and Sons,1967.
- Matthews, P.H. The Concise Oxford Dictionary of Linguistics. Oxford: Oxford University Press,2007.

Works Cited

- Nunan, D. **Language Teaching Methodology. A Text Book for teacher, Sidney: Practice Hall International,2003.**
- Oshima, A. and Ann H. **Academic Writing Third Edition, New York: Longman, 1999.**
- Oshima, A. and Ann H. **Introduction to Academic Writing Third Edition. New York:Pearson Longman, 2007.**
- Rezvani, Ali. “International Journal of Applied Linguistics & English Literature.” **Www.Ijalel.Org, Australian International Academic Centre PTY. LTD., 1 Nov. 2014, www.academia.edu/8151567/IJALEL_Vol.3_No.6_2014_.**
- Smalley, R. L., Mary K. R. and Joann R. K. **Refining Composition Skills Rhetoric and Grammar. 5th ed., Boston: Heinle & Heinle Thomson Learning, 2001.**
- Taboada,M. **Building Coherence and Cohesion: Task-oriented dialogue in english and spanish. Amsterdam: John Benjamins Publishing Company, 2004.**
- Tanskanen, S. **Collaborating towards coherence. Amsterdam: John B. Publishing Co, 2006.**
- Yule, G. **The study of language. 3rd ed., New Delhi: CUP, 2008.**
- Zemach, Dorothy E. and Lisa A. R. **Academic Writing from Paragraph to Essay,Oxford: Macmillan Publisher limited,2003.**

Appendices

Appendices

FIRST SEMESTER EXAM IN AMERICAN CIVILIZATION

NOTE: Answer the following question in the space provided ONLY (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

America was seen as the promise of land by the oppressed and exploited masses. There were several waves of immigration mainly the new/late immigrants (1890-1930). However, the local Americans' reaction pushed the government to take measurements toward the immigrants by passing laws to restrict the number of the new comers.

After the arrival of the immigrants that were chiefly from Southern Europe, Middle East, and East Asia. The Natives accused them for stealing jobs, lowering the standards of education, and causing rebellion against the capital system. The government, therefore, reacted by opening the "Ethnic Island" in order to limit and examine the immigrants in terms of education, health, behavioural tendencies, etc. In addition, the government passed some brutal acts including the Chinese Exclusion Act (1888) that refused immigrant coming only from China since they were hard workers and less likely to complain about the working conditions. The Quota Act (1921) was another way to minimize immigration to 3% of the total number from each country according to the Census of 1910. There were other acts like the National Origins Act (1924) and Asian Exclusion Act which were also considered as racist acts. Furthermore, the Americans believed in the E.U. genetics which is unreliable science that claims that race should remain pure and no interracial marriages are allowed.

Immigrants were regarded as a threat to the American society, so the government had to take some actions yet they were unfair to the extreme of racism.

Appendices

NOTE: Answer the following question in the space provided **ONLY** (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

..... American has witnessed four waves of immigrants. The greatest and the biggest one was the 2nd wave, which took place between 1890-1930. The American dream attracted all the races (Poles, Greeks, Jews, etc.). The huge number of immigrants was unbelievable, i.e. (19 million), which led the American government to take actions to limit the number of immigrants. The huge number worried the natives and they accused the immigrants of stealing their jobs. This can't lead to the establishment of the anti-immigration thing. This latter forced a way or another the American government to impose these acts against the immigrants. *informal*

..... In 1924, the quota act emerged. It claimed to reduce the number of immigrants per year by allowing only a 2% from each country's population in the United States to enter the U.S. They did not stop here, but they applied this act from 1910. Not only that, but also in 1924, a new act showed up named the national origins act which reduced the percentage allowed to enter the U.S. to 2%. Till now it was all okay. However, they went even further by applying the national origins act from 1924.

Was it fair? It was obviously not, it would be fair if they only applied those acts in the year same year they were passed on. It was okay to be worried, and yes they had the right to blame the hope less immigrants, but all the races that came to America were immigrants too. The racist and unfair thing was to pass acts that serve some races and abandon the others. To this extent their "anti-immigration acts" reflect attitudes of racism.

Appendices

considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

..... America opened its golden gates by the end of the 1690s for the new...
comers. Europeans from all over the continent came, and Asians did
too; both were driven either by push or pull reasons. However, by the end
of the 19th century immigrants were considered as a threat to the American
society. The anti-immigration acts enforced by the government did not
only stop immigration, but it also proved how racist the American
society can be.....

..... Americans started to feel threatened by the immigrants thinking that
they were stealing their jobs, although the real reason why immigrants were
no longer desired is because Americans considered them as inferiors. This racist
nature was covered by set of acts enforced to protect the locals. Starting off with
the Chinese Exclusion Act in 1882, the Chinese were banned because they were
better workers, and also because they were physically different, i.e. non-whites.
They went further enforcing the Emergency Quota Act in 1921 which limited
the number of immigrants coming to the U.S. to 3%. There was also the National
Origins Act of 1924 which reduced the number of immigrants to 2% depending
on the 1890 census. With this act, Americans mainly reduced the number of
immigrants coming from southern and eastern Europe because they were again
inferiors, and caused the rate of crimes to increase, and locals went further
saying these people dishonored the American values. This act is considered
the one that firmly closed the golden gates. Finally, the Asian Exclusion
Act was drafted in 1924 banning all Asians from coming to the United
States. As if these acts weren't enough, a special group appeared amongst
Americans whom tried to scientifically prove how other races are inferior.
They named themselves Eugenists. They were the epitome of racism, and they
went further with convincing the American government and society with their ideas.
..... How contradicting is the American society! Inviting people from all over
the world to Dream Land, and then after decades doing all what they can
to free their country from these aliens. As long as Americans consider
themselves God's chosen people, they would always be racists.....

P3

Appendices

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

Anti-immigration in America in 1920s.

... By the late 19th century to the 20th century, America was seen as the golden opportunity to many people all over the world. America at first had encouraged and welcomed millions of immigrants. It built after that was no longer the case. How did both American government and society react to this huge movement?

... Same place, same space but goals are different. America searching for wealth, trade, power and prestige. As a matter of fact, for America to achieve those points needed more workers especially with lower wages. By the other side, people immigrated to America searching for a better life and conditions yet that causes a threat to the native Americans; specifically people from South and Eastern Europe and Asia. First, the emergence of racism; for instance, many people are different, they look different, they've distinct culture, religion, traditions and way of thinking, they even create their own town. For example "China town" in San Francisco. By the same token, in a period of 10 years, they were 14.5% new born in America; which made the native citizens worry about their jobs and life.

By the process, American government by 1920s imposed other new laws for making a limitation to this phenomenon. As a matter of fact, they were exclusion acts and treaty acts as anti-immigration acts. Especially for Chinese people who were numerous. In 1924, they were the national origin quota act that is based on having 3% according to the census of 1910. Equally important, in the same years, it was the emergence of the new law known as the Asian Exclusion act that have the consensus of 2% only according to 1850.

To conclude with, America was the dream and destination to millions of people as their land escape from their own lands as a result to the circumstances they faced in their own country such as poverty, famine, joblessness. They have a great hand in developing the American economy. However, they were seen as a threat to the native citizens; they were in the eyes of native people as a burden that can never be Americanized, they can never be civilized and can never accept the American culture and traditions and religion.

P4

Appendices

NOTE: Answer the following question in the space provided **ONLY** (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

..... After the independence of the United States of America from the British Empire, it started to grow rapidly in parallel with the huge expansion toward the west. America as a new country was considered as the land of the absolute freedom, achieving dreams, and fulfilling... ~~the~~ ~~prosperity~~ ~~from~~... this great propaganda immigrants around the world... went to America in huge numbers; however in the late 19th century and the beginning of the 20th, the American government issued anti-immigration acts to reduce this... huge numbers. These acts were mainly seen as a racist actions against the late immigrants and against the pillars that the nation is built on. So to what extent do the these acts... manifest total racism?.....

..... The United States issued the Chinese Exclusion Act 1882, this act was considered to work only for ten years but it carried on till 1943, it excluded the Chinese from entering the U.S. Furthermore, the Emergency Quota Act 1924 in which it gave the chance of only 3% to all the nations from the foreign born... in America to have visas. These acts and other similar ones were significantly racist against the immigrants who entered the country under the third wave. The American society, including the political class, saw itself as superior and chauvinist company to these people. In addition, these acts were issued under the pressure of its society who felt that its going to be its identity, attitudes and lives. This idea was leaded up by the nativism movement against the immigrants. Finally, the 1920s acts were against the principles of the American Constitution such as equality and tolerance, in which America was always boasting with these big principles in front of the world.

To conclude, when the U.S. government... worried about the huge influx of the immigrants coming to the country, it saw it as a huge danger that will damage the country as well as the society progressively. They accused the immigrants of being retarded, savages, taking their work and lives, and eliminating the chance for a good life. The issued acts targeted the new comers of the third wave who brought many new ideas that contrasted the American ideas and self-determination. The government justified its reaction as an important step to sustain the whole nation.....

Appendices

NOTE: Answer the following question in the space provided ONLY (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

...The United States had always been the land of immigrants. The Americindians were newcomers at a certain period of history, the founding fathers of the second wave immigrants were all welcomed. Yet, things were different with the coming of the third wave immigrants who unlike the second wave were non-WASP. The US government had therefore to pass restriction acts. These acts reflected to a high extent the attitudes of racism held by the American society at that time.

...During the 1920s, the US government had to pass some Acts in order to restrict immigrants. In 1921, the Emergency Quota Act was passed in order to reduce the number of the immigrants to a 2% of the immigrated countries according to 1910 census. While in 1924, the Nationalist Act was passed restricting the immigration from all the world's countries to a 2% according to the 1890's census, which was quite tricky. 10 years after, an act was also passed known as the Asian Exclusion Act. These Acts were unfair for many immigrants comprising the Asians.

...The Acts were not only passed by the government in order to control the coming of the immigrants, but the passing was nurtured by the anti-immigration movements. Movements like Nativism, Eugenics, and the KKK came into being. The Nativists assumed that the immigrants were a threat to the system of government because some like the Russians were bringing Communist and anarchist ideas. The Eugenics assumed and tried to justify using pseudo-science that inter marriage with someone less intellectual (a lower race) would genetically give an even less intellectual and a lower race individual. They therefore forced them to sterilise. While the KKK used violence burning and killing the new comers of non-WASP origins.

...All in all, the anti-immigration acts of the 1920s were indeed a reflection to the attitudes of racism to a very high extent. These acts were nurtured by anti-immigrant movements which pressed on the government. And the government by its turn could not be fair enough for the immigrants.

Appendices

NOTE: Answer the following question in the space provided ONLY (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

After taking its independence America witnessed multiple waves of immigration from Europe, Asia and Africa. People came to rebuild their lives all over again, but the country was so crowded that natives claim to react to this situation with the acts of anti-immigration. To what extent do these acts reflect attitudes of racism held by the mainstream American society at that time?

During the 1900s more and more immigrants reached the American coasts mostly from Germany, France, England, (western, Eastern of Europe and Asia). They were seeking for jobs and better life style. They accepted all bad working condition. However people didn't remain silent and started to rebel against the government that these immigrants are stealing their jobs. The government set some rules that reflects some kind of racism against the immigrants. They stopped Asians from working because of their eyes. They mistreated the immigrants for not speaking English. They worked for long hours with low wages. They suffered from diseases and no education. The American society was doing its best to reduce the number of immigration. They stopped ships from coming. They gave only 25,000 visas and set a rule that only 2% of the population of each country can come to America. They also opened the Ellis Island for people to be checked before entering the U.S.

~~America~~
The anti-immigration acts showed a lot of racism in America, not only the skin color but the background of people and their ~~as~~ races and their culture.

Appendices

FIRST SEMESTER EXAM IN AMERICAN CIVILIZATION

NOTE: Answer the following question in the space provided **ONLY** (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

..... From the early beginning when America was found by the old comers
+ "The Anglo-Saxon protestants", America stretched its arms welcoming...
a huge number of immigrants coming from different parts of the world,
mainly from western Europe. After decades, the old comers or founders started
to believe that they are the natives, and the late comers are foreigners.....

..... In the late of nineteenth century and twentieth century immigrants had flooded
from eastern Europe. They fled from religious persecution like Jews, and seeking
for good life. From the other side of the world immigrants from China, Japan,
reach the US from west, seeking for the gold that was found in California. The
was a self danger from late comers especially from Chinese because
they were hard workers for low wages in factories. To ban this the government
part the Chinese exclusion act which states the prohibition of Chinese from
entering America. By 1920 more immigrants come from eastern south Europe
which drew the American government to reduce the number of immigrants
by using the Emergency Act which issued that 3% from the population
of each nation who lived in America could enter America. The American
government had used the statute of 1917, thus, the statute of other nation's
population would be less than in statute of 1920. Also, the government had
restricted the entry by reducing the entries, and use which called the golden
door. Ellis Island. In this island door the immigrants had to pass a very
restricted examination such as literate test (speaking English), health state
be narrow, psychological test, political orientation like Communism from Russia.
In addition, there were examination like K.K.K. which was at its beginning
against the Black and after the prohibition of slavery became against a lot
nations that got the long to the white Anglo-Saxon who came mainly from
England, Ireland, Germany, France.....

..... In my belief, the anti-immigration started from the
beginning by excluding Black people, and take its strength from which
they called the white man's burden, The white are the champions, and others inferior.

Appendices

FIRST SEMESTER EXAM IN AMERICAN CIVILIZATION

NOTE: Answer the following question in the space provided **ONLY** (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

..... The United States welcomed immigrants. It was known as the land of opportunities or "the dream land." However, after the 3rd wave of immigration (1890-1930), some beliefs and attitudes rose against the immigrants that led to a series of anti-immigration acts.

..... Immigrants who went to America mostly came from Southern and Eastern Europe, they were Portuguese, Chinese, Jews, Greeks, etc. They accepted any job and their work and living conditions, even though they were extremely bad, were bearable in comparison to their home countries. In addition to those conditions, American society made their lives even more harder. They accused them of "stealing jobs", lowering the standards of health and education, bringing new and weird cultures, new ideologies (Anarchism and Communism). Those accusations rose lots of beliefs that were considered as the extreme level of racism... such as Nativism (WASP), Eugenics (it is not the inferior's fault to be inferior, illiterate and not able to be self-governed but it is their genes fault) and also some revolts and violence against them, which led to the governmental interference by stating some acts to "control immigration" like the Reed-Johnson Immigration Act in 1924 that stated that no more than 150,000 immigrants are allowed to enter per year and it gave to the countries a "quota" in which the more people America had from those countries (before 1910) the more it can send. In other words, only Northern and Western European countries can send immigrants (more WASP), in addition to the Chinese exclusion act that banned them till the end of world war I.

..... At the end we can see that these acts, beliefs and attitudes are the act of racism in severe levels only because those immigrants are different and these acts are a way of showing themselves as logical.

Appendices

...to what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

..... James historian wrote in his book "Once... I decided to talk about immigrants in America... They... I decided... that immigrants are America's America is a Melting Pot society... out of many... things... the very beginning... welcomed waves of immigrants coming from Europe, starting from the first colony James 1607. However, with the coming of the 20th c., people started to join America from all over the world. This led to the start of a sense of racial conscience. The society followed by a sense of anti-immigrants. Indeed, immigrants at that time faced two main types of deficial rejection = Nationalism as well as Racism.

To begin with, starting from 1820s, new immigrants were rejection - especially from the ones who believe themselves to be Natives, regardless the reason fact that America is a land of immigrants. They first tried to impose their belief that the WASP The white Anglo-saxon protestant socie is the best, and any other socie is seen as inferior. In addition to that, some scientists used using science or "pseudoscience" to convince other races that their socie... WASP... is the best, and using genetics to prove this giving the examples of heredity which was best suited and linking it to the inter marriage that happened between swedes.

..... Equally important to Nationalism is Racism. The chinese socie was one of the many socies who suffered from segregation to the extent that they were violated - being killed and even burned alive as whole communities. Which is the example of Chinatown in Chicago. Chineses were seen different in color, having slanted eyes, having their own communities and culture as well as belief, in addition to hard workers, which may affect other workers. Natives... This was seen as a sign of lowering the standards of the country. The K.K.K. group was also a threat for this category. It was a organization of natives, violating other socies by kidnapping, killings and burning. The main sometimes aiming to put an end to the other socies and block immigrants.

..... All in All, starting from 1820s, a sense of anti-immigrants started to grow among the American society. New or different socies were being discriminated in several ways emphasizing the WASP beliefs, using pseudo science as well as being drastically violated.

P10

Appendices

FIRST SEMESTER EXAM IN AMERICAN CIVILIZATION

NOTE: Answer the following question in the space provided ONLY (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

..... Through history, America has witnessed huge immigration movements, and they affected the country in a bad way, since the cities became over crowded and dirty, everyone wanted to get a job and to live?

..... In the 1920s the anti-immigration acts appeared to get rid of the problems caused by the immigrants. These acts reflect attitudes of racism in the American society back then.

..... Most immigrants have chosen the United States of America as a destination because of "The American Dream" which made life seem brighter and shiny. They all ran from bad living conditions in their countries, as they went to America during the war.

..... But The American Dream was not as shiny as they imagined it would be, things went hard for the immigrant and especially for the black ones since they were treated very badly. They used to work at farms and factories with bad working conditions.

..... The anti-immigration acts reflect attitudes of racism in many ways, since most of refugees was not allowed to enter America, and some immigrants were forced to go back to their countries regardless of the war and bad living conditions.

Appendices

NOTE: Answer the following question in the space provided ONLY (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

..... During centuries, waves of immigrants came and settled in America seeking better life and religious freedom; starting with immigrants in the Mayflower. The pilgrims in 1620 which was the first wave of immigration in the American history.....
..... A new wave of nativism appeared in 1815 to oppose those who were Irish Catholics and not as origins as those from 13 colonies. Americans lived in distrust of immigrants they avoided dealing with them; moreover, as the German who were living isolated away from cities building their own schools conducting their German educational beliefs, and even the language they used was not American English; it was German. In the religious side, the churches forbade dealing with them. Racism was clearly shown by Americans and they asked for anti-immigration acts to (find a solution) reduce the number of immigrants. The Quota Act was an act that asked for limiting the number of immigration to 385,000 immigrants a year. However, this wasn't an end line to immigration, people kept coming to America looking for place to achieve their dreams in.....
..... Although, the 1920s was an age of change socially dramatically? and economically. It is called also the Roaring Twenties in which America lived its prosper period and richness. A new life emerged to change the people's attitudes of racism and they started accepting living together because of the coming of businessmen and from abroad and starting to invest for.....
..... As a result, the three waves of immigration didn't stop people coming to America, the land of dreams come true, even the acts were opposed against immigration, hence, people travel there to seek a best life.....

P12

Appendices

FIRST SEMESTER EXAM IN AMERICAN CIVILIZATION

NOTE: Answer the following question in the space provided ONLY (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

By the late of 19th century and the early of the 20th century, America had received a huge number of immigrants nearly 19 million coming from different parts of the world. Italian, Polish, Russian, Eastern and southern Europe, Japanese, Syrians. This number of immigrants made a lot of troubles to the government, for that they started to limit these numbers by passing some laws.

To illustrate with some of those laws was the Chinese Exclusion Act in 1882 in which the government prevented any Chinese immigrants from entering the United States. Another law was the Emergency Quota Act and later the National Origins Quota Act, these two acts make a percent to the immigrants from 3% and then they reduced it to 2%.

The government had a reason behind passing those laws not only to limit the number of immigrants but to take control over them inside the country. Because the immigrants came to America to reach their goals and make a better life by achieving the "American Dream". Once they came, logically they search for jobs in order to gain money. The immigrants started to take opportunities of American citizens by stealing their jobs and accepting low wages. Another fact about immigrants, they refuse the standard of the country (education/health).

On the other hand, American society refused these attitudes of immigrants and they started to being racist against them. The arguments for the racist actions is the National Origins Quota Act and all the laws that had been passed during these time. They did not want the non-WASP immigrants in particular as the Nativism movement called for. They claim that they could grow up a good society based on multicultural society, but the reality shows the opposite.

Appendices

NOTE: Answer the following question in the space provided ONLY (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

To say that the United States is a country of immigration is an acknowledgment of history. More than 75% of people who have ever left their lands, have moved to the United States for both push and pull factors in many waves. Our essay will focus upon how the United States controlled the immigration's situations, specifically the anti-immigration acts of the 1920s.

In order to discuss the acts, first, the following paragraph will spot the light on the successive waves of immigration that the U.S. experienced such as the 118,000 immigrants who escaped from Ireland due to the rotted potatoes that became diseased for five years after 1845, people who came from Germany, people who came to serve as soldiers in the Union armies during the civil war 1861-65, and by the third wave in 1890 to 1930. The U.S. received a new type of immigrants coming from eastern and Southern Europe worked in busy cities accepting low-paid jobs.

In order to control immigration the U.S. opened the Ellis (the York harbor) where examining immigrants' health, mental abnormal and if they were criminals. The American born natives were worried about the new traditions, new political beliefs such as Communism when Chinese came to California to build the railways accepting less paid jobs caused American workers to dislike them, to dislike their language and even their racial appearance, and by under pressure of California and some eastern states the Congress passed the Chinese exclusion act, 1882. Later on the government passed the Reed Johnson Act to reduce immigrants, each country should have a quota, 150,000 immigrants a year should enter a year. The more each country had immigrants the more it received and would be.

- This how the 1924 acts put an end to the most important movement in history.

Racism?

Appendices

NOTE: Answer the following question in the space provided **ONLY** (any addition would not be considered)

To what extent do the anti-immigration acts of the 1920s reflect attitudes of racism held by the mainstream American society at that time?

The anti-immigration acts of the 1920s were a reaction to the non-WASP immigrants. The 3rd immigrants wave (1880-1920) consisted mostly of unmarried immigrants from Japan, China, the Arab world and even Italians and Jews, as the wave increased in number the government set acts that can limit the immigration and satisfy the natives.

At the time when natives felt threatened by the existing of the immigrants, the government created the anti-immigrants acts. The immigrants accepted all bad and unpleasant working and living conditions which made the business men give them the jobs and not to the natives, plus they would not rebel. This and due to racism, the natives claimed that the ideologies will be effective to the American community, the immigrants will bring their culture and religion and spread it among the Americans. Even worse they were warned people from mixing races by fake science.

At first the government set the Quota act (1921) so they can welcome only 2% of the immigrants from each country, and they have chosen them by the level of education, their health; in order not to spread diseases, and their behavior yet due to the massive amount of racism held by the American society they set other laws banning all Asians; The Exclusion of All Asians 1924 even though the Chinese were hard workers and The national origins 1924 where only the WASP were accepted and americanized. (No)

Many immigrants were sent back to their countries just because they were not white non protestants, even though they needed the jobs badly and they were capable of working with the bad conditions in America.