



TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE SCHOOL

**MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

MODALITY: RESEARCH REPORT

Theme:

Cohesion and Coherence in Academic Writing Skill

Research dissertation before obtaining the master's degree in Applied Linguistics
to Teaching English as a Foreign Language.

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LATACUNGA –ECUADOR

2021

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In my capacity as a Supervisor of the Research dissertation titled COHESION AND COHERENCE IN ACADEMIC WRITING SKILL investigated by Mg.C Abata Checa Fanny Mercedes, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

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COMMITTEE APPROVAL

This research dissertation: Cohesion and Coherence in Academic Writing Skill, has been revised, approved and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; this meets the substantive and formal requirements to hand in for the presentation and defense.

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DEDICATION

I dedicate this research work to my parents, my daughters, my son and my husband since they have supported all this learning process with motivation and love to achieve this new goal.

Mercedes

ACKNOWLEDGEMENT

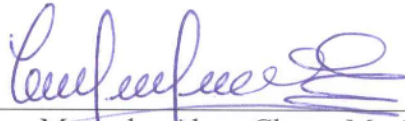
I really thank God for health and for having all my family together. I also would like to be grateful with the Technical University of Cotopaxi for opening a master program that contributes to fortify teachers' English knowledge.

Fanny Mercedes

AUTHORSHIP

I, Abata Checa Fanny Mercedes declare to be the author of the concepts, procedures, and findings in this research dissertation.

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**TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT**

**MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**THEME: COHESION AND COHERENCE IN ACADEMIC WRITING
SKILL**

Author: Fanny Mercedes Abata Checa.

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ABSTRACT

Academic writing is a fundamental skill to develop in students since it can make them successful in their studies and as a future professionals. It is a skill that requires a wide knowledge of concepts and practice about coherence and cohesion strategies. However, writing has been neglected since basic levels to superior levels of education and it has made that students have problems when writing, especially in undergraduate students of seventh level in the English Major at Technical University of Cotopaxi. The students cannot organize ideas, use transitional signals, write an appropriate outlining, use synonymy and antonymy, collocations, reference and conjunctions. All of these lack of knowledge and practice have affected their level of writing to present their essays. That is why the objective of this research is to determine the main strategies of cohesion and coherence to promote academic writing essays in B1 pre service teachers at Technical University of Cotopaxi. The methodology is qualitative and descriptive since they contribute to describe and explain student's main problems of cohesion and coherence in academic writing texts. It also uses explanatory and bibliography method to go deeply in the concepts using articles to get relevant information about the topic to design a module. The researcher uses a rubric to analyze students' essay and a survey to get student's improvements after the pedagogical implementation. The results show that the module implemented guide students to improve coherence and cohesion strategies to make them write better academic essays. As conclusion, the researcher recommends to use the module as a material to teach academic writing subject in the seventh level in English Major as an alternative to promote this skill with an adequate number of hours.

KEYWORD: Coherence; Cohesion; Academic Writing; Essays; Module.

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Título: Coherencia y Cohesion en la habilidad de la Escritura Académica.

Autor: Abata Checa Fanny Mercedes

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RESUMEN

La escritura académica es una habilidad fundamental a desarrollar en los estudiantes ya que permite triunfar en sus estudios académicos y como futuros profesionales. Esta es una habilidad que requiere un amplio conocimiento de conceptos y práctica sobre la coherencia y las estrategias de cohesión para poder desarrollarla. Sin embargo, la escritura ha sido descuidada desde los niveles básicos hasta los niveles superiores de educación y ha hecho que los estudiantes tengan problemas a la hora de escribir, especialmente en los estudiantes de séptimo nivel de la carrera de inglés de la Universidad Técnica de Cotopaxi. Los estudiantes no saben organizar las ideas, utilizar los signos de transición, escribir un esquema adecuado, utilizar la sinónimos y antónimos, las colocaciones, la referencia y las conjunciones. Toda esta falta de conocimiento y práctica han afectado su nivel de escritura para presentar sus ensayos. Es por ello que el objetivo de esta investigación es determinar las principales estrategias de cohesión y coherencia para promover la redacción de ensayos académicos en los estudiantes de formación profesional B1 de la Universidad Técnica de Cotopaxi. La metodología es cualitativa y descriptiva ya que contribuyen a describir y explicar los principales problemas de cohesión y coherencia de los estudiantes en la redacción de los textos de escritura académica. También utiliza el método explicativo y bibliográfico para profundizar en los conceptos utilizando artículos y de esta manera obtener información relevante sobre el tema para diseñar un módulo. El investigador utilizó una rúbrica para analizar la redacción de los estudiantes y una encuesta para obtener las mejoras de los estudiantes después de la implementación pedagógica. Los resultados muestran que el módulo implementado guía a los estudiantes a mejorar las estrategias de coherencia y cohesión para que escriban mejores ensayos académicos. En conclusión, el investigador recomienda utilizar el módulo como material para la enseñanza de la asignatura de escritura académica en el séptimo nivel de la carrera de inglés como una alternativa para promover esta habilidad con un número adecuado de horas.

PALABRAS CLAVE: Coherencia; Cohesion; Escritura; Académica; Ensayos; Modulo.

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INTRODUCTION

Background: This work contributes to the research line of the Cotopaxi Technical University: *Education and Communication for Human and Social development*, and to the sub line of the master degree in Applied Linguistics to teaching English as a Foreign Language: *Educational proposals related to language*. So, the Academic writing module Cohesion and Coherence for B1 learners, proposed in this research assumes the role to provide learning alternatives to develop academic writing in the pre service English teachers and so to promote a quality written communication and their professional development. Teachers with knowledge of academic writing will contribute in a better way to the quality of English teaching and education.

Furthermore, this research contributes to the accomplishment of the article 27 from the Ecuadorian Constitution, chapter II, section V which refers to Human Being as the center of education. The article states that Education must guarantee the holistic human development, the high quality of education, and the development of competences and capabilities to create new ideas to solve problems. The researcher explored fundamental aspects of academic writing and how to teach it appropriately in order to propose learning activities that will permit future English teachers not only develop their academic writing skill, but also replicate these activities in their teaching context.

In addition, the research is linked with the lifetime plan 2017-2021, objective 2, which mentions to affirm the value of interculturality and plurinationality of the diverse entities. The policy 2.5 that refers to ensure the preservation of traditional languages, the multilingualism and the support of intercultural system of education with diversity of knowledge. Thus, this topic contributes to reinforce learning English language, so undergraduate students can be bilingualism and fortify the diverse of knowledge, particularly in academic writing. This skill allows English pre-service teachers to enhance quality in their studies and their future lives as professionals.

The problem statement is: Many B1 English learners have lack of academic writing skills. To begin with, in Ecuador, Teaching writing to Ecuadorian EFL learners has been neglected because teachers are more concentrated on developing

speaking skills. According to Tamayo and Cajas (2020), the time teachers use to develop writing skills is from 25 to 30 minutes per day and some others do not focus on teaching writing. Consequently, students are not used to writing and even more academically. Considering this fact, Dávila and Espinoza (2019) state that “EFL learners have little experience in academic writing because they do not receive enough and appropriate training” (p.334). As a result, students have plenty of problems in creative writing even more in academic writing, which is a challenging skill to develop. On the other hand, Aguirre (2007) (as cited in la Hora newspaper, 2007) mentions that the majority of students start their university careers with serious problems in reading and writing in their mother tongue. Related to writing, Tamayo and Cajas (2020) point “the influence of L1, which is Spanish language interfer in the development of writing skill since the inaccurate and incoherent development” (p. 7). Then, this affects the way students write in English because they tend to do literal translation from Spanish to English. Regarding reading, it is another factor that interfer in academic writing since students need to read and understand the information to write about the topic. Ecuadorian students have lack of understanding reading texts in Spanish and even more in English because teachers develop this skill only to vocalize and read quickly without internalizing information. Celik (2019) states that reading skills in English is a complementary process to develop writing skills because it increases vocabulary, grammar, structures to use in writing. That is why the author recommends to connect reading activities with writing to develop both skills. Nevertheless, Fuentes (2007) (as cited in la Hora newspaper, 2007) explains that the trouble of reading and writing in Spanish gets stuck in Basic Education and continues until superior education because teachers are not trained to develop writing skill. The writing teaching is based only on calligraphy, but not on a cognitive process, which focuses on organization ideas, use of vocabulary, connection of ideas and outlining. As a result, the lack of reading and writing in learners’ mother tongue affect the correct development of the same skills in English.

Similarly, Tinoco and Toro (2017), in a study about Ecuadorian public High School students ‘errors in EFL writing skills, demonstrated that most EFL errors produced by the students are: (1) the use of transition words (2) organize ideas in paragraphs

(3) punctuation (4) misuse of prepositions (5) pluralization. The authors explained that those issues are present since teachers do not emphasize on how to write in classes. They send it just as homework without following any process.

In Cotopaxi province, the writing issue is the same. The students are unable to produce correct sentences and organize the ideas to write a paragraph, even more, a text. Students tend to translate from Spanish to English and it provokes the ideas in sentences and paragraphs sound weird. These problems are the most common in students from a high level at Educative Units. According to Cando et al. (2017), mention that students from Jorge Icaza Educative Unit in Latacunga are unable to write simple pieces of writing like letters, stories and personal experiences in appropriate paragraphs because teachers provide little time as 30 minutes per week to teach writing and when they focus on it, the teachers emphasize in grammar and vocabulary. Similarly, Al Fadda (2012) mentions there are some main problems in students when they write. First, students require some mastery of writing in their own language as sentences and paragraphs, so it can be easier to transfer that knowledge to English. Second, the lack of knowledge on outlining, paraphrasing and summarizing. Third, repetition words, substitution and combining sentences. Finally, students' poor language proficiency and different writing styles in each language. Therefore, they do not analyze it and they are unable to produce an argument to discuss in the text.

The writing problem that most students have in High School is evident in university classes. From my teaching experience, it has been evidenced that many students who are studying English Major at Cotopaxi Technical University have issues in simple writing and more in academics. They cannot write essays or newspaper articles because they do not know the outline, how to connect ideas into paragraphs and organize them using appropriate grammar and vocabulary. Thereby, those problems affect undergraduate students because the writing issues are not solve in lower levels of education. Abata et.al. (2017) found that undergraduate students from level A1 at the Language Center, Technical University of Cotopaxi have troubles in generating ideas, organize those ideas, use of grammar and vocabulary, spelling and punctuation. Most students have no idea on how to start writing a text with a specific topic and teachers assume students know this process and only

assign the activity without any guideline. These facts have provoked that students do not learn how to write simple texts nor academic ones, and it has led to some problems of poor English writing and not performing very well in their learning.

In this context, Hyland (2003) states out that everything teachers do in the classroom influences students' learning. Therefore, teachers must be updated in the main elements that academic writing needs and how to develop academic writing. Then, it is fundamental to select appropriate methods, specific topics and tasks to teach and develop writing. Thus, teachers play an important role when developing academic writing skills because they need to be aware about theoretical knowledge and practical activities to make students be able to organize, connect ideas and sentences with correct grammar. There are many components in the academic writing process, but this research will focus only on cohesion and coherence.

Briesmaster and Etchegaray (2017) state that “textual coherence and cohesion are essential components of academic writing” (p. 189). They both guides how to create clear and concise texts. Therefore, teachers need to apply specific methods, activities to make students understand cohesion and coherence to get quality academic writing. In addition, Al Fadda (2012) asserts that experience in writing and the style are factors that affect the academic writing. So, teachers must provide university students the experience to write, teach explicit some fundamental strategies of coherence and cohesion to enhance academic writing

Taking into account all this background about the problem, the researcher **formulated** the following **question**: what are the main problems of cohesion and coherence in B1 pre service teachers' writing texts at Technical University of Cotopaxi? Consequently, the **general objective** focuses on determining the main strategies of cohesion and coherence to promote academic writing essays in B1 pre service teachers at Technical University of Cotopaxi. The specific **objectives are**: (1) to determine the theoretical background about cohesion and coherence in English academic writing. (2) to identify the main problems in academic writing skill in B1 EFL students, and (3) to design a pedagogical proposal based on cohesion and coherence strategies to promote academic writing essays in B1 pre service teachers. (4) to evaluate the pedagogical proposal through experts and users'

criteria. Therefore, the researcher presents some activities related to the objectives mentioned before in the following chart:

Chart 1. Task system related to specific objectives

Specific objectives	Activities
1. To determine the theoretical background about cohesion and coherence in English academic writing	<p>Activity 1. reading papers about cohesion and coherence and academic writing skill</p> <p>Activity 2. Elaborate the theoretical framework</p>
2. To identify the main problems in academic writing skill in B1 EFL students.	<p>Activity 1. Do a writing activity to check student`s main problems in academic writing</p> <p>Activity 2. Elaborate the rubric</p> <p>Activity 2. Do the analysis of the essay using a rubric</p>
3. To design a pedagogical proposal based on cohesion and coherence strategies to promote academic writing skill in B1 pre service teachers	<p>Activity 1. Select appropriate cohesion and coherence strategies to develop academic writing.</p> <p>Activity 2. Incorporate suitable activities based on students subjects and topics to do the module</p>
4. To evaluate the pedagogical proposal through experts and users' criteria	<p>Activity 1. Elaborate a validation form</p> <p>Activity 2. Send the proposal to experts to valid it.</p> <p>Activity 3. Send the proposal to users to valid it.</p> <p>Activity 4. Apply the proposal to students to have results.</p>

Done by: (Abata, 2021)

The critical knots about academic writing has gone through three **stages**:

Chart 2. Critical knots stages

Stages	Description
Stage 1 Traditional linguist	Noam Chomsky (1957) states that text is seen as an analysis of formal grammar in single sentences.
Stage 2 Modern Linguist	Van Dijk (1972) claims that text is an analysis of group of sentences to convey meaning in context
Stage 3 Modern Linguist	De Beaugrande & Dressler (1981) cited in Giuffrè, M. (2017) points out that a text needs to meet seven standards of textuality to be communicative (cohesion, coherence, intentionality, acceptability, informativity, contextuality and intertextuality).

Done by: (Abata, 2021)

Another important aspect in this research is **justification**. This project pretends to determine the main strategies in cohesion and coherence to promote academic writing in B1 EFL pre- service students. Thus, the researcher pretends to analyze the main problems in students when writing academic essays to provide strategies to develop coherence and cohesion as fundamental elements in writing an academic text. This research tries to solve students' lack of academic writing skills because they cannot organize ideas into paragraphs, connect ideas using transitional signals, writing thesis statements and topic sentences with supporting ideas and outlining. These elements affect the way they write academic essays or papers, which are essential in their development as future professionals. The development of this research permits B1 EFL pre-service teachers to learn the theoretical strategies about cohesion and coherence and practice them to internalize their knowledge to improve academic writing.

Additionally, the research is interested to expand the knowledge of how to teach academic writing using cohesion and coherence strategies suggested by Halliday and Hasan. It pretends to improve the students' writing quality to convey clear meaning in the whole text. The pedagogical proposal has an explicit explanation about coherence and cohesion strategies with exercises that contributes to practice

and learn how to write. The explanation and the practice help solve the problem and learn how to teach this skills at the same time, so pre-service teachers can expand that knowledge when they teach English to students. As a result, the beneficiaries are English pre service teachers and teachers because it help to provide better writing texts in their Integrative Knowledge Project and writing activities as well. Moreover, it allows teachers to understand the contents and the process of teaching academic writing to apply in the students and make them successful writers and be better as future professionals. Therefore, this research have a fundamental long-term impact due to writing is a process and it takes time to master this skill, however, with an adequate pedagogical proposal, it can be easier to develop this skill.

The utility of this research is based on the design of a module that contains coherence and cohesion strategies and exercises to teach the subject of academic reading and writing at the English Career. Furthermore, teachers from the English Career can use the module to guide students in other subjects that implies writing. This pedagogical proposal can be used for the future teachers from the career to expand the knowledge to enhance writing, adapting to their own exercises according to students' level and necessities. It can let them to develop their level of profession as English teachers and be prepared to face the new challenges to teach writing, reproducing the knowledge and the content of the module when they work.

The methodology adopted to do the module is explicit teaching that allows the researcher to teach some concepts and practice exercises to solve the problem of students' lack of academic writing. So, the direct beneficiaries are students from seven level of the English Career who can applied that knowledge not only in academic writing, but also in other subjects in which they have to write essays. Furthermore, this research helps to solve teachers' problems when sending students to write essays. It can contribute the improvement of knowledge in the topic and also in their scores.

Regarding the theoretical framework, there are many studies relate to the global context that shows that cohesion and coherence are relevant elements from textuality to promote academic writing. Amperawaty and Warsono (2019);

Faradhibah (2017); Sarzhoska-Georgievska (2016); RahmtAllah (2020) study the main strategies to be used to achieve coherence and cohesion in academic writing and also to analyze the level of cohesion and coherence in student`s writings. Related to the Ecuadorian context, Medina (2020) analyze the use of cohesion devices and the level of academic writing in teachers from Esmeralda`s city. The results showed that teachers overuse or omit the use of cohesive devices such as conjunctions, collocations, reference and these factor affects the coherence of the text. Then, the author suggest that teachers need to improve their level of writing and how to teach it so it can contribute to develop writing in their students. Thus, this research pretends to select the most appropriate cohesion and coherence strategies to improve academic writing not just for students but also for teachers using a pedagogical proposal.

Lastly, the **methodology** used in this research is **qualitative** because the researcher focuses on describing and explaining the problem to understand the main issues of cohesion and coherence in student`s academic writing. This view about the problem will allow to solve the problem and generate new theories and hypothesis to start a new research. The type of study is **descriptive** because the data provided will show and describe student`s main problems of cohesion and coherence in academic writing texts, so the researcher can advocate a proposal to solve it. In addition, it will permit the researcher to do an adequate interpretation of the real problem. It is also **explanatory** because this research topic has not been explored deeply in our teaching context. In addition, there are few works suggesting how to teach cohesion and coherence. Furthermore, the research is **documental bibliography** since it will let the researcher find, describe and extend systematically the knowledge related to theories and concepts about coherence and cohesion in academic writing. At the same time, it will provide reflections, conclusions and recommendations about theoretical facts. The type of design is **non experimental** because the research do not manipulate the variables and the analysis will be based on observation. The method of this research is **inductive** because it allows to formulate general conclusions in particular facts and to understand the problem through observation. The sample of this project is the students from seven levels of Major English at Cotopaxi Technical University, who

have troubles when writing academically. The limitation may be the time of the proposal implementation and the time students have to attend to the pedagogical implementation.

The researcher uses a structural survey and a rubric to evaluate a pretest essay with its correspondent questionnaire and criteria. They contribute to identify the students' main problems in academic writing. The researcher collects the data through analyzing the essays using the rubric that was valid by an expert. The researcher asks 22 students from seven level of the pedagogical English Major at Cotopaxi Technical University to write an explanatory essay about the topic pragmatics at the beginning of the semester April-August 2021 before the pedagogical implementation. Then the researcher also analyzes the survey applied to students to contrast information and have real results of the main problems of academic writing. Regarding students' essay, a rubric is used to analyze 22 students' essays. The students are 10 men and 12 women who write an explanatory essay about pragmatics. They are from 21 to 27 years old. They are majoring in English, in seventh level. The essays are send as homework with a pragmatic topic and they send it online to the Google classroom platform. The rubric has 4 levels of mastery with the criteria about coherence and cohesion elements with their scores respectively like outstanding (5), good (4), fair (3) and needs to improve (2). The total points for coherence elements are over 35 points and 40 for cohesion.

CHAPTER I THEORETICAL FRAMEWORK

Research background

There are some research works related to this investigation that contributed to fortifying the process of getting theoretical knowledge on the topic.

Amperawaty and Warsono (2019) conducted a qualitative and descriptive analysis approach study to investigate the use of cohesive devices and coherence in final projects from undergraduate students at Universitas Negeri Semarang. The researchers took 10 backgrounds from 10 final project since the year 2016 to 2017 to analyze the use of cohesive devices. The study shows that students use cohesive devices (reference, ellipsis, substitution, conjunctions, collocations and reiteration) but not in an appropriate way. Related to coherence students applied additive, adversative, clausal and temporal, which show connection of ideas in the text. So, the authors of this study suggest that teachers should improve the use of cohesive devices to achieve coherence and students should study about how to use the cohesive devices adequately to achieve a formal writing.

Additionally, Faradhibah (2017) researched about coherence and cohesion as important elements in writing. The aim was to analyze students' difficulties in maintaining their cohesion and coherence in writing process. It was a descriptive quality study that works with 36 students from 1 and 2 academic year 2016-2017 at the English Education Department in UIN Alauddin Makassar. A written test and an interview were used to collect data. The results in the written test showed that students face some difficulties to maintain their coherence and cohesion in writing process. Students have difficulties to state and support their ideas and details, using proper transition to connect ideas and punctuation. Then, the author suggests that "students should be able to write a coherent paragraph to communicate well in writing because they must be able to transmit their thoughts and opinions to readers

by putting sentences together in a paragraph in a logical order” (p.188). Furthermore, Faradhibah (2017) suggest that “students should use sufficient cohesive devices to join sentences to flow ideas and create a coherent paragraph”. (p. 189).

On the other hand, Sarzhoska-Georgievska (2016) presented the results of *Coherence: Implications for teaching writing*, which consisted of three text-based analyses of students’ argumentative essay. The main aim was to identify features of coherence in L1 (Macedonian) and L2 (English) compositions and to examine factors which may affect second language competence in the organization of the written discourse In English as a second language. The analysis was done from first to third year undergraduate students at Department of English Language and Literature, Faculty of Philology “Blazhe Koneski”. The findings showed that students writing in L1 and L2 have differences in the rhetorical model, discourse organization (outline) and discourse markers (linking words) in Macedonia and English written discourse. L1 Macedonia written essays were more proficiency than the English essays due to they manage Macedonia language, organizational patterns and literacy. On the other hand, L2 English essays were not organized in terms of ideas and outlining. Students did not use as many discourse markers as signal of coherence as often, which provokes no connection of sentences in the whole text. Moreover, the level of proficiency in the language also affects the level of a quality writing Thus, the author concluded that teaching writing should include explicit instruction of coherence, focusing on the level of discourse rather than sentence level. Then, the author suggests that the first module in the writing syllabus to develop coherence should consist of teaching purpose, audience and context of situation as macro structure in the first phase and second phase can consist of internal cohesion and sentence level connectedness and meta-discourse markers. (Lee, 1998, cited in Sarzhoska-Georgievska 2016, p 28). Thus, the study emphasizes the importance of presenting a syllabus with specific contents related to coherence to develop not only writing but also academic writing.

Similarly, RahmtAllah (2020) did an investigation based on EFL Students’ coherence skill in writing: A Case Study of Third Students of Bachelor in English Language. The aim was to examine coherence in English essays written by 46

female Saudi EFL third year at Unaizah College of Science and Arts, Qassim University. The research question to be answered was “to what extent are EFL students competent in achieving coherence in their writing tasks”. It was a descriptive research. The participants were required to take an intensive course before joining the English department. They have been taught to write a coherent and cohesive essay using appropriate coherent methods (repetition, transitional expressions, pronouns, synonyms and parallel structure). The results indicated that students used all coherence methods, however, they are not competent in using them to achieve coherence in their academic writing tasks. As a result, the author suggests that students can practice more on coherent tasks and reading to improve students’ sense of coherence.

Furthermore, three recommendations are given by the author based on the findings. The first one, students should be exposed to different topics to give opportunities to practice cohesive devices and coherent ties to build cohesion and coherence. The second, teachers should teach coherence by training student’s mind and thoughts by organizing ideas and regular practice. The last one, there must be further studies on action research to investigate cohesion and coherence and to improve this skill among undergraduate EFL students. Then, the methods (repetition, transitional expressions, pronouns, synonyms and parallel structure) used to develop coherence were not enough, so it is necessary to apply different aspects that some authors mention such as outlining, purpose and the audience to provide understanding to the reader.

Likewise, Gugin (2014) explains the implementation of the paragraph as an approach outlined, which relies on a conventional paragraph and essay structure using the Presentation Practice and Production framework (PPP) during the first half of the semester (eight weeks). The author present the example or modelling, then, practice and finally make them practice using a variety of topics. The author emphasizes in teaching narration, description, exemplification, process, comparison, and contrast, cause-and-effect, and persuasion. All of them based on paragraph design and paragraph structure (topic sentence , supporting sentences, concluding sentences, unity and coherence, transition markers to show logical relationship. and the outlining of an essay Then, the second half of the semester, the

author focused on basic essay and organization, basically on thesis statement, topic sentences, transition markers and logical relationship of whole paragraphs. The results have definite advantages in the EFL/ESL academic writing classroom due to students' ideas and content were organized and logically developed in paragraphs.

After analyzing previous studies, some authors mention that teachers need to provide a pedagogical proposal to teach academic writing according to students' necessities and weakness and the teaching of this skill needs to be explicit because learners must understand concepts to realize how to work in the praxis. As a result, the researcher proposes a module with concepts and practical exercises, taking into account students' content in their subject careers to make students write in an academic way. The module focuses on teaching cohesive strategies such as reference, ellipsis, substitution, conjunctions, collocations, synonymy, and antonym to connect ideas into a paragraph and between them. Related to coherence, the research focuses on outlining, how to write paragraphs, topic sentence, supporting ideas and concluding sentence as well.

1.2 Epistemological Foundation

1.2.1 Writing

It is a complex ability to develop in students that is why it is compulsory to understand what writing is and the role that most teachers play in teaching it due to this knowledge will guide into an effective writing development. Hyland (2003) states out that everything teachers do in the classroom influence in students' learning such as: methods, materials, tasks and teaching styles. The author also mentions that all of them must be "theoretical knowledge and practical through an explicit way" (p 1). It means that teachers must understand all the components in teaching writing skill to provide an adequate process the will end up in a quality text.

It is quite relevant to understand what writing skill is since it opens a new perspective of what implies writing. Nunan (2003) states out that "writing is a mind process which implies thinking and creating ideas into organized statements and

paragraphs that must be readable and impact for all people” (p.88). Therefore, writing is an intellectual ability that allows people to transmit information and ideas to learn and change people’s perspectives. Hyland (2009) also points out that writing is a cognitive process that implies language knowledge, personal experience and context to communicate or solve a problem in a final text. (p. 7-13).

In addition to, Ahmed (2010) perceives writing “as a multi-dimensional process composed of a cognitive activity affected by a number of linguistic and contextual factors; EFL linguistic proficiency, instructional, psychological, socio-cultural, and socio-political issues”(p.212). On the other hand, Listyani (2018) mentions that writing is an activity developed by strategies to manage lexical and grammatical knowledge, coherence, cohesion, mechanics, thinking and organization so that students can express ideas and arguments (p. 173). Thus, writing definitely is a text that is developed by a knowledgeable procedure that implies linguistic competences, critical thinking, experience and context to convey meaningful information

1.2.2 Academic Writing Skill

Academic writing is not simple writing. It requires a selection of syntax, vocabulary, punctuation and a level of critical thinking to synthesize and organize information so that readers can understand it. I mean that academic writing does not required complex grammar or vocabulary, but an acceptable coherence and cohesion to convey meaning. Al Fadda (2012) mentions that academic writing is the ability to select, analyze and synthesize words, ideas and opinions into a text to develop their own point of view (p.124).

Furthermore, Chin, Koizumi and Reid (2012) refer to “academic writing as all writing created for the purpose of study” (p.5). On the other hand, The University of Sydney (2019) states that academic writing is formal, objective and technical to provide factual information (parr1). It is formal because the use of not conversational language when writing or contractions and informal vocabulary. It is objective because the writer cannot add any personal opinion and it is technical because the vocabulary must be related to the area of writing. So, academic writing

requires some abilities that teachers must develop in students to make them successful in their higher education and professional life.

In contrast to, Zamel (1982) states out a different perspective of academic writing. “A process of exploring one’s thoughts and learning from the act of writing itself what these thoughts are” (p 195). Definitely, academic writing is a cooperative process in which teachers and students are involved in order to teach and learn the rules that govern how to write in a social context. That is why Oshima and Hogue (2007) mentions that academic writing is different from creative writing because it has a more elevated expression of language (Abdessamad, 2015, p 5).

1.2.3 When to start Teaching Academic Writing

Ntereke and Ramoroka (2015); states that academic writing must be developed at the first year of university and extend until the third year with constant practice and support to master the features of writing to an introduction of academic papers. The authors also mention that English teachers who teach the last two years of High school can engage students in writing tasks that requires analysis, synthesis, research and critical thinking to provide a solid introduction for writing at university level. Therefore, the authors suggest the necessity to develop student`s reading skills as an alternative for academic success and this skill must be taught explicitly. In addition, Dantas-Lunn and Ferreira (2015) point out that students must start academic writing at university level and develop this skill during the precede level in Higher Education.

1.2.4 Importance of Academic Writing

Most of the time writing is neglected because teachers and students are interested in developing speaking skill rather than writing. It is because they do not assume the importance to develop this skill nowadays. Hyland (2007) mentions that writing is advisable to improve because all people’s life will be evaluated through this ability, starting from High Education to professional life experience. It will help students to formulate their arguments and persuade others through reasoning. So, if student’s do not acquire this ability, they might not convince people and be successful in their educational responsibilities and job.

Considering this, academic writing is a tool for everybody to enhance critical thinking to be able to convey relevant information. In fact, Listyani (2018) states out that academic writing help students to practice and consolidate their knowledge so that they won't be easily deceived into qualify information. Furthermore, Ganobcsick (2006) points out that academic writing "assists the academic and intellectual progression of all students" (p. 11).

Apart from all the benefits presented, academic writing contributes to develop students' level of thinking, vocabulary and reading since students have to be well - prepared on a topic to start writing. Therefore, academic writing needs to be taught in classes to grow students' intellectual.

1.2.5 Features of Academic Writing

It is clear that academic writing must have some specific features to differ from creative writing. So, Brantford (2016); Whitaker (2010) establishes some precise characteristics that makes a writing to be academically with their main definition. (1) Formality (2) Objectivity (3) Organization (4) Accuracy (5) Sentence construction (6) Paragraph development (7) Spelling and grammar (8) Specific purpose (9) Outline

Formality refers to avoid colloquial, abbreviated forms and idiomatic expression in the academic writing.

Objectivity focuses on the information and the arguments not in a personal opinion. That is why it refers to provided what you have studied, learned and conclusions.

Organization regards to write the ideas clearly and explain in a logical sequence.

Accuracy indicates the adequate and precise word choice or vocabulary to inform the intended point to make it readable.

Sentence construction attributes to write a single idea that carries out meaning and must flow understanding into a paragraph. So, sentences must be clear and shorts using than complex sentences.

Paragraph development regards to explain one single idea into the paragraph that must contains at least five sentences that support the main idea.

Spelling and grammar refers to the correct use of grammar rules and spelling to convey clear and concise meaning.

Specific purpose makes reference to a clear idea of the purpose of writing. According to Whitaker (2010) the most common purposes in academic writing are to persuade, analyze/synthesize, and inform. **Persuasive purpose** in academic writing is to get readers interest to adopt information as a new way to learn and think. So, this information must show support, reason and evidence to change the readers' point of view about the topic

Analytical purpose in an academic writing is to explain and evaluate possible answers or solutions to a question and choosing the best answer(s) based on your own criteria. Analytical assignments often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. The "synthesis" part of the purpose comes in when you put together all the parts and come up with your own answer to the question. Examples of these assignments include analysis papers and critical analyses.

Informative purpose in academic writing is to explain possible answers to a question, giving the readers new information about the topic. This differs from an analytical topic in that you do not push your viewpoint on the readers, but rather try to enlarge the readers' view.

According to Whitaker (2010) **Outline** indicates the specific parts in an academic writing such as: introduction, thesis statement, arguments or body, conclusion and citation.

Introduction provides context or the idea about the topic. It must be interesting to catch reader's attention.

Thesis statement is almost always at the end of the introduction and it must state the central purpose or argument.

Argument or body is the development of the ideas in the thesis statement into a single paragraph that must have a topic sentence and supporting ideas.

Conclusion refers to a summary of the thesis statement and it has help change thinking.

1.2.6 What to teach at University Level to enhance Academic Writing.

According to Ntereke and Ramoroka (2015) state that first year of university students should learn types of essays such as argument and exposition, summarizing, paraphrasing, paragraph writing, integrating sources, writing a reference list, identifying elements of academic writing like topic analysis, writing an outline, the different stages of the writing process and be able to use hedging language. Ntereke and Ramoroka (2015) define hedging as the use of linguistics devices to express certainty or uncertainty as well as to demonstrate politeness and indirectness. Some examples are: see, tend, indicate, believe, suggest, possibly, and they are used to minimize the possibility to cause a controversy in the claims being made. Additionally, the authors mentions that it must be developed for long periods of time to introduce to academic writing skill. They suggested to cover those topics until third level of university Education.

Nonetheless, Gugin (2014) states that teaching how to write a paragraph is the first approach to teach to ESL / EFL students' academic writing at whatever level of Higher Education. The author suggests to emphasize eight weeks on writing paragraphs on seven modes: narration, description, exemplification, comparison and contrast, cause and effect and persuasion. Great attention is given to the fundamentals of paragraph structure such as topic sentence, supporting sentences, concluding sentences, unity and coherence concentrated on logical relationship and transition markers. Then, he suggests to start the second half of the semester to write five paragraphs essay writing as a narrative, a process and a cause-and-effect essay. He focused on organization, thesis statement and transition markers. All of the elements of the academic writing is developed by series of writing activities to identify each part of the paragraph and then practice writing their own examples. So, the author mentions the paragraph approach helps teachers to ensure that student`s ideas and content are organized to convey a worth meaning.

On the other hand, American English (October 2016) claims that “courses on academic writing teach students to exercise higher order thinking skills such as

analyzing, synthesizing, and evaluating information and ideas to present unique ideas or claims based on careful research” (parr1). These skills are more difficult to master especially for English language learner. The author also mentions that it is “important to involve careful reading, discussion and brainstorming to push student`s intellectual limits” (parr1). American English (October 2016) suggest to examine four activities that help teachers teach academic writing. (1) Activities to develop reading and note taking in the writing process. (2) Activities to develop academic vocabulary development. (3) The role of teacher-students conferences in academic writing classroom. (4) Peer-to-peer tasks to do proofreading final drafts.

1.2.7 Common European Framework B1 Academic Writing

Mukhopadhyay (2015); Common European Framework of reference for languages: learning, teaching, assessment (CEF) 2018 of levels A2, B1 and B2 in the chart below.

Chart 3.Descriptors for academic writing (CEF 2018)

Levels	Global writing descriptors for academic purposes
A2 (Basic User)	<ul style="list-style-type: none"> • Can Narrate personal incidents/ picture based stories, write short descriptors on immediate environment and needs/ likes/ dislikes. • Attempts to write by giving examples • Writes short texts with simple structures; links ideas using common linkers.
B1 (independent user)	<ul style="list-style-type: none"> • Can write short, simple essays on topics of interest. • Can write straightforward texts on a range familiar subjects of interest using reasons and examples • Can summarize, report and give opinions about factual information on familiar fields. • Write longer texts coherently with simple structures and some complex ones; attempts to use a variety of linkers to connect into a linear sequence of points • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.

B2 (independent) user	<ul style="list-style-type: none"> • Can write an essay or report which develops an argument, giving reasons to support or against a particular point of view. • Can discuss advantages and disadvantages / compare and contrast and explain ideas in a text. • Can discuss about a wide range of subjects and a variety of texts • Can synthesize information and arguments from a number or resources. • Can evaluate different ideas or solutions to a situation • Can summarize a wide range of factual and imaginative texts, commenting and discussing points of view. • Can use a variety of cohesive devices efficiently to link utterances into clear, coherent discourse thought.
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Source: Mukhopadhyay (2015); CFR (2018)

1.2.8 Academic Writing Teaching Approaches

All teachers must be trained to teach academic writing due to it is a tool for students to success in their studies and profession. Al-Khatib (2017) declares that “teaching writing at the formal writing class has focused on presenting students with models of good writing , and asking them to replicate these models” (p. 77). The author also states out that writing focuses just on specific features of the written texts: spelling, text structure, vocabulary, and style.

So, providing models and just teach vocabulary, grammar and spelling is not enough to enhance academic writing skill. Students must also know about the topic they want to write. Tribble (1996) states: “Learners who wish to write academically have to gain a mastery of the concepts and content of their subject area as well as developing an ability to express themselves effectively and appropriately in the foreign language” (p. 83).Consequently, it is mandatory that teachers can manage different approaches, methods and strategies to help EFL students come up with a relevant piece of writing.

1.2.8.1 The intellectual / rhetorical approach

According to Merriam-Webster (1828-2020) defines rhetoric as the art of expressing ideas in the best way as possible in speaking or written form. It studies the principles and rules of composition formulated by critics of ancient times. So, it is clear that this approach focuses on developing specific features on written compositions in which implies a cognitive process that EFL students must understand to get learn how to write academically by the study of rule compositions.

Based on Tribble (2015) the intellectual / rhetorical approach include some specific features:

- It emphasis on formal, ‘factual’ text organization and on the ‘essay’ text type;
- It focuses on the use of ‘rhetorical modes’ such as illustration, exemplification, comparison, contrast, partition, classification, definition, causal analysis, etc.
- a methodological emphasis on collaborative writing and process approaches to composition;
- And the inclusion of grammar practice focused on correct forms at the sentence level.

1.2.8.2 Writing Process Approach

It is a cyclical process that allows students to think, generate and organize ideas, do as many drafts, revise, edit, receive feedback and publish to produce a text (Camp 2005 as cited in Abata et. al, 2017). This approach contributes to students to plan their writing and improve at any time because students know some information about the topic. However for advanced learners the purpose of writing is different, so they need previous reading in order to be familiarized with the topic and connect with some experience, mainly in academic writing. Then, it is mandatory that teachers use the process approach integrated with other skills.

That is why Zemach and Rumisek (2015) suggest apart from the process approach to add other steps to develop academic writing.

- **Pre- writing.** - This stage implies many sub steps. First, students must select a topic, not too narrow nor too general. Then, students need to do a brainstorming

to generate ideas. There are some ways to do it: making a list, freewriting and mapping.

- **Editing.** - Then, it is time to edit the main ideas and add more if it is necessary to be ready to start writing a paragraph.
- **The structure of paragraph.** - After having the ideas to write, it is fundamental to teach students how to construct a paragraph by giving a definition, parts of a paragraph and identify topic sentences. It will help students to write adequate paragraphs.
- **The development of a paragraph.** - During this step, students need to develop supporting ideas and concluding sentences to be ready to create a paragraph.
- **Peer editing.** - It is a stage in which students must show their work as a way to improve writing by exchanging and commenting about the paragraph.
- **Descriptive and process paragraphs.** - In this stage, students must learn to organize and write descriptive paragraphs using adjectives and prepositions and write a process paragraph teaching transition words.
- **Opinion Paragraphs.** - Here, students need to learn to distinguish between facts, arguments and opinions to write a comprehensible text with appropriate recommendations.
- **Comparison and contrast paragraphs.** At this stage, students must learn how to organize and use contrast and comparison words to write a paragraph.
- **Outlining of a paper.** - Once students have learned how to do different paragraphs, they need to learn the outline for a paper so they can be familiarized and know what type of information they have to write in each step of the outline paper.
- **Cohesion and coherence.** During this step, students need to learn the importance of unity in academic papers by applying cohesion and coherence devices to create an academic text.
- **Drafting.** - In this stage students just develop their paper taking into account all stages they have learned before.
- **Revising.** - Then, students need to check it again by peer or teacher feedback to present an adequate academic text.

- **Publishing.** - Finally, students can publish their work to show their knowledge to others.

1.2.9 TEXT

Language has been studied by many linguists in order to determine how language is structured, learned and how to use it to have an oral or written interaction and communication between people. This interaction is based on using a text that is why Van Dijk (1972), Beaugrande & Dressler (1981), Lakoff (1990), Langacker (2008), Matthiessen & Halliday (1997) analyzed the text as units of language in the communicative system. This analysis is called “Text linguistics” and it has evolved from different perspectives of the authors mentioned above to move to a different theory and contribute to a better understanding of language as a text.

Then, According to Giuffré (2017), text linguistics is the analysis of syntax and pragmatic of a text. It means grammar and meaning together to be sure to convey meaning according to the social context. Other authors mentioned that text linguistics is the analysis of set of sentences together in a final text that conveys meaning according to the situation and context. Consequently, some points of view about text has been formulated by some authors below.

Van Dijk (1972) describes text grammar “as a generative structural system of sentences. He points out that language is not based on isolated sentences. It is based on a group of sentences that ends up in a text as a mean of communication in which is implicit meaning. On the other hand, Tárnyková, (2009) sees texts as “social spaces in which two fundamental social processes simultaneously occur: cognition and representation of the world, and social interaction” (p. 22). It means that the creation of a text is social and cognitive because it is needed the social situation and a mental process to provide meaning to the text.

According to Halliday and Hasan (1976), “text is used in linguistics to refer to any spoken or written passage as a unified product and process” (p.2). Thus, a text is the result of the language use connection to produce information and not isolated grammar sentences. In addition the author points out “the text is a product in the sense that it is an output and a process in the sense of semantic choice” (p13). Then,

a text is a process because it is the result of a specific environment using the linguistic system of a language. , a text is a process because it has a particular meaning according to the context of situation. It means according to the area, topic, people and the way they use language at a specific period of time.

Similarly, According to Beaugrande and Dressler (1981) a text will be defined as a “communicative occurrence which meets seven standards of textuality to make a text to be communicative” (p.25). The author mentioned cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality. From this perspective, Halliday and Hasan (1976); Beaugrande and Dressler (1981) see a text as a means to communicate meaning and as a process and product. As a result, the author of this research will focus on Halliday, Beaugrande and Dressler theory of text and will use cohesion and coherence of the seven standards to make a text suitable to be consider academic.

1.2.9.1 Cohesion and Coherence in Academic Writing

According to Poudel (2018), “the term cohesion and coherence makes sense of the language in the text” (p. 4). Thereby, Cohesion and coherence plays a fundamental role in understanding the meaning of the message. Poudel (2018) states out that a quality academic text requires a good combination of cohesive devices and coherence features to make it comprehensible. So, it is useful to know what they refer to in the following paragraphs.

1.2.9.2 Cohesion

Cohesion connects sentences and phrases that allows the reader to follow the ideas and the message. Based on Beaugrande and Dressler (1981), cohesion “concerns the way the components of the surface text or the exact words people see or hear, are mutually connected within sequence” (p. 25). Additionally, the author states that cohesion relies on grammatical dependencies since they occur much earlier to provide order in meaning and use in a text that produces the effect of unity.

According to Halliday and Hasan (1976), “Cohesion refers to the relation of meaning and grammar within a text” (p.4). Moreover, the authors define cohesion

as “the set of linguistics resources that every language has to link one part of the text to another” (p.84). Thus, a text is cohesive when linguistics devices link together with adequate use of vocabulary to provide meaning to the reader. That is why, cohesion needs to be developed in students due to it helps them to tie words, prahases,sentences and paragraphs together to create a meaningful text and not isolated sentences. In fact, cohesive devices originated from Halliday and Hasan (1976) so, the authors classified as grammatical cohesion and lexical cohesion.

1.2.9.3 Cohesion strategies to develop Academic Writing

Many research works have been conducted using Halliday and Hasan’s (1976) distribution of cohesive ties. They are described as follow:

- **Reference.** - They are words such as pronouns, demonstratives and comparatives, which are used to refer to something or somebody mentioned previously in the text and avoiding repetition.
Ex: Hey! Look at **Carlos!** **He** is standing next to the bus stop. [Reference]
- **Substitution.** - It refers to replace words for one or two more used in the earlier text. They can be nominal substitution, verbal substitution and clausal substitution. Some of them are: so, auxiliary verbs as do, have and be. Most of the time they are used in clauses.
Ex: Those jeans are nice! Which **ones** do you prefer? [Substitution]
- **Ellipsis.** - It means to drop out some words because the meaning is clear from the context.
Ex: I can check the test again if you want (**me to check it again**). [Ellipsis]
- **Transition signals.** - They are also called cohesive devices or linking words, which show the relationship between ideas into paragraphs and the whole text. Those words help to add and connect ideas, contrast, list and show result or effect.
Ex: Mary practices a lot of English in classes. **However**, she does not speak very well. [Transition signals]
- **Conjunctions.** - They are words that helps to connect ideas and write more complex sentences to avoid simplicity when writing a text.

- **Lexical Cohesion.** It focuses on the selection of vocabulary such as repetition, synonym, superordinate and collocation. Repetition means to repeat the word in a different sentence to help readers follow the main threads of the paper while synonym refers to replace with a different word but same meaning. It adds variety of lexicon to the paper. Superordinate focuses on using a general category of the word to continue writing the idea meanwhile collocations work with the connection of adequate verbs and nouns.

Ex: I have a **Christmas tree**. The **Christmas tree** is small. [Repetition]

The use of technology is **important**. A **fundamental** resource to learn. [Synonym]

Carrots are healthy food. These **vegetables** have a lot of vitamins. [Superordinate]

Students **make mistakes** in English pronunciation. [Collocation]

1.2.9.5 Coherence

Coherence is a complex topic as it is viewed from different linguists. So, Halliday and Hassan (1976) view coherence as text semantically connected as a whole, which expresses temporal, location, causational and other concepts. It means the reader perceives the text as semantic links between lexical items and sentences to understand the purpose of the information. Hence, coherence is not analyzed as linguistics devices, but meaning connection to understand the whole text.

Similarly, Van Dijk (1977) studied coherence as a semantic performance in the written discourse. Hyland (2006) defined coherence as: “The way a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories” (p. 311). Hinkel (2004) mentions coherence as “the organization of discourse with all elements present and fitting together logically” (p20).

On the other hand, Beaugrande and Dressler (1981) states out that “coherence is not simply a feature, but rather the outcome of a cognitive process among concepts and relations of knowledge in a text to achieve efficient communication” (p.33). Furthermore, Yule (2008) views “coherence is everything linked together well, and it is not something that exists in words or structures, but something that exists in

people” (p.126). Thus, Coherence refers to the ability people have to express logical meaning about knowledge in the whole text and easier for readers to interpret the message or information.

As a result, some authors, including Halliday and Hassan (1976); Oshima and Hogue (2007) believes that using nouns, pronouns transitional signals and unity consistently throughout a paragraph, make a text coherent. It is clear that a text is formed not only with connection of sentences, but also with the adequate use of them in the text to provide coherence. Therefore, it is necessary that teachers manage the use of cohesive devices to teach appropriately and get the goal of having cohesion and coherence from each paragraph to the final text.

1.2.9.6 Coherence strategies to develop Academic writing

EAPFoundations (2020); Walker (2010); Oshima and Hogue (2007) present some elements to develop coherence starting from a paragraph to the final product academic text. They are outlining, purpose, audience, clarity and unity.

- **Creating Outlining.** - It refers to teaching students how to write an essay or paper that are consider academic writing. It consists of teaching student’s thesis Introduction statement, topic sentence, supporting ideas, reason, examples and concluding a paragraph, body paragraphs
- **Introduction.** - According to Oshima and Hogue (2007 “the introductory paragraph has two functions: (1) It attracts the reader’s interest and (2) introduces the topic of the essay” (p.150). So, the first sentences provides to the readers general information about the topic and thesis statement gives the specific idea about the essay, normally it is written at the end.
- **Body Paragraphs.** - Oshima and Hogue (2007) state out that “the body essay is made up of one or two paragraphs with a topic sentence” (p.152). Besides, the authors suggest that each paragraphs must support the ideas of the thesis statement.

Ex: Thesis statement

The advantages of teleworking are having time to share with family and having freedom in you working hours

Ex: topic sentence

- One relevant advantage of teleworking is having time to share with your family.
- second relevant advantage of teleworking is having freedom in you working hours
- **The concluding paragraph.** - Oshima and Hogue (2007) states that the purpose of the concluding paragraph is to summaries the main point of view from the essay and give suggestions or recommendations.
- **Purpose.** - Walker (2010) mentions that it is fundamental to know the purpose of the writing to focus on it when developing the ideas in the text. There are some purpose like to inform, persuade and entertain the readers.
- **Audience.** - Walker (2010) claims it is necessary to identify the three person that students can use in the essay. It will depend on the kind of audience the students will write to. Furthermore, it helps students to focus on specific formal or informal writing. The first and the third person is what most people use in academic writing
- **Clarity.** - Walker (2010) states that students need to be clear in expressing their ideas by using descriptive words to create specific details. It will help provide clarity in the ideas.
- **Unity.** - Walker (2010) also emphasizes in unity to recognize when sentences in a paragraph do not relate to the topic sentence or paragraphs which are not stick with the thesis statement. It helps students to review and check the document to create a coherence text.

Then, coherence and cohesion are interwoven because of the logically organization of the ideas in sentences, paragraphs that show meaning and sense when they hold together by using grammatical and lexical cohesive devices to make a text coherent. Both coherence and cohesion need to be developed in students to be able to use sentence structure, appropriate use of vocabulary, conjunctions, reference, substitution, outlining, purpose , audience, unity and how to write paragraphs to make the ideas and arguments flow in a text using academic topics and academic outlining such as essays, articles and projects.

1.3 Foundation of the State of the Art

There are some international studies carried out in the field of cohesion and coherence in writing. RahmtAllah (2020) conducted a descriptive study that aims at analyzing EFL students' coherence skill in writing. It was done in the Department of English, College of Sciences and Arts in Unizah, Qassim University in Saudi Arabia as a case study of third year students of bachelors in English Language. The author examined 46 essays before students were taught to write coherent and cohesive essays using coherent methods (repetition, transitional expressions, pronouns, synonyms and parallel structures). The study reveals that students use the coherent methods but they are not still competent in using the five methods so, the study suggests that students must practice writing coherent task instead of focusing on correct spelling and grammar only. It also mentions that reading is a key factor to promote coherence in academic writing. Therefore, it is not simply to teach the coherent methods, but also to practice in real tasks with the help of reading.

Furthermore, Wahby (2014) conducted a qualitative and quantitative research called "The effect of implementing cohesive ties strategies in pre-intermediate students writing texts in the Deanery of Academic Services in Taibah University in Medinah, KSA.A, which aim was to measure Saudi pre-year pre-intermediate students' writing in relation to their knowledge of cohesive devices. It was an experiment research to measure students` capability to implement cohesive ties. The results demonstrated that the more students are aware of cohesive ties and are trained how to use them, the higher performance in English writing they are.

In Brazil, Coelho (2020) carried out a study based on teaching writing in Brazilian public high schools. The purpose of this study was to survey the population of high school language arts teachers in two Brazilian states about their writing instructional practices. The study provides tentative support for the following recommendations for reforming high school writing instruction in Brazil: (a) increasing the amount of writing instruction and time students spend writing; (b) placing more emphasis on evidence-based writing practices; and (c) strengthening professional development for writing teachers in teacher education degree programs and for those already in the field.

Regarding studies in Ecuador, Chamba, Reinoso & Rengifo (2019) carried out an implementation of authentic material such as videos, slides, pictures, articles, newspapers, etc to foster writing skills in college EFL learners at Pontificia Universidad Católica de Quito. They have used activities that started with a pre-writing, writing, and post-writing activity. In this research, participants worked on prewriting activities, which involved brainstorming for activation, predicting, eliciting vocabulary, talking about personal experiences, identifying characters' names, guessing the meaning of vocabulary words, answering the given questions, and introducing new vocabulary and grammar. Some of the writing activities performed by students included taking notes, predicting the ending of a video or story, finding similarities and differences, summarizing, and expanding the text. The post-writing activities included summaries, surveys, speed writing, paragraph organization, responding to emails, recognizing specific grammar structures and vocabulary patterns, making comparisons, and practicing different genres of writing. All of this has contributed that authentic material helped to teach cohesion and coherence and develop writing skills.

So, the research gap is the pedagogical proposal. There is not much pedagogical implementation based on cohesion and coherence in EFL writing teaching that shows which approach is effective and has a practical significance of developing writing. They are still under study that is why this research attempts to propose some pedagogical activities based on cohesion and coherence strategies. All studies are based on analyzing students' writings to determine the main problems, but not presenting activities based on text manipulation, academic topics, explaining theory to learn how use cohesion and coherence to develop academic writing skills. Some authors such as Amperawaty and Warsono (2019); Dossoumou, Mehounou, & Koukossi (2018) in their studies have recommended that teachers need to teach reference, substitution, ellipsis, conjunctions, outlining, so students can learn how to use them. Then, The proposal cover that necessity to make students aware of the use of cohesion and coherence.

1.4 Chapter I Conclusions

- Most researches are based on analysis of students' problems and use of cohesion ties and coherence elements when writing academic texts. Thus, it is little evidence of data to prove that cohesion or coherence has been developed satisfactorily by some pedagogical implementations to increase the academic writing skill
- Academic writing is a formal document that requires a lot of elements to make it formal and understandable to the readers. Eventually, Zemach and Rumisek (2015) suggest to apply the process approach with other elements to develop academic writing skill.
- Teaching cohesion ties such as reference, ellipsis, substitution, transitional signs and lexical cohesion explicitly will help students to develop connections in paragraphs and the full text.
- Coherence elements such as outlining, purpose, audience, unity and clarity might help students to be aware about the importance to develop coherence and academic writing.

CHAPTER II PROPOSAL

2.1 Proposal topic

Module of Coherence and Cohesion strategies for academic writing in English pre-service teachers.

2.2 Objective

- To enhance cohesion and coherence strategies to promote academic writing skill in English pre-service teachers at Technical University of Cotopaxi.

2.3 Justification

The pedagogical proposal has been designed taking into account main problems identified from the analysis of a diagnostic study carried out with students' essays and a survey (see annex 3). The main problems found in coherence and cohesion in the analysis of the essay were that students show shortcomings, which refers to the organization of ideas. Students do not complete ideas properly. They change from one topic to another without providing specific meaning. In addition, students have troubles to write paragraphs. They have inconveniences to write an adequate topic sentence, supporting ideas and concluding sentences. Furthermore, students do not think of the purpose and audience to write with an appropriate register before writing the essay. Moreover, they have difficulties to use transitional signals such as furthermore, moreover, besides, however, regarding, concerning, etc which help connect ideas to make flow meaning in the paragraph and the whole essay. Besides, they use ambiguity and repeated vocabulary when writing academically. Apart from that, students get particularly confused with the use of verbs, nouns, adjectives and prepositions together. They also have little knowledge on reference, substitution, ellipsis, conjunctions, outlining and metadiscourse. All these factors have affected the style of writing in the sense of structure and content in an academic way. As a

result, the scores of the students' essays in coherence and cohesion are around four, five and seven over ten. The media of the total students' scores is 4,68. So, it shows that students have a low level of academic writing. All in all, the essays analysis report they have problems in academic writing since cohesion and coherence are not being teaching explicitly to improve the quality of writing.

On the other hand, a survey was also applied to identify the student's perception in their experiences to develop their academic writing skill in English. The analysis shows that students assume they use some elements of coherence and cohesion appropriately such as purpose, audience, reference, ellipsis, substitution, supporting ideas, transitional signals, compound and complex sentences, synonymous and antonymous when they write essays. According to students' perception, the only problem when writing academic essays is the sequence and connection of ideas in paragraphs and in the whole text. This inconvenient is the result of not using appropriate linking words, vocabulary, topic sentence, supporting ideas, and purpose to make clear their ideas in a paragraph and make them flow to understand better. The results from the analysis of the essay and the survey differ a little bit because students do not know about coherence and cohesion strategies as elements to develop academic writing.

So, the pedagogical proposal collects the students' main problems to elaborate a sequence explanation of coherence and cohesion strategies concepts and activities to practice each strategy. This process help students to minimize those problems with theory and practice because they can understand how to do each step related to coherence and cohesion , so students can enhance the way to organize ideas, use transitional signals, write topic sentences, supporting ideas, concluding sentences, outlining, reference, synonym and antonym to write quality academic writing essays. Thus, the proposal can benefit the students from English Major because the module can be used as a material to work with the students in the subject of academic reading and writing and also in other subjects like writing skill to make students familiarize with the strategies to enhance academic writing.

2.4 Proposal development

2.4.1 Proposal Components

The proposal is a module that contains elements of cohesion and coherence to enhance academic writing with two main components. The first one is the theoretical pedagogical explanation about concepts to help students familiarize with topics of coherence and cohesion, and its elements. These concepts can guide the way to present the topics and the activities during the process of the module elaboration according to students' main problems. The second one is coherence and cohesion activities based on academic topics students study during their sixth and seventh level of mastering English.

The module has four units related to coherence and cohesion elements. Each unit covers four lessons. The units have objectives and the lessons have learning outcomes to guide students and teachers in the module. The units start with some previous activities to activate students' knowledge and then, they have some theory explanation of each coherence and cohesion elements, so students can be aware about the topic and understand how to use them. Furthermore, each unit has some examples and activities with the instruction to practice the exercises. Besides, the activities relate on text manipulation, reading, controlled and free practice exercises to make them internalize their learning. It also includes answers to different activities.

2.4.2 Proposal explanation.

This module based on coherence and cohesion elements is a useful material that pretends to guide students to promote academic writing in their professional training as English teachers. It can also help teachers who are teaching academic writing to guide this process appropriately and have real results in students' writing skill. This proposal contains some explanations, examples and exercises that may help students to enhance academic writing. This proposal is the result of the analysis of the essays written by students in which they show their problems when writing. Thus, the proposal responds to solve the students' real problems such as organization of ideas into topic sentences and writing supporting details related to

the main idea, the use of transitional signals appropriately to connect ideas into paragraphs and the whole text, identification of the purpose and the audience to focus their ideas and present them clearly, use reference, substitution, ellipsis, lexical cohesion to present the information adequately. So, the knowledge of cohesion and coherence strategies allows students to fortify the process of academic writing.

Additionally, the module is a complement to make students be familiarized with the content they learn during the semester and will contribute to improve students' written assignments and projects of different subjects. The topics used in the module are related to the subjects of their professional field. Using it may help them to write easier.

Then, this proposal invite to analyze both students and teachers about what they need to know to enhance academic writing and make decisions to adapt or change the contents in the syllabus to make a better learning and practice in writing.

UNIT 1: COHERENCE STRATEGIES IN ACADEMIC WRITING

In this unit, you will...

- Identify the concepts of coherence, purpose, audience, clarity and unity
- Distinguish purpose, audience, clarity and unity in writing
- Identify the role of purpose and audience in paragraphs.
- Write paragraphs about academic topics with clarity and unity.

BEFORE STARTING: Let`s discuss in groups about the questions below. Later report to the class your ideas. (5 minutes)

- Do you know what coherence refers to?
- Do you consider coherence is important in writing? Why?
- How coherent are your written texts? (Excellent, good, not good, needs to improve)

Hyland (2006) defined coherence as: “the way a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories” (p. 311). Hinkel (2004) mentions coherence as “the organization of discourse with all elements present and fitting together logically” (p20). All in all coherence means

to organize and connect the sentences and ideas to flow the message and it makes easier for readers to understand the text.

LESSON 1: PURPOSE

Learning outcome:

- **Identify the purpose of writing to express clear ideas in a written text.**

WHAT IS PURPOSE OF WRITING?

It is the author intention or reason to communicate something through oral or written texts. The authors' purpose can be to persuade, to describe, to narrate, to expose, or to explain.

- 1. Persuasive purpose in writing.** - It is when writers state an opinion and argument and support them with clear reasons to get the readers to agree or change their point of view.
- 2. Descriptive purpose in writing.** - It provides a clear and concise description about a person, place or thing to form in the readers a picture about the topic. Descriptive purpose helps engage readers in the text with their senses and feelings and have a clear idea about chronological time, location and order of importance of the information provided. It is relevant to use descriptive words like specific adjectives (adorable, adventurous, anxious), nouns (store, park, nature) and strong verbs (play, jump, shout) to create a vivid picture and interest in readers.
- 3. Narrative purpose in writing.** -It refers to write complete stories or events in a chronological order to make readers feel emotions.
- 4. Expository purpose in writing.** - The purpose is to provide an effective explanation of a topic. It must inform or clarify a topic to the reader. Expository purpose can list facts, give directions or explain ideas.

ACTIVITY 1:

Read each paragraph and write what is the authors' purpose in writing. (8 minutes).

Example:

- a) Syntax is a relevant branch of linguistics that studies how words are put together to form clauses and sentences to convey clear meaning. The smallest units of analysis in Syntax are the words. They help to identify content and function words to analyse sentences into lexical categories to check if they are well written. It contributes to understanding the order of words in sentences and transmit clear messages. In syntax, the words together are classified into Noun phrases (NP), Verb Phrases (VP), Adjectives Phrases (AP) and Adverbial Phrases (Adv. P).

____ **(Expository)** ____

- b) Communicative language teaching has some principles to develop speaking skill. First, this approach focuses on interaction using the target language. It permits students to get familiarize with the language and start learning it. Second, it uses real and meaningful task to develop communication by students in classes. Third, it promotes the collaborative work and thinking skills to perform the speaking activities. Fourth, it promotes the integration of the four skills: speaking, listening, reading and writing in the process of learning a language. Finally, the role of the teacher is to guide the learning process to promote not just speaking but also fluency using the adequate tasks and resources.

-
- c) Technology is a useful alternative that promotes motivation to learn English language. It provides teachers the opportunity to create and use enjoyable activities to study and practice the language. Besides, technology contributes to present comprehensible input and output to interact in classes. It helps to develop critical thinking and motivate students to be active in classes.
-

d) Obsessive-compulsive disorder (OCD) is a severe and disabling clinical condition. It usually begins in late adolescence or early adulthood. This illness is characterized by obsessive thoughts of frequently performing task repetitively to stop their anxiety. Some common compulsions people suffer include counting specific money, footsteps, letters, washing their hands many times, ensuring objects are in straight line, checking persistently that the car is locked before leaving it, constantly organizing things in a certain way, turning lights on and off, touching objects before exiting a room and walking in a certain routine on a specific color or shape of floor. All of these aspects lead to a diagnosis of the compulsive disorder. (University of New England, 2020).

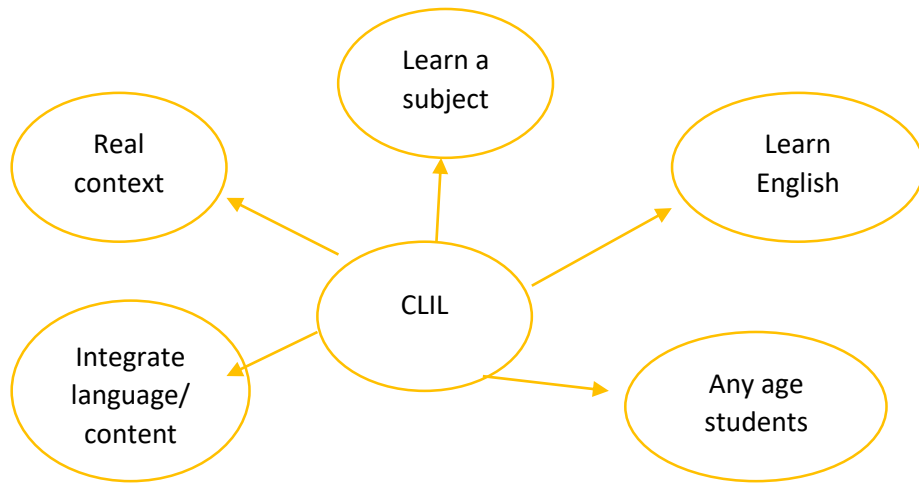
e) My first experience of teaching English was a nerve racking independent moment. I was about 21 years old when I graduated from University and I had to teach some children English. I have never taught to children, so I decided to look for some interesting activities on the internet. It was complicated to select the appropriate material, so I just picked some up. The day to start teaching came. It was cold, but I have to face those children to teach and do to what I have studied. I slowly came into the classroom and the children were in silent waiting for the teacher. I breathed and say hello to them. At that moment, I felt ready to teach and the class was fun because students participated in class and learned English. At the end of class, I felt satisfied and excited to accomplish my goal of teaching.

ACTIVITY 2: Read the following topics and decide what type of purpose of writing they can be. Then, add some ideas in the graphic organizer based on the topic (15 minutes).

Example:

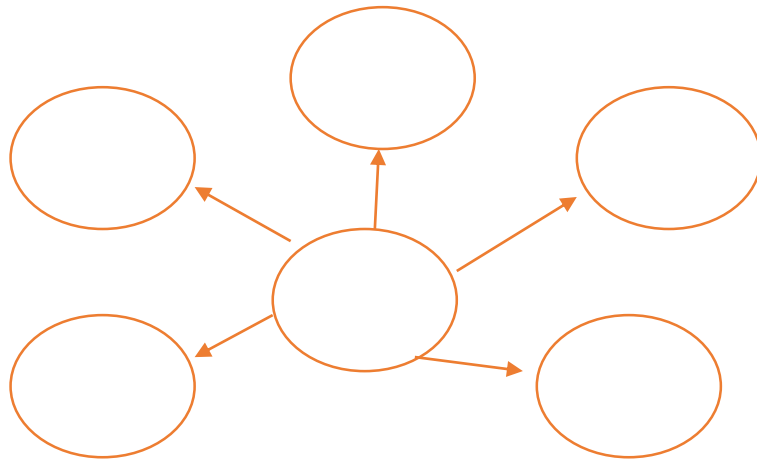
Topic: Content and Language Integrated Learning (CLIL)

Purpose: The purpose of this paragraph is to descriptive the main characteristics of CLIL.



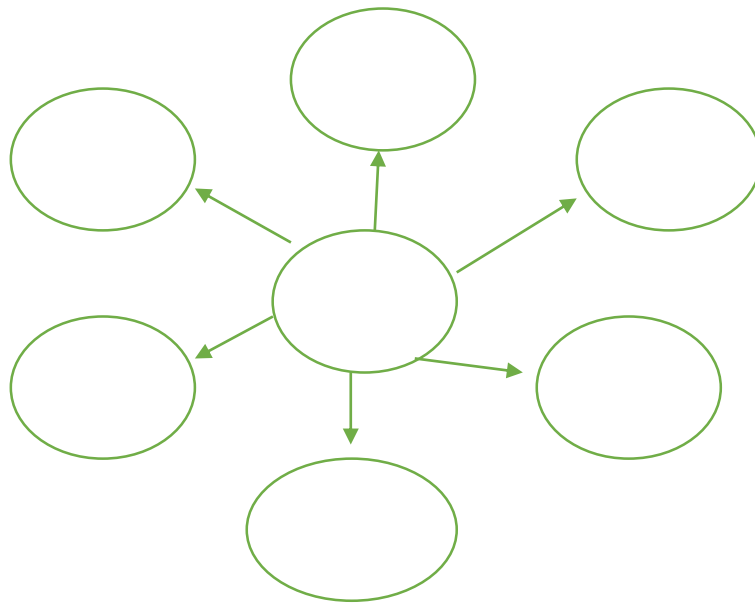
1. - Topic: Semantics and Pragmatics

Purpose:



2. - Topic: Direct Method to develop speaking skill.

Purpose:



LESSON 2: AUDIENCE

Learning outcome:

- **Identify the audience to make decisions about what and how to write a text.**

Why audience is important?

Audience makes the writer think of how best to make decisions about the type of information you should include and how to organize it by providing supporting ideas and arguments for the reader to understand what you are presenting. So, it is important to keep in mind the audience to avoid writing for yourself. It refers to identify the type of people you are writing for before doing it. It helps the writers to decide the type of language formality and the type of information you provide to make it clear.

There are some types of audience such as lay, managerial and expert audience. Lay audience has no expert knowledge. They need some background information to understand the topic. The managerial audience have some knowledge, so they will need some facts to understand. The expert audience can be the most demanding in terms of knowledge, presentation and graphics.

Pronouns

The pronouns you use in writing indicates and establishes the relationship with the audience. The pronoun “I” and “we” “you” show a close or friendly relationship with the audience. They are used in personal essays and advertisements. However, the pronoun “I” and “we” can be used in academic papers to emphasize and clarify meaning. These pronouns can be used in the abstract, introduction, discussion and conclusions. The third person can be used in the methodology and results. In a general way, the personal pronouns most used are the third person in plural and singular (she/ he / they) when writing in an academic form. Those pronouns show emphasis on the content not on the writer or audience work.

ACTIVITY 1: Look at the sentences and decide which the audience is. Then, write the appropriate personal pronouns or nouns to complete the sentences according to the audience and relationship (3 minutes).

Example:

To your spouse

You need to save money to plan our next vacation.

1. _____

a. Language curriculum is a subject that will allow to _____ to plan their classes better.

2. _____

b. It is fair that _____ promotes me to another job position because I have done a great job with clients during this year.

3. _____

c. I would like to apologize for not attending to the medical appointment, dear_____. I had an important seminar so it is possible to have another date for a checkup.

ACTIVITY 2: Read the topic and analyze the audience before writing. Then, write some ideas about the topic provided. Use adequate pronouns to express your ideas according to the audience (10 minutes).

Example:

Explain what Morphology is:

Audience: Students

Sentences: Morphology studies how words are formed. It analyzes part of the words such as root, prefixes, and affixes to form words of different parts of the speech.

1. Describe the ECRIF framework:

Audience: _____

Sentences:

2. Give an opinion about classroom management :

Audience: _____

Sentences:

3. Invite someone to a party:

Audience: _____

Sentences:

4. Explain (use your own topic) :

Audience: _____

Sentences:

LESSON 3: CLARITY

Learning Outcome:

- **Distinguish unclear sentences in paragraphs to proofread the texts.**

What clarity means?

Clarity means to write clear and concise ideas, so the reader can understand the information provided in the paragraph or text. It is indispensable that writers avoid redundancy, unnecessary words and ambiguity to provide clear ideas. Let's see some Examples:

Redundancy:

Writers need to avoid phrases like exactly the same, absolutely essential, extremely significant, very unique, basic essential, several, many, a number of, that, this, due to the fact, in order to determine (Academy 2001).

Unnecessary words:

This is because, this is important because, the fact of the matter is. (Curtin University, 2015)

Ambiguity:

It is caused by the incorrect word order and the use of vague language. To avoid it the writers need to use descriptive and precise language.

- **Also** Semantics refers to the literal meaning of words. (Incorrect).
- Semantics **also** refers to the literal meaning of words. (Correct).
- The students did the pre-service teaching practice **in this school** last year. (Incorrect).
- The students did the pre-service teaching practice in Belisario Quevedo School last year. (Correct).

Vague language

They are adjectives that provide not specific information about the nouns and they are too general. The ideas need to use descriptive adjectives that add more information about the noun.

Examples

- The **students** wrote a paper about Direct Method. It was a **good** practice during the semester (Incorrect).
- **Sofía, Marlene and Odalys** wrote a paper about Direct Method. They had an **excellent practice during the semester**. (Correct). Excellent is more precise word rather than good
- **It is used for** having a **nice** classroom environment in order to create an effective teaching and learning process. (Incorrect).
- Classroom environment creates an **effective** teaching and learning process. (Correct).
- **It is a thing** that affects students` motivation in class. (Incorrect).
- **Family problems** affect students` motivation in class. (Correct).
- **Many** strategies contribute to develop speaking skill. (Incorrect).
- **Role-play, games, interviews** contribute to develop speaking skill. (Correct).
- **It is a kind of** method that focuses on student`s learning styles (Incorrect).
- **Learner center is a method** that focuses on student`s learning styles (Correct).

So, “adding adjectives or prepositional phrases can make sentences more specific and descriptive to improve the clarity of students’ writing” (Folse et al, 2015, p 47).

ACTIVITY 1: Write some examples of specific adjectives according to the words given. There are two examples to show the task (5 minutes).

interesting	important	good	bad	hard	A lot of	different
	relevant	skilled			Many	

ACTIVITY 2: Group work: Read and analyze the sentences. Then, rewrite each sentence and improve its clarity with more descriptive and accurate adjectives or phrases. You can dropout words or phrases. Check the words that are in bold, (15 minutes).

Example:

Sentence: That teacher knows a lot about Communicative Language Approach.

Karla is an English teacher who applies the six principles of Communicative Language Approach.

1. Communicative Language Teaching is **important due to the fact that** students learn by doing **a lot of** things to interact.

2. **That is why** in this informative essay some **aspects** related to pragmatics, deixis, implicature, presupposition, entailment, speech act, and cooperative principles are mentioned **in order to** master the ways in which a language is presented **in this case English**.

3. **Some** students research **a lot of** information about Language Curriculum. **It is a kind of difficult** activity to find important information about Language Curriculum

4. **In** linguistics is divided into **different** branches **in this case I will** talk about a branch of linguistics **known** as pragmatics which **refers to** the study of the use of language focusing on the way words are used in a practical **sense**.

LESSON 4: UNITY

Learning outcome:

- **Integrate a topic sentence, supporting ideas and a concluding sentence to show unity in written paragraphs.**

Unity means each paragraph needs to have information about one main idea. It must have a topic sentence and supporting ideas and a conclude sentence in the paragraph. All of them need to stick to the key idea. There is no unity in the paragraph when the sentences are unrelated between each other. Let's learn how to write a paragraph.

WHAT IS A PARAGRAPH

A paragraph is a set of sentences, which provide a single idea about a specific topic or theme. There are three elements when writing a paragraph: the topic sentence, supporting details and the concluding sentence.

ELEMENTS OF A PARAGRAPH

1. **Topic sentence.** - It is the first sentence in a paragraph. It contains the opinion or argument as the main idea, which must be related to the thesis statement. The topic sentence is made of a topic plus controlling idea. The controlling idea limits or helps to be specific with the topic.

Examples

Topic +	Controlling idea/ point of view or argument	= Topic sentence
English teaching methods	Have changed greatly	English teaching methods have changed greatly during the last 10 years.
Oral presentations	Make students improve English speaking	Oral presentations make students improve English speaking in classes.
Pragmatics	Is fundamental to learn a foreign language	Pragmatics is fundamental to learn English
Phonology	Helps students to improve pronunciation	Phonology Helps students to improve pronunciation

Supporting ideas. - It provides information that explain reasons, examples, steps and process to support the main idea of the paragraph. It is also called propositional development.

Example:

Learning foreign languages is vital for university students. First, many Universities require two or more years of foreign languages study for graduation. Secondly, learning other languages helps us communicate with people from other countries. Also, knowing a foreign language lead to better job opportunities. Finally, for many people, studying a foreign language helps to travel around the world to meet new people and learn a different culture. All in all, studying another language helps people to have many opportunities. (SETIF UNIVERSITE, 2010)

2. **Concluding sentence.** – It is the last sentence of a paragraph. It allows the reader to know that you have finished talking about the main idea. Here, the writers can restate the main idea of the paragraph, provide an opinion, say a hope and give some advice or predict.

Examples:

a) **Concluding sentence as an opinion.**

Then, language curriculum contributes to fortify pre-service teachers' professional development.

b) **Concluding sentence as to provide a hope**

Therefore, language curriculum can make students 'reflect on the appropriate way of applying the process of methods to teach English.

c) **Concluding sentence to give advice**

Then, language curriculum subject should have 6 hours per week to practice how to plan the different micro- curriculum.

d) **Concluding sentence to restate the main idea.**

All in all, there are some fundamental reasons for pre-service teachers to study language curriculum.

ACTIVITY 1: Read the following paragraphs and select the best topic sentence. (3 minutes).

Example:

- a) **Students need to learn good time management skills to be succesful at university.**
- b) There are 24 hours to be able to complete all the activities at university
- c) There are many steps to follow to be succesful at university.

_____ . The first skill is not taking on more than you can handle. Another time management skill is reasonably, estimate the time to perform each activity with responsibility. Then, you need to prioritize activities that are necessary. Finally, you need to avoid postponing activities that later are going to be difficult to do it because of time. Therefore, it is your responsibility to manage your time to be ready to face all things at university.

Read the following paragraphs and select the best topic sentence.

- a) In the USA, many students study Spanish.
- b) It is important to learn foreign languages
- c) In Universities, people need to learn foreign languages

_____ . First, many Universities require two or more years of foreign languages study for graduation. Secondly, learning other languages helps us communicate with people from other countries. Also, knowing a foreign language lead to better job opportunities. Finally, for many people, studying a foreign language helps to travel around the world to meet new people and learn a different culture. So, studying another language helps people to have a lot of opportunities. (SETIF UNIVERSITE, 2010)

Read the following paragraphs and select the best topic sentence.

- a) The study of prefixes, suffixes and roots promotes the comprehension of a text.
- b) Understanding morphology promotes the comprehension of prefixes, suffixes and roots
- c) The manipulation of affixes can impact the ability to read

_____ . Direct instruction of specific elements of morphology help with understanding and applying word structure for decoding, spelling and extend vocabulary when reading. Learning about prefixes, suffixes and roots allow students to identify unfamiliar words to recognize meaning easily and make sense in the text (Wilson, 2005).

ACTIVITY 2: Add a tick to identify the best topic sentence (Topic+ Controlled

idea) and explain the weak ones by using these characteristics (3 minutes).

1. It is too general
2. It does not state a strong idea or argument.

Example:

- a) There are some types of prefixes.
- Topic** **controlling idea**
- b) Instruction of prefixes helps to recognize meaning in a text.

Explain the weak sentence: **It does not state a strong idea or argument.**

- a) Total Physical Response has three main characteristics that contribute to develop vocabulary.
- b) Total Physical Response is an alternative to teach.

Explain the weak sentence:

- _____
- a) Language Curriculum is a document that contains some important elements.
- b) Language Curriculum has six main elements to take into account when planning.

Explain _____ weak _____ sentence:

ACTIVITY 3: Read the topics and think of the purpose and audience. Write an appropriate topic sentence and add one topic by your own (10 minutes).

Example:

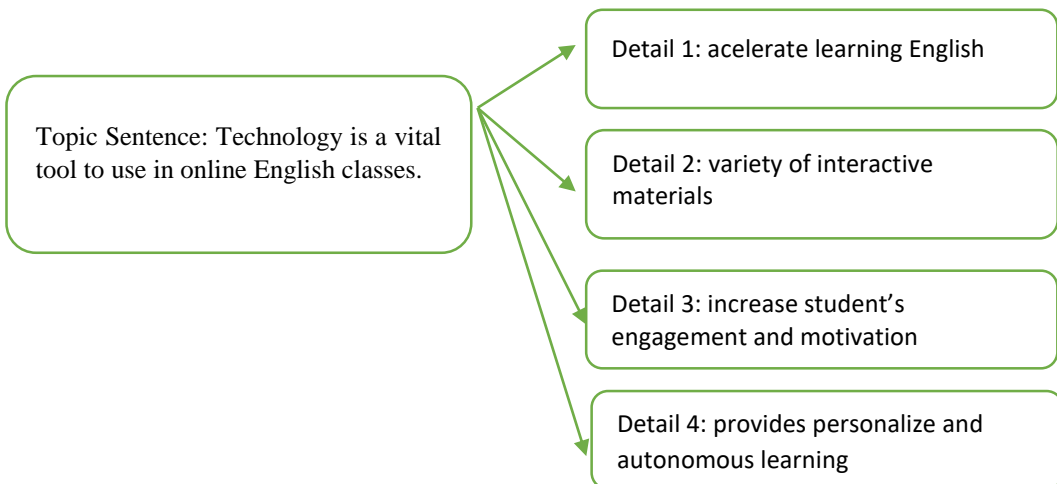
Topic:	Technology
Purpose:	To persuade readers to use technology in teaching English
Audience:	Teachers and students
Topic sentence:	Technology is a vital tool to use in online English classes.

Topic:	Task-Based Learning
Purpose:	
Audience:	
Topic sentence:	

Topic:	
Purpose:	
Audience:	
Topic sentence:	

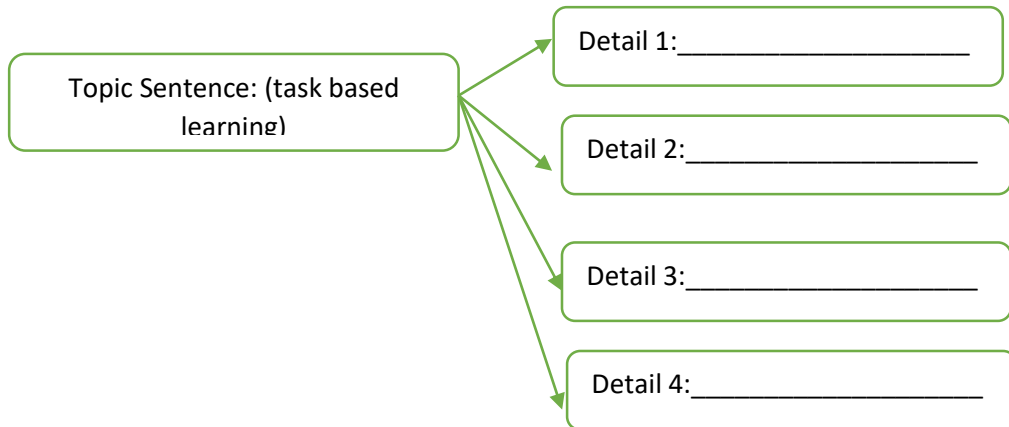
ACTIVITY 4: Write supporting ideas in the following graphic organizer using the topic sentence that you wrote in activity 3. Then, write the ideas into a paragraph and add a concluding sentence. Look at an example about supporting ideas and concluding sentences.

Example:



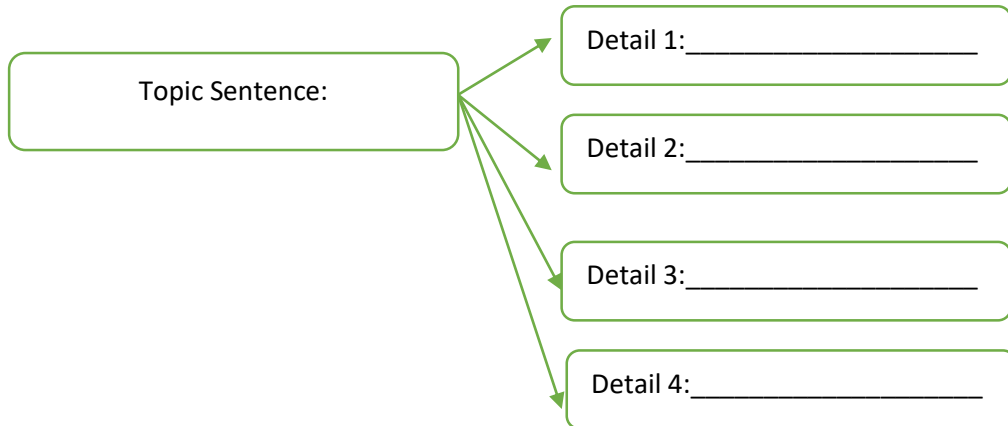
Paragraph: Technology is a vital tool to use in online English classes. First, it accelerates learning English in students due to it attracts students attention. Second, the use of a variety of interactive materials helps students to understand better the topics and practice English to consolidate their learning. Third, it increases students' engagement and motivates them to learn the language in an easy way. Finally, it provides personalize and autonomous learning, so they can continue learning without the teacher. **All in all technology is a new alternative that makes teaching English easier and motivating.**

Topic: Task-based learning



Paragraph:

Topic:



Paragraph:

ACTIVITY 5: Read the following paragraph and decide which a suitable concluding sentence is (2 minutes).

- a) In summary, language curriculum is a subject to study.
- b) All in all, there are some fundamental reasons for pre-service teachers to study language curriculum.
- c) That is why everyone loves learning Language Curriculum.

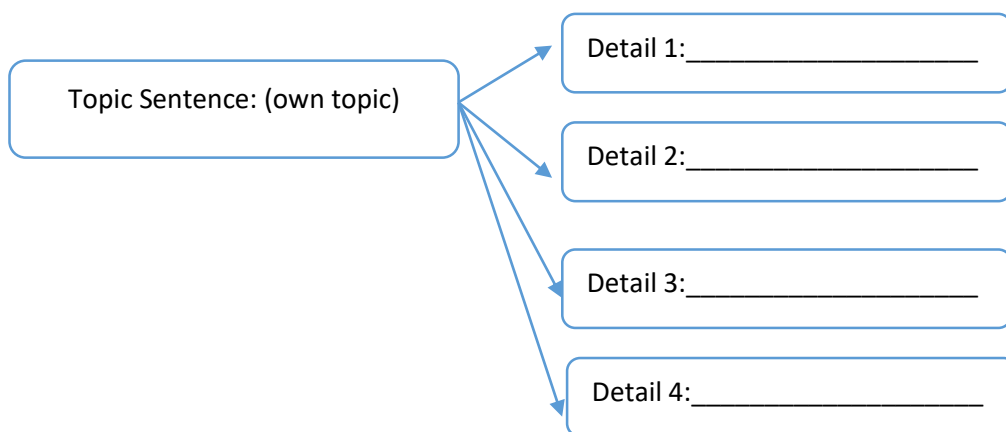
Language Curriculum is a fundamental subject to improve education standards for pre-service teachers. It provides students to learn how to plan the micro- curriculum such as annual plan, unit plan and lesson plan. Furthermore, it contributes to make students reflect on a new process to teach English and to make decisions to improve the language. Besides, this subject benefits students to enhance their knowledge on how to apply new methodology according to the EFL Language Curriculum. Consequently, learning how to do it can help students as future teachers to make better decisions on the process of teaching. _____

ACTIVITY 6: Group work: Read the paragraph below and rewrite it to organize and to express clear ideas. Remember that the paragraph needs to have the three elements: topic sentence, supporting ideas and concluding sentence. (5 minutes)

First of all, we will mention deixis, which refers to a person, object, or event focusing on a situational context. There are different fields within pragmatics. These are divided into person deixis, place deixis, and time deixis the first encodes and refers to the persons involved in a communicative act, while place deixis is about describing the spatial where the purpose is to describe the relative location of the person and objects the third of the three types of time deixis which indicates the expression of a point while the speaker is speaking (student's essay, 2020).

ACTIVITY 7: Individual activity: Write a paragraph including the three elements. Use a topic of your favorite subject that you have studied before or you are studying in this semester. Make a brainstorming before writing (15 minutes).

Topic: _____



UNIT 2: GRAMMATICAL COHESION STRATEGIES IN ACADEMIC WRITING

In this unit you will:

- Identify the concept of cohesion and grammatical cohesion strategies to relate its importance in writing
- Distinguish the use of grammatical cohesion strategies in writing
- Use appropriately the grammatical cohesion strategies in writing.

BEFORE STARTING: Let`s discuss in groups about cohesion. Then, read the concept provided and analyse it in groups. (5 minutes)

According to Halliday and Hasan (1976), “cohesion refers to the relation of meaning and grammar within a text” (p.4). Moreover, the authors define cohesion as “the set of linguistics resources that every language has to link one part of the text to another” (p.84). Thus, a text is cohesive when linguistics devices link together with adequate use of vocabulary to provide meaning to the reader. The authors classified cohesion as grammatical cohesion and lexical cohesion.

LESSON 1: TRANSITIONAL SIGNALS (Additive Words)

Learning outcome:

- Use some academic transitional signals according to each function to connect sentences and paragraphs.

DO YOU KNOW WHAT TRANSITIONAL SIGNALS MEAN?

Transitional signals refers to linking words or phrases that connect ideas between sentences and paragraphs to convey clear meaning to the reader. There are many transitional words with different functions. However, the module will cover the main academic connectors such as: add, compare and contrast ideas to show cause or effect, emphasize, order, summarize and conclude.

LIST OF TRANSITIONAL SIGNALS

Additive words. - They are used to add more information about the main idea or argument. See the following words:

ADDITIVE WORDS	EXPLANATION AND EXAMPLES
Furthermore,	<p>It can be used at the beginning or between sentences to connect ideas or paragraphs.</p> <p>Example:</p> <ul style="list-style-type: none"> • Students should study academic writing. It helps improve how to write with appropriate level of grammar and vocabulary. Furthermore, it contributes to organize their ideas better.
Additionally, In addition,	<p>It is used between two sentences to add information. It is followed by a noun, pronoun or a verb+ing.</p> <p>Example:</p> <ul style="list-style-type: none"> • Students write appropriate sentences to create a paragraph. In addition, they use a topic sentence, supporting ideas and a concluding sentence.
In addition to,	<p>Example:</p> <ul style="list-style-type: none"> • In addition to using formal vocabulary in writing, students can use transitional signals to make the text flow.
Moreover,	<p>It is used to add a different reasoning from the previous one, but it is connected with the same idea.</p> <p>Example:</p> <ul style="list-style-type: none"> • Students are not good at academic writing. They cannot organize ideas and use transitional signals appropriately. Moreover, teachers do not make students practice this skill in classes.
Besides	<p>It is used to add an extra point which is not part of your argument but it helps to convince the readers if the previous ones have not been satisfied or enough.</p> <p>Example:</p> <ul style="list-style-type: none"> • Grammar translation has some disadvantages. It uses the mother tongue to teach the language. Vocabulary is developed without any context. Furthermore, it focuses on grammar rules to teach sentences. Besides, it is a traditional method teachers do not use in classes anymore.

ACTIVITY 1: Work in groups: Use these prompts to connect ideas and write sentences using appropriate transitional signals from the chart above. You need to add some words to write the sentence (10 minutes).

Example:

Academic writing/ real examples/ students strategies/ make students practice/ improve writing skills/ each strategy/ make students practice. (In addition)

Answer: Academic writing subject provides students strategies to improve their writing skills. **In addition**, it provides real examples to make students practice each strategy.

1. / increase knowledge/ Language Curriculum / micro-curriculum planning/ adequate methods to teach / provides / right strategies teaching process. /

(Furthermore)

2. / practice this skill/ Students have problems/ writing essays/ not write paragraphs / using three elements/ they spend/ little time/ practice this skill./

(Moreover,)

3. /beneficial semantics strategy/ Synonymy/ quality of students' writing. /avoids repetition of words/formal vocabulary/ using a variety of / makes a text / more academically.

. (Besides,)

ACTIVITY 2: Read the following paragraph and rewrite it using transitional additive signals (10 minutes)

Example:

A Paragraph is a self-contained unit of a conversation in writing dealing with a particular point or idea or topic. A paragraph is composed of one or more sentences. Though it is not required by the syntax of any language, paragraphs are normally an anticipated part of formal writing, used to form longer prose. It has a topic sentence and supporting sentences that all associate nearly to the topic sentence. A good paragraph writing makes you win in any competition because of a neat and succinct explanation about the topic. (AplusTopper, 2020).

Answer:

A paragraph is a self-contained unit of a conversation in writing dealing with a particular point or idea or topic. **In addition**, a paragraph is composed of one or more sentences. Though it is not required by the syntax of any language, paragraphs are normally an anticipated part of formal writing, used to form longer prose. **Furthermore**, it has a topic sentence and supporting sentences that all associate nearly to the topic sentence. **Besides**, a good paragraph writing makes you win in any competition because of a neat and succinct explanation about the topic. (AplusTopper, 2020).

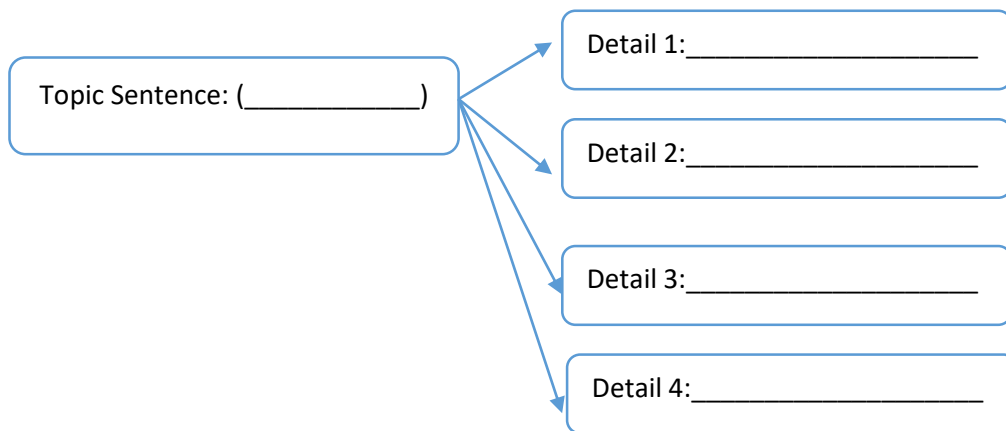
a) Read about the functions and the importance of transitions and re-write the paragraph adding words to connect ideas.

THE FUNCTION AND IMPORTANCE OF TRANSITIONS

Transition signals help you to achieve both academic writing and professional writing. They allow to convey information clearly and concisely. The use of transitions establish logical connections between sentences, paragraphs, and section of your papers. They provide the readers direction to understand your argument through what you have written. Transitions are not just verbal decorations that embellish your paper by making it sound or read better. They are words with particular meaning that tell the reader to think and react in a particular way to your ideas. In providing the reader with these important cues, transitions help readers understand the logic of how your ideas fit together. (University of North Carolina, 2021)

Paragraph

ACTIVITY 3: Select a topic you are familiar with. Do a brainstorming. Then, write your own paragraph using the three elements of a paragraph. Use linking words such as in addition, furthermore, moreover or besides in your paragraph as in the examples above (10 minutes).



Write your paragraph.

LESSON 2: REFERENCING AND INTRODUCING

Learning outcome:

- Use some referencing and introducing transitional signals to connect sentences and paragraphs.

WHAT ARE REFERENCING AND INTRODUCING TRANSITIONAL SIGNALS?

They are words that help to introduce the topic and refer to another idea in a paragraph or sentence.

LIST OF TRANSITIONAL SIGNALS FOR REFERENCING AND INTRODUCING

REFERENCING/ INTRODUCTION	EXPLANATION AND EXAMPLES
Regarding...	<p>It introduces a topic in a paragraph.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Regarding antonymy, it is used in a text to provide the opposite meaning and avoid writing the word “not”. • Students` opinions, regarding evaluation, are necessary in the teaching process.
Considering..., Concerning...	<p>It used to show that your point of view has been affected by something.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Considering students `weakness in writing, teachers propose a module to improve this skill. • Sara wrote an excellent paper, considering she is a student. • Concerning student`s point of view, they need to start practicing writing skill.
Showing similarity Similarly Equally, Likewise,	<p>They are used to show a similar argument or idea mentioned before.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Similarly, teachers consider students need to practice writing skill in classes. • Likewise, authorities believe students need to write in an academic way.
Highlighting Particularly Especially	<p>They are used to emphasize or be specific about something.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Students write particularly simple sentences in essays. • This module is especially designed for students of sixth and seventh level of the English Major.

ACTIVITY 1. Read the sentences and connect them with the linking words in the chart above (5 minutes).

Example:

Management strategies allow teachers to create a good environment in their classes. Teachers need to implement some of them to make students be ready to learn the language.

Answer: Regarding management strategies, they allow teachers to create a good environment in classes. **Considering that**, teachers need to implement some of them to make students be ready to learn the language.

1. Mr. Smith agrees students should learn transitional signals to flow the ideas in a document. Ms. Brown corroborates that transitional signals help to connect the ideas to make it more comprehensible.

2. Learner center approach focuses on students' needs and group work to learn by themselves.

3. Total Physical Respond promotes the development of speaking skill. Children are the ones who learn a lot of vocabulary to communicate using this method.

ACTIVITY 2. Read the following extract of Teaching Phonetics to enhance pronunciation in an ESL classroom written by Lekha and Prasantha (2020). Then, write your own paragraph to show your understanding regarding the extract. When you write the paragraph take into account the three elements and the linking words you have studied before. (20 minutes)

METHODS AND TECHNIQUES THAT CAN BE USED TO TEACH PRONUNCIATION

Once a teacher decides to make pronunciation an essential part of teaching, these techniques and activities can be used. Teaching pronunciation usually

has two parts. One is teaching receptive skills and the other is productive skills. When comes to the listening part of the pronunciation teaching, learners are instructed to keenly observe the changes and differences in phonemes and sounds of the words from a listening text or a sample. The more listening of the language would help the learner to transfer the thought of knowledge to apply in productive skills. To enhance pronunciation of productive skills, various activities and trainings are required. Drilling: To practice pronunciation in classroom, drilling serves as a chief technique. The origin of this technique comes from the behaviourist psychological theory where drilling helps in memorizing the form of the word and the sound of pronunciation. Drilling is also associated with 'audio-lingual' approaches to teaching pronunciation. The responsibility of the teacher is high in order to help the students pronounce the words correctly. Prompts, mime, pictures are also used by the teachers. Among the two types of drilling, choral drilling and individual drilling, the former one is normally used in the beginning by the teachers to evoke some confidence among the students and then the latter technique is used to help the teachers analyse the individual results of teaching pronunciation. Selecting randomly to do the drilling would keep the class attentive and the students at their toes.

Substitution drilling: Substitution drilling is nothing, but the activity involves a drilling structure that substitutes few items with different vocabulary but with same form of the sentence. Associating sounds with ideas: This technique of associating different sounds with some creative related ideas can help the learners to remember them easily. For example: the vowel sound [i:] can be referred to as a 'smiling' sound. A wide smile can hold this sound. By doing so the learner also remembers that it is a 'long' vowel too.

Using a phonemic chart: It helps the learners to enhance their pronunciation independently, outside the classroom. Initially some instructions can be given to the learners by the teachers in how to use the phonemic chart, etc. This chart can be used to teach the learners some new sounds and also for correcting the already known sounds.

Chaining: To teach some difficult sentences like long sentences or sentences with some complex words, the chaining technique is used by the. There are two ways to use this technique: back chain and front chain. If the teacher helps the learners by drilling the sentence from the end and progressively adding up with the complete sentence, then it is called as 'back chain'. For example: "...ruled the world; would've...; ...would've ruled...; ...I would've ruled the world; if I were a king...; If I were a king, I would've ruled the world". If the teacher drills from the beginning to the end while teaching pronunciation of a difficult sentence, it is referred to as 'front chain'. For example: "if I were a king...; if I were a king, I would've...; I

would've...; I would've ruled the world; if I were a king, I would've ruled the world.

Source: Lekha and Prasantha (2020)

Write your paragraph here:

LESSON 2: TRANSITIONAL SIGNALS (Result and Consequences)

Learning outcome:

- Use result and consequences transitional signals to connect sentences into paragraphs and to make ideas flow.

RESULT AND CONSEQUENCES	EXPLANATION AND EXAMPLES
As a result,	Connect two clauses to show result. Example: Teachers use Spanish to teach English. As a result , students are not familiarize with the language.
So	It connects one subordinate clause with an independent clause to show result or decision. Example: <ul style="list-style-type: none">• The audio lingual method uses drills, patterns and vocabulary in context. So, teachers apply it with children to make them speak.

Therefore,	<p>Therefore means “for this reason or because of this”. It relates to deduction. They connect independent and dependent clauses.</p> <p>Example:</p> <ul style="list-style-type: none"> • Creative writing uses informal and basic language. Therefore, creative writing is not an academic writing.
Consequently,	<p>Connect two clauses to show result.</p> <p>Example:</p> <ul style="list-style-type: none"> • Children learn just isolated English vocabulary at schools. Consequently, they are unable to communicate.
Thus,	<p>It is very formal in writing. Thus refers to the past. It is often used to show a conclusion.</p> <p>Example:</p> <ul style="list-style-type: none"> • Students translated Spanish ideas into English. Thus, their writing texts were awful.
Hence,	<p>Hence refers to the future. It is often used to show a conclusion.</p> <ul style="list-style-type: none"> • Teachers are not satisfied with our project. Hence, we will have to prepare a new one.
CAUSE AND EFFECT	EXPLANATION AND EXAMPLES
Because of	<p>It is used with a noun phrase.</p> <p>Example:</p> <p>Students have pronunciation problems because of the lack of practice phonemes.</p>
Due to	<p>It is used with a noun phrase.</p> <p>Example:</p> <ul style="list-style-type: none"> • Students are studying English due to the pandemic.(NP)

As a result of	<p>It is used with a noun phrase.</p> <ul style="list-style-type: none"> • Example: • Teachers learn how to use technology as a result of <u>teaching online</u>.(NP)
CONTRASTING	EXPLANATION AND EXAMPLES
However	<p>Show contrast to an idea or argument mentioned previously.</p> <p>Example:</p> <ul style="list-style-type: none"> • The direct method contributes to develop pronunciation and fluency. However, it is not enough to communicate.
Nevertheless	<p>Show contrast to an idea or argument mentioned previously.</p> <p>Example:</p> <ul style="list-style-type: none"> • Total Physical Response is a method to develop speaking skill. Nevertheless, it is not helpful to develop high levels of proficiency in learning a language
On the other hand	<p>It is used to contrast ideas to take into consideration both opinions.</p> <p>Example:</p> <ul style="list-style-type: none"> • The grammar Translation method helps to develop vocabulary and memory. On the other hand, it does not contribute to develop speaking and listening skills.
In contrast to Unlike	<p>They are used to contrast nouns phrases.</p> <p>Examples:</p> <ul style="list-style-type: none"> • In contrast to the <u>grammar translation method</u>, the direct method uses English to teach the language. • Unlike Semantics, Pragmatics study the meaning in context.

ACTIVITY 1. Write your own sentences using linking words from the chart above (10 minutes).

Example: Consequence:

Some students did not use a topic sentence, supporting ideas and a concluding sentence. Thus, they needed more practice to develop academic writing.

Result:

Consequence:

Cause and effect:

Contrasting:

ACTIVITY 2. Read the following paragraph and add the appropriate contrast, result, consequence, cause and effect words from the table above in the spaces. (5 minutes).

IMPORTANCE OF ACADEMIC WRITING

Most of the time writing is neglected because teachers and students are interested in developing speaking skill rather than writing. They do not assume the importance to develop this skill to make students succesful in their profession. (1)_____Hyland (2007) mentions that writing is advisable to improve because all people´s life will be evaluated through this ability, starting from High Education to professional life experience to be succesful. This skill will help students to formulate their ideas, arguments and persuade others through reasoning. (2)_____if students do not acquire this ability, they might not be successful in their educational responsibilities and job.

Considering this, academic writing is a tool for everybody to enhance critical thinking to be able to convey relevant information. In fact, Listyani (2018) states out that academic writing helps students to practice and consolidate their

knowledge. (3) _____ Ganobcsick (2006) points out that academic writing “assists the academic and intellectual progression of all students” (p. 11).

Apart from all the benefits presented, academic writing contributes to develop students’ level of thinking, vocabulary and reading since students have to be well - prepared on a topic to start writing. (4)_____academic writing needs to be taught in classes to grow students’ intellectual.

LESSON 3: TRANSITIONAL SIGNALS (ordering and concluding)

Learning outcome:

- Use ordering and concluding transitional signals to connect sentences into paragraphs and to make ideas flow.

FUNCTION	EXPLANATION
Ordering or listing Firstly, Secondly, Thirdly, Fourthly, Finally,	These words are used to provide order to your ideas. Examples: <ul style="list-style-type: none"> • Firstly, Students need to understand transitional signals. • Secondly, they need to practice some exercises to learn how to use them. • Thirdly, they need to write their own examples • Finally, they need to create their own paragraphs.
To conclude To summarize, In conclusion, As a final point,	They are used to end an essay and provide conclusions about the topic. Example: <ul style="list-style-type: none"> • To conclude, transitional signals provide organization and order to the ideas in a paragraph or text. As a result, the reader can understand the message.

ACTIVITY 1: Read the information and complete the picture. Then, write the correct order of transitional signals to write a paragraph. Use all elements to create the paragraph (10 minutes).

Example:

WHAT TO DO IN CASE OF EARTHQUAKE AT A SCHOOL
look at the pictures and order the steps using listing transitional signals

WHAT TO DO IN CASE OF EARTHQUAKE
Environmental emergency

STAY CALM
STAY AWAY FROM OBJECTS THAT COULD FALL
DROP, COVER AND HOLD ON
DO NOT USE ELEVATORS
USE STAIRS
HELP OTHERS

Help other students fourthly,

Use the stairs Finally,

Drop and cover yourself Thirdly,

Stay calm Firstly,

Stay away from objects that can fall Secondly,

Source: (Adapted LIVEWORKSHEETS, 2021).

There are five necessary steps that students need to learn to survive in an earthquake. First, students need to stay calm. It means that they should try to be positive and think about a possible plan that allows them to go out. Secondly, students need to stay away from objects that could fall. For instance, they have to find a place away from windows, mirrors, walls, lamps, and furniture to avoid danger and hurt yourself. Thirdly, students need to drop, cover, and hold on in a safe triangle place. Fourthly, students must avoid using the elevator, instead of that use the stairs. Finally, students must help others if they are in trouble. Overall, these steps will help students know what to do and how to act in the case of an earthquake.

a) **Read the information about writing process in the following link: <https://www.time4writing.com/writing-resources/writing-process/>. Then, write a paragraph using a topic sentence, supporting details and a**

concluding sentence using the information in the reading. Include listing transitions when writing (10 minutes).

THE WRITING PROCESS

look at the graphic and order the steps using listing transitional signals. Before listing, read the document in the link provided.

REVISING → PUBLISHING → EDITING → PREWRITNG → DRAFTING → REVISING

THE WRITING PROCESS

Done By: Abata,(2021)

Topic: Writing process.

LESSON 4: REFERENCE, SUBSTITUTION, ELLIPSIS AND CONJUNCTIONS

Learning outcome:

- Use reference, substitution, ellipsis and conjunctions to provide clear ideas in a paragraph and a text.

LET`S CHECK WHAT DO THEY REFER TO?

Halliday and Hasan (1976) described grammatical cohesion as follow:

- **Reference.** - They are words that avoid repetition in a text. They have meaning when they refer to a word mentioned before in the text. They are pronouns, demonstratives and comparatives.
- **Example:** Hey! Look at **those resources materials! They are** awesome to teach vocabulary. [Nominal Reference].
- **Example:** They students did not use the appropriate method in their teaching practices. **That** was careless. [Demonstrative Reference].
- **Substitution.** - It refers to replace words to avoid repetition. The difference between reference is that substitution is based on the words and reference in meaning. They can be nominal substitution, verbal substitution and clausal substitution. (Bahaziq, 2016).
- **Nominal substitution.** - It substitutes a noun for another noun. They are one, ones and some (Bahaziq, 2016).
- **Example:** The new English teaching methods focus on developing communication. Teachers will study **one** of them. [Substitution]
- **Verbal Substitution.** - It replaces a verb or a verb phrase for another verb such as: so, auxiliary verbs do, have and be (Bahaziq, 2016).
- **Example:** Children learn vocabulary using technology before old people **do.** (**do replace learn vocabulary using technology**).
- **Example:** Teachers do brainstorming before writing and **so do** students.
- **Example:** Adult students have been writing short paragraphs. Children should **do the same.**
- **Ellipsis.** - It means to drop out some words because the meaning is clear from the context. You can omit nouns, verbs and clauses (Bahaziq, 2016).
Example: Teachers can check the test again if students want (**them to check it again**). Verb [Ellipsis].
- **Example:** Who are using the Content and Language Integrated Learning? **Students are.** Clause [Ellipsis].
- **Conjunctions.** - They are words that help to connect ideas and write more complex sentences to avoid simplicity when writing a text. They are classified as coordinating, correlative and subordinating conjunctions.

TYPES OF CONJUNCTION	EXPLANATION AND EXAMPLES
<p>Coordinating and, nor, or, so</p>	<p>They join words, phrases or clauses with the same idea.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Silent way is a method based on teachers less talking and students more productive. • Teachers or students can apply the silent way in classes. <p>Students do not like speaking in classes nor do they like writing.</p>
<p>Correlative Both/and either/or, neither nor not only, but also</p>	<ul style="list-style-type: none"> • They are words that help connect correlated ideas. • Examples: • Both the teachers and students form part of the teaching learning process. • Students can either work in pairs or individually to complete the task. • Neither the materials nor the method are enough to learn a language. • Students not only work hard, but also learn fast.
<p>Subordinating After, although, since, because, even though, once, before.</p>	<p>They are common in academic writing. They show formal connection between ideas, and they are useful to formulate complex sentences using a main clause and subordinating clause.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Once students learn the tips for academic writing, they will improve their text. • After the CLIL method was applied, the researcher could find good results in students' learning. • Teachers have not seen students face to face since the pandemic started. <p>Although students work hard in writing, they cannot connect ideas clearly.</p>

ACTIVITY 1. Read the paragraph related to EFL and Communicative Competence in English language Teaching and underline the cohesive devices mentioned by Halliday and Hasan. Then, classify each one in the following table (5minutes). See some examples.

Reference	Substitution	Ellipsis	Conjunctions	
their	One another		and	

EFL and Communicative Competence in English Language Teaching.

In language learning, the importance of content and skills cannot be overlooked. This paper explores how the contents of learning and the skills that a learner acquires in language learning can be applied to attain efficiency in language use. The CEFR’s approach to language learning is based on the concept of plurilingualism, which is referred to as the expansion of the cultural contexts of an individual’s experience of language and their ability to flexibly accommodate their language use to different interlocutors, in other words, gaining communicative competence (Common European Framework, 4). The CEFR also defines learners as social agents, who form different relationships in different overlapping social clusters that enable them to form an identity (1). This is in line with Vygotsky’s Zone of Proximal Development, where ‘those with some knowledge, even slight, may use it to help those with none to communicate by mediating between individuals with no common language’ (4). In this project, although the students will be working individually on their various speeches, they will be getting feedback from both me, the teacher, as well as from one another. This constructive feedback aims to help the students improve in their learning process.

The core contents of English language learning at the level I teach, English 7, are threefold: content and communication, reception and Production and interaction. In order to achieve these, language education should be based on developing a linguistic repertory, which enables the learners to develop plurilingual competence (5). To achieve this, the CEFR suggests an action-oriented approach which considers ‘the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent’ (9). Since one of the aims of the project is for the learners to attain communicative competence, the different components of communicative competence will, hence, be incorporated in the learning outcomes. The aim of this project is in alignment with the literacies that students need to learn, and these are grouped under four different focal points, language, information, connections and re-design (Dudeny et al 2013, 5).

Source: Folashade (2020).

ACTIVITY 2. Read the following sentences and rewrite them using reference, substitution, ellipsis or conjunctions according to each necessity (10 minutes).

SENTENCE	REWRITE THE SENTENCE
<p>Stephen Krashen developed the idea of affective filter. The ideas and theories he provided have been influenced in the field of Teaching English as a Foreign language.</p>	<p>Example: Stephen Krashen developed the idea of affective filter. These ideas and theories have been influenced in the field of Teaching English as a Foreign language.</p>
<p>Affective filter is a psychological emotion in learners. Learners need to have a high affective filter to learn a language. Learners should be safe and comfortable in the learning environment with high level of motivation and self-confidence in order to participate in learning activities and learn a language.</p>	
<p>There are some strategies to help students feel comfortable in classes. The teacher must make students get to know each students. The teachers have to correct mistakes without embarrassing students. They will ensure students to participate actively in the learning process.</p>	

ACTIVITY 3. Read the following paragraph from a student’s essay. Rewrite making it more understandable. Use reference, substitution as needed (10 minutes).

There are many strategies that teachers can apply to teach meaning in English. First, hyponymy, **which is used to designate a particular member of a broader class**. For instance, students can realize that cat and dog are hyponyms of the world animal. Hence, students are going to learn the meaning of the word connecting the subgroups of that word without any problem. Second, connotation, which helps students to connect the meaning of the word with feelings or experiences. For instance, students can relate the word “snake” with definitions such as dangerous, evil, or poisonous because they have some experience with it. Finally, synonyms are different words that have the same meaning. Therefore if the student does not understand the meaning of a word, through its synonyms he will be able to identify its definition, by a word he already knows. For example, the word "gorgeous" cannot be understood at the first time, but if someone tells you that the word means "beautiful" it will be easy to understand. To sum up, the teacher should apply these strategies to make sure the students understanding the meaning of the words in English.

Source: (Portilla, 2021)

Paragraph:

UNIT 3: LEXICAL COHESION

In this unit you will:

- Identify the different lexical cohesion to use when writing academic texts.
- Use some academic synonymy, antonyms, and collocations appropriately.

BEFORE STARTING: Let`s discuss in groups about lexical cohesion.

- **Do you know what lexical cohesion is?**
- **Do you consider important to use it in academic writing?**
- **Do you use lexical cohesion when you write?**

WHAT IS LEXICAL COHESION?

It focuses on the selection of words to stick the ideas in a text to convey specific and understandable meaning. The main lexical cohesion are synonyms, antonyms and collocations. This unit presents synonyms and antonyms related to adjectives, adverbs and verbs. It also presents collocations about verb –preposition, verb-noun and adjective preposition.

LESSON 1: SYNONYMY

Learning outcome:

- **Select the appropriate synonyms to use in an academic text.**


WHAT IS SYNONYMY?

Synonymy is part of the semantic relation in Semantics. It shows the connection or close meaning between words. The use of synonymy contributes to provide an adequate level of formality when writing academically. So, it is relevant to use a variety of synonyms because they provide variety and interest to the reader. On the other hand, Bailey (2003) states that synonyms do not always mean the same, so it is fundamental to select the appropriate ones to not changing the register. Let's see some examples of academic synonymy related to verbs, adjectives and adverbs.

ACADEMIC SYNONYM ADJECTIVES

Khoo (2005) states that academic texts depend on adjectives and adverbs to communicate the ideas meaningfully and effectively. So, the use of them are necessary to convey clear meaning. Use these adjectives to make your writing more formal.

LIST OF SOME ACADEMIC ADJECTIVES




INFORMAL ADJECTIVE	SYNONYMY	SYNONYMY
difficult	arduous	laborious
good	suitable	beneficial
different	distinctive	diverse
bad	ineffective	inappropriate
important	crucial	essential
acceptable	appropriate	sufficient
positive	certain	assertive

Source: (Khoo, 2005)

ACADEMIC SYNONYM ADVERBS

Even though adverbs are not used a lot in academic writing. There is sometimes the necessity to use some of them to be specific in meaning (Khoo, 2005).

LIST OF SOME ACADEMIC SYNONYMYS ADVERBS



SYNONYMY	SYNONYMY	SYNONYMY
extremely	very	even
only	particularly	especially
generally	probably	relatively
clearly	evidently	precisely
presumably	apparently	probably
significantly	undoubtedly	essentially

Source: (Khoo, 2005)

ACADEMIC VERBS

Verbs are the action of sentences, so they show the intention of something. They provide specific meaning. Therefore, it is essential for students to use specific verbs and synonyms in academic writing to make clear meaning and produce formal styles.

LIST OF SOME ACADEMIC VERBS			
analyze	approach	assess	assume
derive	distribute	establish	estimate
reflect	relate	refer	exclude
review	result	reveal	restate
clarify	explain	detect	select
transfer	access	attribute	convey
require	achieve	conclude	confirm

Source: (Bailey, 2003)

ACTIVITY 1: Write the synonyms of the verbs provided in the table. Use [this link](https://www.thesaurus.com/browse/clarified) to find the synonyms: <https://www.thesaurus.com/browse/clarified> (10 minutes). See one example.

Academic Verb	1 synonymy	2 synonymy	3 synonymy
1. analyze	examine	consider	interpret
2. develop			
3. show			
4. review			
5. explain			
6. refer			
7. conclude			
8. result			
9. achieve			
10. select			

ACTIVITY 2: Select the formal alternative of adjectives, verbs and nouns to complete the sentence (5 minutes). See one example.

1. The aim of this study is to ___*analyze*___ **analyze/ study** the semantic relationship of the use of vocabulary in ___*scholars'* ___ **students' / scholars'** writing.
2. It focuses on the _____ **effective / good** use of synonymous and antonymous when writing.
3. This research _____ **reveals / shows** _____ **important/ significant** evidence on how to _____ **improve / advance** vocabulary by teaching synonymous and antonymous.
4. The use of hyponymy was _____ **difficult / laborious** to detect in the paragraphs.
5. The _____ **results / findings** demonstrate learners expand their formal vocabulary in their writing tasks.
6. The Discourse analysis _____ **evidently/ really** examine the language use by learners in a spoken or written form.

ACTIVITY 3: Read the paragraph and replace the words that are underline with appropriate synonymous (5 minutes). See the example.

SUITABLE

When most teachers think of the (1) good way to teach a language, they might think of methods and techniques to (2) develop speaking. However, speaking is not only enough to learn a language but also listening, reading and writing are very (3) important to communicate. Listening is considered (4) a good alternative to start the input in students because they need to familiarize with the (5) different ways to sound and mean words. Writing is another (6) important skill to learn and (7) transmit ideas. So, teachers need to teach (8) clearly the writing process as a method.

LESSON 2: ANTONYMY

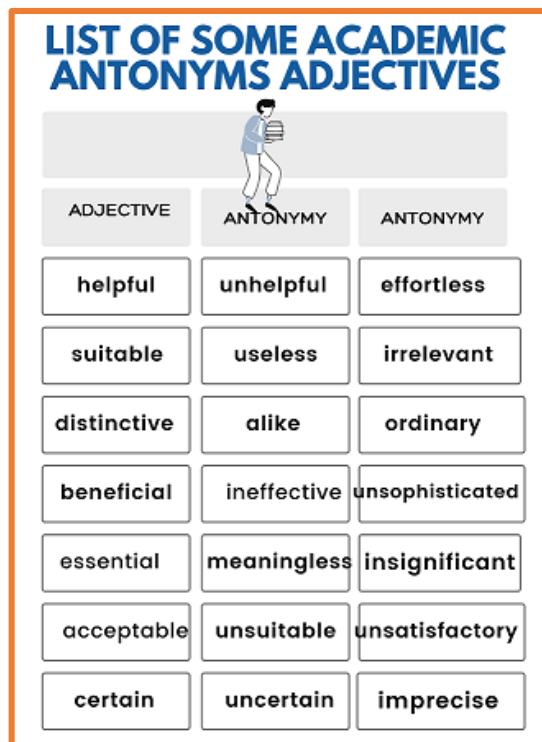
Learning outcome:

- Select the appropriate antonyms to expand vocabulary in an academic context.

What is Antonymy?

Antonyms are words that show the opposite meaning and avoid the use of the word “NOT”. This word is uncommonly use in academic writing. Thus, it is important to use opposite words of adjectives and adverbs. The use of antonyms aligns the text to be more formal. Let’s see some antonyms.

ANTONYMS ADJECTIVES



ADJECTIVE	ANTONYMY	ANTONYMY
helpful	unhelpful	effortless
suitable	useless	irrelevant
distinctive	alike	ordinary
beneficial	ineffective	unsophisticated
essential	meaningless	insignificant
acceptable	unsuitable	unsatisfactory
certain	uncertain	imprecise


(Thesaurus dictionary.com, 2021)

ANTONYMS ADVERBS

LIST OF SOME ACADEMIC ANTONYMS ADVERBS		
ADVERBS	ANTONYMY	ANTONYMY
extremely	incompletely	moderately
adequately	inadequately	insufficiently
probably	uncertain	unlikely
clearly	doubtfully	questionably
significantly	unnecessary	meaningless

Source: (Thesaurus dictionary.com, 2021)

ACTIVITY 1: Match the words with the opposite. See the example.



Opposite words

Draw a line to match the word on the left to its opposite.

clearly	•		•	effortless
difficult	•		•	unlikely
acceptable	•		•	meaningless
suitable	•		•	inadequately
significantly	•		•	questionably
essential	•		•	uncertain
certain	•		•	unsatisfactory
adequately	•		•	unsuitable
probably	•		•	unnecessary

Source: (Adapted CANVA, 2021)

ACTIVITY 2: Write sentences using the antonyms you matched in the above chart. Use topics according to the area you are studying in this semester (10 minutes).

Example:

The information about curriculum approaches are **questionably** in the process of formulating a suitable curriculum.

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY 3: Read the following paragraph and write the opposite words that are underlined (10 minutes). Look at the example.

ineffective

Standardized test are (1) beneficial types of evaluation to measure students' knowledge related to the use of language. They can produce (2) motivation in students. In spite of many training hours, they usually feel (3) ready to do it in a suitable way. One of the main problems is the time. Some students manage the time (4) adequately. Consequently, they cannot answer all the questions or their answers are (5) precise. They think that teachers provide (6) sufficient time.

LESSON 3: COLLOCATIONS

Learning outcomes:

- **Distinguish 3 types of collocation: verb-preposition, verb-noun, and adjective-preposition to fortify academic writing.**
- **Use verb-preposition, verb-noun, and adjective-preposition collocations to fortify academic writing.**

What is a collocation?

A collocation is a group of words that are put together to create a specific. It avoids that the combinations sounds awkward or wrong.

VERB - PREPOSITION COLLOCATIONS

Verbs-preposition collocations are more common in academic writing rather than phrasal verbs. They provide both accuracy and fluency in the language and avoid misunderstanding in readers. Therefore, it is necessary to help students to get familiar with the use of these verbs (Seilhamer, 2011). Let's see some examples:

TO	Adapt to	Connect to	Access to	Reply to	Allow to	Design to
FOR	Apply for	Ask for	Prepare for	Search for	Pay for	Care for
AT	Point at	Aim at				
ABOUT	Think about	Concern about	Worry about	Forget about	Decide about	
IN	Result in	Engage in	Involve in	Participate in	Implicate in	Specialize in
WITH	Agree with	Associate with	Coincide with	Deal with	Provide with	Compare with
ON	Depend on	Concentrate on	Insist on	Work on	Report on	Impact on
OF	Consist of	Approve of	Think of	Compose of	Convince of	
FROM	Prevent from	Infer from				

Source: (Smith, 2021; University of New Zealand, 2020)

ACTIVITY 1: Complete the sentences with the correct preposition the table above. See the example (5 minutes).

1. This study respond **to** students' necessity to improve academic writing.
2. This new learning process involves students ___ an active participation through exercises.
3. The exercises engage students ____ a practical learning process.
4. This research aims_____ examine the type of vocabulary scholars use in their writing.
5. The results are associated _____ Smith's research.
6. Technology gives access ____ learners to practice a variety of exercises.
7. The teacher always decides _____ the type of information students need to learn.
8. This investigation will impact ____ the way students write their essays.
9. The module points ___ academic topics, so students get familiar ___easily.
10. The activities consist ___completing exercises and writing examples.

VERB-NOUN COLLOCATION

Verb-noun collocations are group of words that stick together using a verb and a noun to sound natural. They make a contribution to provide with specific meaning to the reader when writing academically. Let's see some examples:

take	make	Give / provide	increase	use
a role	a comment	a presentation	awarness	a method
initiative	a contribution	an explanation	interest	a theory
responsibility	a distinction	an indication	level	a concept
an approach	a recommendation	an overview	importance	resources
into consideration	an assessment	access (to)	tendency	data
precedence	a transition	emphasis	competition	format
	an impact	evidence	demand	procedure
	an assumption	feedback	production	a source
	explicit	priority		criteria
	judgement	information		analysis

Source: (Smith, 2021)

ACTIVITY 1: Read the phrase and complete with the correct verb. See one example. (2 minutes).

1. take into consideration
2. a contribution
3. an explanation
4. level
5. a theory
6. responsibility
7. a comment
8. emphasis
9. awarness
10. procedure

ACTIVITY 2: Complete the following paragraph with the appropriate verb-noun collocation. See one example. (5 minutes)

Pre-service teachers need to (1) **_take_** responsibility to apply methods to develop communicative skills. This application will (2) _____ a contribution to develop students' fluency and use of language naturally. So, future teachers must (3) _____ priority to apply meaningful task to (4) _____ an impact in students production. The (5) _____ **of** methods (6) _____ **the** level of students in learning the Language. Therefore, teachers need to (7) _____ a clear explanation about the Communicative language Teaching, Learner-Centre Approach- Critical Thinking and Content Language Integrated Learning (CLIL).

ADJECTIVE-PREPOSITION COLLOCATION

It is necessary that students learned collocations not only with verbs and nouns, but also with adjectives because they show a better connection and understanding.

According to	Capable of	Familiar with
Associated with	Characteristics of	Interested in
Aware of	Composed of	Popular with
Based on	Different from	Prior to
Beneficial to	Essential to	Responsable / famous for
Serious about	Suitable for	Understanding of

Source: (Smith, 2021)

ACTIVITY 1: Write the correct preposition according to the adjective. See one example (5 minutes).

1. Noam Chomsky is famous **_for_** its Generative Grammar Theory. Learner-centered approach is associated _____ different kind of methods that focuses on communication.
2. Suggestopidea is different _____ Silent method. It focuses on music to make students relaxed in classes.
3. Total physical response is quite popular _____ children. It makes students learn by moving.
4. Teachers need to teach vocabulary prior _____ produce communication.

ACTIVITY 2. Write sentences using the information about “simple paragraph” in the following link <https://literarydevices.net/simple-paragraph/>. Use collocations with verbs-preposition and nouns and adjectives as needed to re-write your sentences.

Example: idea from the text.

“A paragraph contains a group of sentences intertwined with each other to discuss, or debate, or explain a central idea” (Literary devices, 2021)

Your Sentence:

A paragraph **consists of** a group of sentences that **give an explanation** of the central idea.

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT 4: ESSAY OUTLINING

In this unit you will:

- Distinguish the essay outlining to organize information in paragraphs.

BEFORE STARTING: Let’s discuss in groups about outline.

- **Do you know what outline means?**
- **Do you consider important to use an outline in academic writing?**
- **Do you follow an outline when you write?**

LESSON 1: OUTLINE

- **Learning outcome:**
- To write the introduction, thesis statement and conclusion to create an academic essay.

What is an academic essay?

It is a formal written document that provides clear and concise information to understand easily. The most common purpose in academic writing is to explain an argument, theories, research or findings to persuade readers that your explanation can help to learn or to solve a problem. Then, it is necessary to follow an outline.

What is an outline in academic writing?

An outline is a useful tool in the process of writing. It can help students to plan and organize their ideas coherently or in a logical order. It shows topics and supporting ideas that must be covered in each paragraph. This process takes time and patience to perfect so, students need to practice to enhance the ability to write. There are three main steps in the essay outline.

1. Introduction
2. Body paragraphs
3. concluding paragraph

INTRODUCTION. - The purpose of the Introduction is to give the reader a clear idea about what the essay will cover. It should provide a hook, background information on the specific problem or issue and present the thesis statement or main argument.

The hook is a strong statement, anecdote, surprising statistics or question to catch the reader's attention. It is the first sentence in the introduction.

Example:

- Communicative Language Teaching has impacted the English teaching process.
- How much do you know about Communicative Language Teaching?
- Do you use Communicative Language Teaching?
- The invention of Braille was a history point that changed blind people's life.

The background provides a general idea about the topic or a particular problem to make the readers understand what will cover the essay. It can present historical or social context, a summary of relevant theories or research about the topic of key definitions.

Example:

“The writing system of raised dots used by blind and visually impaired people was developed by Louis Braille in nineteenth-century France. In a society that did not value disabled people in general, blindness was particularly stigmatized, and lack of access to reading and writing was a significant barrier to social participation. The idea of tactile reading was not entirely new, but existing methods based on sighted systems were difficult to learn and use” (McCombes, 2021).

The thesis statement is the most important part of the introduction. It narrows the topic and it must include:

- your specific topic
- your claim, argument or your position
- your reasons or evidence to explain your position.

Example:

“Braille was a new accessibility tool which not only provided practical benefits, but also helped to change the cultural status of blindness” (McCombes, 2021).

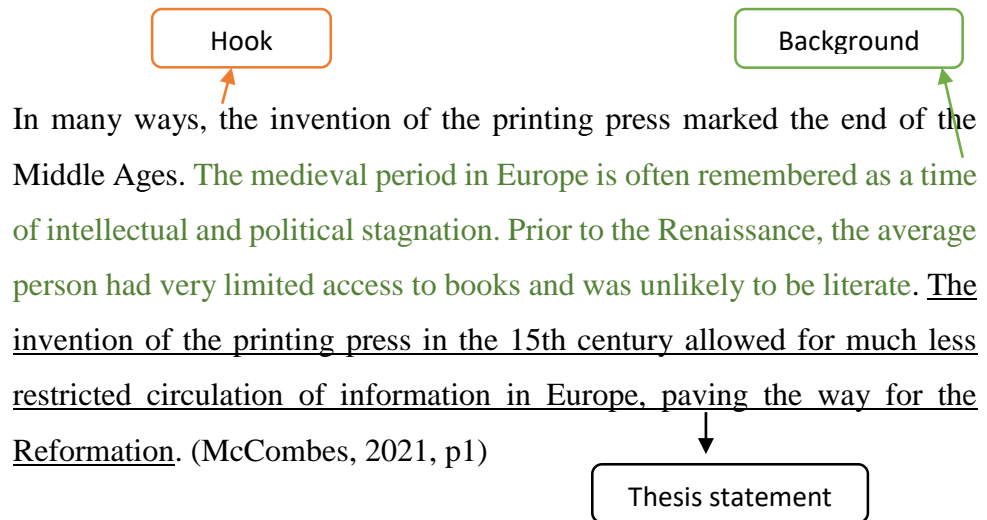
TYPES OF ESSAYS

Expository or argumentative essays are the most common to develop at universities because they are more scientific and objectives.

EXPOSITORY ESSAYS

It is used to explain a subject or topic by providing clear information and facts to make the reader understand about the content. It must include valid information and evidence to make the topic clear. In this type of essay, personal opinions or views about the topic is irrelevant. The objective of this essay is to inform or educate the audience with valid information.

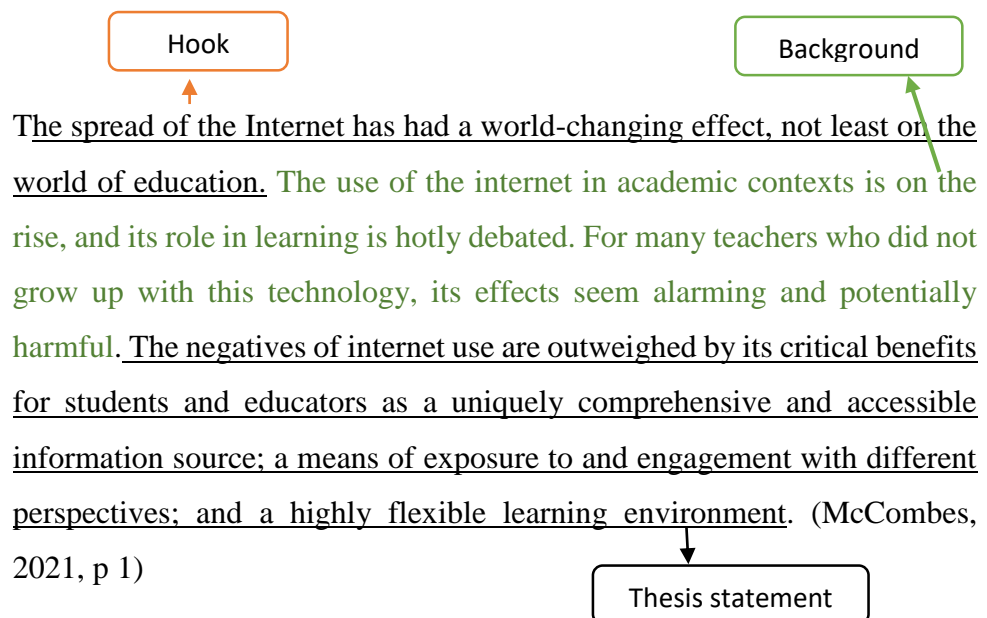
EXAMPLE OF EXPOSITORY INTRODUCTION



ARGUMENTATIVE ESSAYS

This type of essay presents evidence and facts to support your argument or point of view. The purpose of this essay is to convince or persuade readers to agree with your argument.

EXAMPLE OF ARGUMENTATIVE INTRODUCTION.



BODY PARAGRAPHS

They present the reasons, evidences or explanations of the thesis statement. Each paragraph has a topic sentence that support the reasons of the thesis statement using facts, data, examples and logical reasoning.

Example:

Topic sentence

Supporting ideas- evidence

A benefit of Internet is to have access to comprehensible and useful information source. One common resources all students use is Wikipedia due to it has understandable information about topics. Its prevalence among students is not exaggerated; a survey found that the vast majority of the students surveyed used Wikipedia (Head & Eisenberg, 2010). This point is treated as self-evident by many teachers, but Wikipedia itself explicitly encourages students to look into other sources. Its articles often provide references to academic publications and include warning notes where citations are missing; the site's own guidelines for research make clear that it should be used as a starting point, emphasizing that users should always "read the references and check whether they really do support what the article says" ("Wikipedia: Research ing with Wikipedia, 2020). Indeed, for many students, Wikipedia is their first encounter with the concepts of citation and referencing. The use of Wikipedia therefore has a positive side that merits deeper consideration than it often receives. (McCombes, 2021, p1)

Concluding sentence

CONCLUDING PARAGRAPH

It is the last paragraph of the academic essay. It restates your thesis statement and main reasons discussed in the whole essay. You can make a prediction, suggestions or recommendations about the topic.

Example:

Summary

The internet has had a major positive impact on the world of education. Its value is evident in numerous applications, web pages, and articles, didactic resources to support an interactive and engaging teaching. The future of teaching lies on virtual education and Internet opens the facility to have communication, research to improve digital education. Hence, educators need to manage how to surf the Internet to focus on its potential for education. (McCombes, 2021, p1)

Prediction and suggestions

ACTIVITY 1. Write in the parenthesis the appropriate type of hook:

- Question
- Statistics
- Strong statement.

Example:

- Educators around the world are prepared to face virtual education. (**Strong statement**)
- Seventy percent of teenagers are not responsible for virtual education.
1 (_____)
- Do you learn more in virtual or face-to-face classes? 2 (_____)
- Virtual classes has affected the level of student`s English pronunciation.
3 (_____)
- Virtual Education has helped the eighty percent of teachers to improve in the use of technology. 4 (_____)

ACTIVITY 2. Read the topics and write an appropriate hook.

Example: Academic essay (statistic)

The forty percent of university students have troubles to write an academic essay.

1. Topic: Classroom management (statistic)

Topic: Educational platforms (strong statement)

Topic: Google classroom (question)

ACTIVITY 3. Read the following background and underline the context and the problem.

The world is currently facing a serious and growing problem in virtual education in all levels. Over the past forty years, students from Ecuador have been studying face-to-face. However, the way of teaching has changed due to the pandemic. Students are learning in a virtual mode and it has

contributed to social, educational instability and low learning. Virtual learning can be successful if students learn to be autonomous learners and responsible for the amount of time they are connected virtually with the teacher. It will contribute to increase students' knowledge and see virtual education as an option for the future.

ACTIVITY 4. Select a topic from activity 2 or another you prefer to write the hook and the background of your topic.

ACTIVITY 5. Read the following thesis statement and decide if the thesis statement covers the three following elements. Write the information in each element.

Example:

Thesis statement: Virtual learning can be successful if students learn to be autonomous learners and responsible for the amount of time they are connected virtually with the teacher. It will contribute to increase students' knowledge and see virtual education as an option for the future to make students learn and work in a flexible time.

Topic: Virtual learning

Argument: teaching students to be autonomous learners and responsible for the amount of time they are connected virtually with the teacher.

Reasons: It will contribute to increase students' knowledge and see virtual education as an option for the future to make students learn and work in a flexible time.

Thesis statement: Google Classroom helps teachers to carry out their teaching process in an innovative way. It permits teachers to use a variety of didactic resources to make students interact and learn efficiently.

Topic: _____

Argument: _____

Reasons: _____

ACTIVITY 6. Write the topic sentences for each paragraph, taking into account the reasons of the thesis statement in activity 5

Example:

Thesis statement: Virtual learning can be successful if students learn to be autonomous learners and responsible for the amount of time they are connected virtually with the teacher. It will contribute to increase students' knowledge and see virtual education as an option for the future to make students learn and work in a flexible time.

1. **Topic sentence:** Virtual learning contributes to increase students' knowledge.
2. **Topic sentence:** Virtual learning is an option for future education to make students learn and work in a flexible time.

Thesis statement: Google Classroom helps teachers to carry out their teaching process in an innovative way. It permits teachers to use a variety of didactic resources to make students interact and learn efficiently.

1. Topic sentence _____

ACTIVITY 7. Read the following essay. Underline and write the elements for writing an academic essay.

Test Anxiety in University Students

“One hundred percent of university students are evaluated by test or examinations to see part or even all the level of knowledge they have acquired during the learning process. As Burns (2004, p. 120) noted, examination results can determine if a student passes a course or can progress into further study, and may even influence employment opportunities. Understandably, educators are concerned that examinations are a fair indication of a student's knowledge. One area of special interest is the role anxiety plays in relation to examination performance. Test anxiety leads to the development of interfering thoughts, which prevent a proper focus on examination tasks.

Test anxiety is the first factor that interferes in the performance of taking a quality test. It is normally understood as a form of debilitating anxiety, although how it is measured varies. Early research indicated there were two forms of test anxiety: facilitative and debilitating. Facilitative anxiety is understood as a type of anxiety that students recognize as being helpful. For example, students answer positively to a question such as “Nervousness during a test helps me to do better” (Alpert & Haber, 1960, p. 213). Facilitative anxiety helps students succeed and has been found to be present in students with better results in tests of all kinds (Hembree, 1988, p. 59). However, since the 1960s, it is debilitating anxiety that has come to be called ‘test anxiety’. It is defined by Sarason (1984) as the anxiety experienced in “one important definable class of threatening situations, those in which people are evaluated” (p. 929).

To conclude, the impact of anxiety on examinations has been very closely studied for a long time. There is general acceptance that debilitating anxiety negatively impacts examination performance slightly and that it does so via an interference mechanism in which task-irrelevant thoughts undermine a student’s ability to recall previously learned material. Then, Test anxiety appears to have its greatest impact in difficult examinations and in earlier years of a degree program, so teachers need to do formative evaluation to see real result in learning”

Source: (Turner et al, 2011).

ACTIVITY 8. Select your own topic and write an academic essay, taking into account all the elements.

2.4.3 Premises for its implementation

It is fundamental to implement the module since the implementation can contribute to check whether it works or not and how to improve it so the researcher can have better results in the development of students writing. Thus, the implementation should carry out some premises:

- The module must be presented in the Faculty Broad of Pujilì Campus to be approved legally as a teaching material for the English Major.
- The content of the module must be incorporated to the syllabus of the Academic Writing subject.
- The module needs to be implemented in the Academic Reading and Writing subject during two months to valid the results of the pedagogical proposal with 2 hours per week and 5 autonomous work.
- The module can be implemented through workshops during 2 hours each week for ten weeks to valid the results and the relevance of the topics and the activities.
- It is essential to apply a pre-test and post-test to verify the impact of the proposal in students' academic writing. Based on these results, the module can be improved.
- Use the learning objectives to create rubrics to assess objectively the students' works.

2.5 Chapter II Conclusions

Regarding the second chapter, there are the following conclusions:

- The students have a low level of academic writing. The analysis of the students' essay allow the researcher to determine that students do not know how to apply coherence and cohesion elements when writing.
- Students' main problems are in writing paragraphs because of the lack of organization. They use basic vocabulary and misunderstand the use of transitional signals. Furthermore, they have troubles in how to do the outlining.
- It is necessary to use the module as pedagogical alternative to solve students' lack of academic writing. It contributes to develop coherence and cohesion strategies to make a text more understandable. The topics and the activities make learners to understand concepts about coherence and cohesion and practice them with real examples using contents of other subjects in the English Major, which is a proposal that differ from books.

CHAPTER III APPLICATION AND VALIDATION OF THE PROPOSAL

3.1 Expert's Evaluation

The pedagogical proposal evaluation was valid by an expert in the area of English and experience in writing. The expert evaluator' experience and work has contributed to valid the Module of Cohesion and Coherence strategies for academic writing in English pre- service teachers. The instrument used to valid the module contains the following criteria. (a) The teaching material constitutes a valid contribution to the field. (b) The teaching material is the result of an advanced research process. (c) It is properly structure in the relation to the topic. (d) The originality and reflections give value to the proposal. (e)The reference are relevant and up-to-date. (f) The research topic is appropriate. (g) The proposal has the expected qualities for the level of training. (h) The graphic illustrations are relevant and clarify. (i) The dissertation embraces a clear and precise introduction on the objectives along the dissertation. (j) The length of the dissertation is appropriate and the objectives. (k) The dissertation provides contributions regarding methodological proposal and conceptualization. (l) The objectives and the results show harmony. The level of mastery are qualitative such as excellent, good and terrible.

The expert evaluator was Rodrigo Tovar Viera who is Master in Applied Linguistics to Bilingual Teaching Spanish and English. The expert is also a PhD (c) in Applied Linguistics to Teaching English at Szeged, Hungria. He works at Technical University of Cotopaxi for 16 years. He has published articles related to analysis of abstracts written by Ecuadorian and American authors. The expert evaluated the pedagogical proposal, taking into account the criteria and the mastery of level described above. The expert evaluated the literal (a, c, d, e, f, i, j, k, l) as excellent

and the literals (b, g, h) as good. Furthermore, the expert needed to comment on statements about temporality, content and selectivity.

Regarding temporality, the expert commented that “the learning material reflects a linear, analytical reflective and critical methodological process in applied linguistics. It states the problem and makes use of appropriate methods to turn theory into practical exercises to develop academic writing skill”. Related to content, the expert mentioned “the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers”. About selectivity, the expert said that “the learning material attempts to close one of the many research gaps in the field of academic writing in undergraduate students and the impact is local”. He suggests as general comments to revise the lexical and grammatical choices used to develop academic writing.

3.2 User’s Evaluation

The pedagogical implementation evaluated three user’s evaluators. The main purpose is to value the usefulness of the Module of Cohesion and Coherence strategies for academic writing in English pre- service teachers to be applied as a material to use to enhance academic writing. The evaluation was qualitative. The rubric to evaluate the module had the following criteria. (a) The teaching material constitutes a valid contribution to the field. (b) The teaching material is the result of an advanced research process. (c) The originality of the contributions and reflections of the author provides value to the proposal. (d) The proposal has the expected qualities for the level of training. (e) The graphic illustrations are relevant and clarify. (f) The objectives in the proposal show harmony with the results. The levels of mastery to use are excellent, acceptable and deficient.

The first user’s evaluator was Magister José Ignacio Andrade Moran. He is an English teacher at the English Major at the Technical University of Cotopaxi with five years of experience teaching English. He has a Master degree in Teaching English as Foreign Language. The user’s evaluator provided to all criteria describe above as excellent. The evaluator also made some comments related to the content and impact of the module. He said that the content of the proposal “is well structure, understandable and easy to manage and work with. The proposal contains different

types of activities and clear instructions to be applied with students and carry out by the teachers”. The evaluator mentioned that “the impact is regional and he recommended to share with more English teachers who teach subjects related to writing skill”.

The second user’s evaluator was Magister Marcia Janeth Chiluisa Chiluisa. She is an English teacher at the English Major at Technical University of Cotopaxi for about 15 years. She has a master degree in “*Docencia Universitaria y Administraciòn Educativa*”. The user’s evaluator also provided to all criteria describe above as excellent. Furthermore, the evaluator made some comments on the content. She said that the proposal is significant because it can contribute that students develop academic writing skills in a regional impact”.

Similarly, five students of the seventh level from the English Major at Technical University of Cotopaxi evaluated the pedagogical proposal. They were Odalys Vega, Rodrigo Suarez, Santiago Araque, Marlene Yupangui, and Adamary Portilla. The researcher provided those students a survey after the pilot implementation in workshops in the subject of academic reading and writing with similar parameters as the user`s evaluators. (See annex 6). The majority of the students marked in all the criteria as excellent. While in three items, they marked acceptable. (See chart 4 in results evaluation). Then, the results was positive about the Module of Cohesion and Coherence strategies for academic writing in English pre- service teachers because it can be implemented as a material to teach academic reading and writing to all students who move to seventh level.

3.3 Impact or Results Evaluation

The researcher has done workshops to present and use the pedagogical proposal in students of seventh level of the English Major at Technical University of Cotopaxi. In the workshops, the researcher showed how the module was structured, the contents, the activities and the purpose of the module. In addition, the researcher use the material to teach the contents in the academic writing subject. The researcher provided the module to students to work with this material during 8 weeks for 2 hours. The students also worked with 5 autonomous work to complete tasks and practice writing exercises. During this time, the researcher checked its

feasibility and detect possible shortcomings to improve the module as it was suggested by the expert evaluator Phd (c) Rodrigo Tovar. The research wrote down some inconvenients during the process of teaching using the module and improved some aspects related to instructions, concepts and activities. It allowed the researcher to fortify the module with the help of the students. The researcher presented the module to students again at the end of the last workshop to show some changes the helped to make it better. Then, the researcher provided to five students a survey to evaluate and valid the proposal (see annex 6).

The presentation of the module to students was beneficial because it allowed the researcher to improve the pedagogical proposal through a pilot implementation. The results are presented in the following table:

Chart 4. Student's Validation of the Pedagogical proposal

CRITERIA	f	Excellent	f	Acceptable
1. The teaching material is relevant to develop academic writing.	4	100%		
2. The contents of the teaching material are properly organized and easy to understand.	4	100%		
3. The concepts of the topics are explained clearly.	3	80%	1	20%
4. The activities promotes practice to develop academic skill.	4	100%		
5. The instructions are clear to follow.	3	80%	1	20%
6. The teaching material is originality of the author.	4	100%		
7. The graphical illustrations clarify and provide significance to the content	4	100%		
8. The teaching material provides clear objectives and learning outcomes	4	100%		
9. The length of the units is appropriate depending on the complexity of the topic and objectives	3	80%	1	20%

Done by: Abata (2021)

The five students from the seventh level from the English Major evaluated the module in the criteria 1,2,4,6, 7 and 8 as excellent. While, 1 student answer as acceptable in the criteria 3, 5, and 9. This showed that the Module of Cohesion and Coherence strategies for academic writing in English pre- service teachers is feasible to enhance this challenging skill.

3.4 Proposal Results

The implementation of the Module of Cohesion and Coherence strategies for academic writing in English pre- service teachers shows improvements that fortify their level of academic writing, especially in essays. The researcher used the module in workshops to teach the topics with students of seventh level of the English Major at Technical University of Cotopaxi. The researcher applied a survey after the implementation to see the improvements in students. The results showed that the majority of students answered the items between always and almost always, which showed that they know somehow to perform coherence strategies, taking into account the purpose, audience and context when writing. The students improved the ideas in the text by reading, doing appropriate outlining and doing drafts to fortify academic writing.

Chart 5. Student`s coherence improvement

CRITERIA	A.							
	always		always		occasionally		sometimes	
	f	%	f	%	f	%	f	%
1. You take into account the purpose, audience when you start writing your essay.	11	50	10	45	1	5	0	0
2. You read before to familiarize with the topic before writing.	13	59	9	41	0	0	0	0
3. You perform various drafts before to hand in the final document.	9	41	10	45	1	5	2	9
4. You express clear ideas in the essay	2	9	11	50	9	41	0	0
5. You manage how to do the introduction of an essay.	4	18	14	64	4	18	0	0
6. Your thesis statement is written clear according to the topic.	1	5	9	41	6	27	6	27
7. You write an appropriate topic sentence according to the thesis statement.	6	28	8	36	8	36	0	0
8. You support your ideas or arguments with illustrations, examples or justifications in the paragraphs.	5	23	11	50	6	27	0	0
9. Your concluding sentence is suitable according to the information in the paragraph.	9	41	7	32	6	27	0	0

Done by: Abata (2021)

Similarly results were found in cohesion strategies. (See table 6). The students answered the items between always, almost always and occasionally, which showed the improvement of the pedagogical implementation. The students learned how to use transitional signals, reference, write complex sentences, appropriate synonymy, antonymy and collocation. This learning allowed students to improve the organization of ideas and make the text understandable.

Chart 6. Students' cohesion improvement

CRITERIA	Always		A. always		occasionally		N° students	
	f	%	f	%	f	%	f	%
10. You use adequately transition signals or linking words in your essay.	3	14	15	68	4	18	22	100
11. The reference you use when writing is appropriate	9	41	10	45	3	14	22	100
12. You use complex and compound sentences using conjunctions	6	27	9	41	7	32	22	100
13. You use synonymy and antonymy) when you write an essay	7	32	13	59	2	9	22	100
14. You use appropriate collocations when writing your essay.	3	14	13	59	6	27	22	100
15. Your essay is easier to understand by readers.	4	18	15	68	3	14	22	100

Done by: Abata (2021)

3.5 Chapter III Conclusions

- The expert's evaluation, the user' evaluation and the students' evaluation permits to valid the pedagogical proposal to be applied in students' of seventh level of the English Major as a practical material to develop coherence and cohesion to fortify academic skill, particularly explanatory essays.
- The pedagogical implementation contributed to develop somehow coherence and cohesion strategies to improve academic essays because the numbers of hours and students' responsibility were limited.
- The pedagogical implementation helps to make students aware about the importance to learn the concepts and how to practice each strategy to improve academic writing.

General conclusions

- Students had some problems in coherence and cohesion. They had inconvenients to organize and complete ideas in a paragraph, students had troubles to write topic sentences, supporting ideas and concluding sentences in paragraphs, students unknow about purpose and audience to write with an appropriate register, they had difficulties to use transitional signals to connect ideas, they use ambiguity and repeated vocabulary. Apart from that, students got particularly confused with the use of some verbs, nouns, adjectives and prepositions together. They also had little knowledge on reference, substitution, ellipsis, conjunctions and outlining. All these factors affected the style of writing in an academic way, especially essays.
- The main strategies to develop coherence are: purpose, audience, clarity, unity, and outlining (introduction, thesis statement, topic sentence, concluding sentence and concluding paragraph).
- The main strategies to develop cohesion are: reference, substitution, ellipsis, transitional signals, conjunctions, synonymy, antonym and collocations.
- The pedagogical proposal elaborated is a practical material to enhance cohesion and coherence strategies to promote academic writing essays.

Recommendations

- The researcher recommends to use this pedagogical proposal as a material to teach academic reading and writing subject with students of seven level from the English Major.
- The numbers of hours to reach a quality development of academic skill especially in essays must be more than 2 hours because it is a skill that needs a lot of training and practice.
- This material can be adapted to develop creative writing in lower levels from the English Major, so students can be familiarize with some strategies to write.
- The researcher suggests to do further research on how to develop papers and reading skills to complement the module for the subject academic reading and writing.

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ANNEXES

Annex 1

ESSAY RUBRIC

Objective: To identify main problems in coherence and cohesion of an academic essay written by Intermediate level students.

Students' name: _____ **Date:** _____ **Title:** _____

COHERENCE					
Criteria	Outstanding	Good	Fair	Need to improve	Obs.
Macrostructure or (Organization)	The information has sequence information and express ideas clearly and logically in the whole text	The information and ideas stated fairly clearly and accurately	The information and ideas somehow stated unclear and inaccurate	The information and ideas stated not all clear or accurate	
Purpose and Audience	The essay presents a clear reason for writing taking into account the readers.	The essay presents some clear reason for writing taking into account the readers.	The essay presents little reason for writing without taking into account the readers	The essay has neither purpose of writing nor audience	
Paragraphs Main ideas or topic sentence	There is only one main idea or topic sentence in each paragraph	There is one main idea or topic sentence but they are not in the right place (neither in the first paragraph nor the last paragraph)	There is one more than one main idea or topic sentence and they are not in the right place (neither in the first paragraph nor the last paragraph)	There is not main idea or topic sentence and it shows complete confusion	
Propositional development (Supporting Details)	The main idea is supported clearly by six or more sentences that gives details about it using examples, illustrations or justifications	The main idea is supported in some way by four or five sentences that give some details about with some examples, illustrations or justifications	The main idea is supported only by one or two sentences that give fewer details using examples, illustrations or justifications	There are no obvious supporting detail sentences to back up the main idea. There is no examples, illustrations or justifications	

Conclusion	The conclusion summarizes the main points or paraphrase the thesis statement providing a recommendation or thought at the end of the text.	The conclusion just summarize main points without a recommendation or thoughts	The conclusion somehow summarize main points without a recommendation or thoughts	There is no conclusion or it is not related to the main ideas of the whole writing	
Metadiscourse	The essay shows an appropriate use of language to interact with readers.	The essay shows some appropriate use of language to interact with readers.	The essay shows little use of language to interact with readers.	The essay shows no use of language to interact with readers.	
Outlining	The essay follows the outline (introduction, body and conclusion). The introduction is accurately related to the topic with a thesis statement Body: Each part of the body has unity	The essay follows the outline (introduction, body and conclusion). The introduction is somehow related to the topic with a thesis statement Body: Each part of the body show connection	The essay follows the introduction without a thesis statement and the body paragraphs show little relation to the topic	The essay focuses just on a summary without following the outline. (Introduction, body and conclusion).	
COHESION					
Criteria	Outstanding	Good	Fair	Need to improve	observation
Transition signals (cohesive devices)	Writing uses the transitional signals (sentence connectors, clause connectors) properly in every paragraph and manage them well.	Writing uses a range of transitional signals appropriately although there may be some under-use in some paragraphs	Writing uses transition signals but in some paragraphs there may be faulty or mechanical	Writing uses transition signals inadequate or over in every paragraph	
Lexical cohesion	Writing uses a variety of synonyms and antonyms	Writing uses some synonyms and antonyms	Writing uses fewer synonyms and antonyms	Writing do not use synonyms and antonyms throughout the text	

	throughout the text	throughout the text	throughout the text		
Collocations	Writing uses a variety of appropriately collocations throughout the text	Writing uses some adequate collocations throughout the text	Writing uses fewer correct collocations throughout the text	The collocations used are not appropriate throughout the text	
Reference	The text uses a clear use of personal, demonstrative and comparative reference	The text uses some adequate use of personal, demonstrative and comparative reference	The text uses fewer use of personal, demonstrative and comparative reference and in an inappropriate way	The text do not use personal, demonstrative and comparative reference.	
Substitution	The text uses a clear use of nominal substitution, verbal substitution and clausal substitution.	The text uses some adequate use of nominal substitution, verbal substitution and clausal substitution.	The text uses fewer use of nominal substitution, verbal substitution and clausal substitution and in an inappropriate way	The text do not use nominal substitution, verbal substitution and clausal substitution	
Ellipsis	The text uses an appropriate use of ellipsis (omission of word and phrases)	The text uses some adequate use of ellipsis (omission of word and phrases)	The text uses fewer ellipsis (omission of word and phrases)	The text do not use ellipsis (omission of word and phrases)	
Conjunctions	The text uses an appropriate use of coordinating and subordinating conjunctions	The text uses some adequate use of coordinating and subordinating conjunctions	The text uses fewer coordinating and subordinating conjunctions	The text do not use appropriate coordinating and subordinating conjunctions	
Spelling & Punctuation	All sentences use correct spelling, capital and punctuation	Sentences have a few errors in spelling, capital and punctuation	Sentences have fair number error of spelling, capital and punctuation	Sentences have no control over spelling, capital and punctuation	

Source: Adapted from Faradhibah (2017); Ahamed (2019); Pearson Education (2007)

Annex 2

VALIDATION RUBRIC FORM

Instrument: Rubric

Objective: To identify main problems in coherence and cohesion of an academic essay written by Intermediate level students.

Instruction: Read the rubric in this link https://drive.google.com/file/d/1E7t_mjJaaDHyewtwDn7slauYWhDQfvv/view?usp=sharing and add any comment. Then complete the following form.

1. - Are all the evaluation criteria related to the objective of the instrument?

Yes No

If no, mention which should be eliminated or incorporated.

2. - Are the **levels of mastery** appropriate to the criteria of the rubric?

Yes No

If no, mention which should be eliminated or incorporated.

3. Analyze the *quality definitions* of each criteria. Then write some of the following comments in each blank space of the table below.

Appropriate

Appropriate but ... (explain what needs to be changed)

Inappropriate

COHERENCE LEVELS OF MASTERY					
EVALUATIONCRITERIA	Outstanding 5	Good 4	Fair 3	Need to improve 2	observation
Macrostructure or (Organization)					
Purpose and Audience					
Paragraphs Main ideas or topic sentence					
Propositional development (Supporting Details)					
Conclusion					
Metadiscourse					
Outlining					

COHESION					
Criteria	Outstanding	Good	Fair	Need to improve	observation
Transition signals (cohesive devices)					
Lexical cohesion					
Collocations					
Reference					
Substitution					
Ellipsis					
Conjunctions					
Spelling &Punctuation					

Final comments

Validator's information

Annex 3

VALIDATION RUBRIC FORM

Instrument: Rubric

Objective: To identify main problems in coherence and cohesion of an academic essay written by Intermediate level students.

Instruction: Read the rubric in this link https://drive.google.com/file/d/1E7t_mjJaaDHyewtwDn7slauYWhDQfvv/view?usp=sharing and add any comment. Then complete the following form.

1.- Are all the **evaluation criteria** related to the objective of the instrument?

Yes No

If no, mention which should be eliminated or incorporated.

2.- Are the **levels of mastery** appropriate to the criteria of the rubric?

Yes No

If no, mention which should be eliminated or incorporated.

3. Analyze the **quality definitions** of each criteria. Then write some of the following comments in each blank space of the table below.

Appropriate

Appropriate but it needs to consider the final comments for a reliable analysis of results on the occurrence of collocations.
(Explain what needs to be changed)

Inappropriate


COHERENCE LEVELS OF MASTERY					
EVALUATION CRITERIA	Outstanding	Good	Fair	Need to improve	observation
Macrostructure or (Organization)	√				
Purpose and Audience	√				

Paragraphs					
Main ideas or topic sentence	√				
Propositional development (Supporting Details)	√				
Concluding paragraph	√				
Metadiscourse	√				
Outlining	√				
COHESION					
Criteria	Outstanding	Good	Fair	Need to improve	observation
Transition signals (cohesive devices)	√				
Lexical cohesion	√				
Collocations		√			
Reference	√				
Substitution	√				
Ellipsis	√				
Conjunctions	√				
Spelling & Punctuation	√				

Final comment

When examining collocations in written texts, it should consider what type of text is being analyzed, argumentative essays or academic ones. This will determine the researcher's stance towards the research outcomes.

Validator's information

Validator's name: Rodrigo Tovar Viera	Digital Signature
Years of teaching experience: More than 15	
Place of work: Universidad Técnica de	
Position Held: Research and teaching assistant	
Date of validation: March 23th, 2021	

Annex 4

ENCUESTA A LOS ESTUDIANTES DE SEPTIMO NIVEL DE LA CARRERA DE PEDAGOGÌA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÈS

Objetivo: Identificar la percepción de los estudiantes sobre sus experiencias en relación al desarrollo de la escritura académica en inglés.

Instrucción: Lea cada enunciado y escoja una respuesta según su criterio

COHERENCIA	
ITEMS	LEVELS OF MASTERY
Considera que la escritura académica como ensayos ha sido desarrollada durante su formación como docente.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Analizo los diferentes modos de escritura (narrativo descriptivo, expositivo, informativo, persuasivo, argumentativo or reflectivo) para decidir cuál es apropiado al contenido que quiero comunicar.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Pienso en los posibles lectores, aparte de mis docentes antes de iniciar a escribir mi texto o ensayo.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Leo y me familiarizo lo suficiente con el tema antes de escribir acerca del contenido.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Reviso el nivel de formalidad del lenguaje utilizado en mis escritos antes de entregarlos.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Tengo inconvenientes en la conexión y secuencia de ideas en los párrafos y en todo el texto.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Doy información detalla o ejemplos sobre una idea o situación para aclarar el contenido al lector.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre

Mis ideas en las oraciones proveen una secuencia de información dando primero un preambulo del contenido y luego agregando nueva información.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Utilizo una gran variedad de lenguaje y expresiones en el texto para interactuar con el lector.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
COHESION	
Utilizo adecuadamente una gran variedad de conectores que enlazan mis ideas y párrafos en el texto.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Utilizo adecuadamente las referencias (pronombres, demostrativos y comparativos) para referirse algo o a alguien mencionado previamente en el texto y evitar las repeticiones.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Sé cómo utilizar “substitucion de palabras” en el texto para evitar repetición.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Sé cuándo utilizar ellipsis al escribir un ensayo o documento.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Utilizo oraciones complejas y compuestas para transmitir ideas en el texto o ensayo.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Utilizo una gran variedad de vocabulario (sinónimos y antónimos) para transmitir ideas claras en el texto o ensayo.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre
Domina usted colocaciones en la utilización de verbos, sustantivos y adjetivos con preposiciones adecuadamente cuando escribe un texto o ensayo.	1. Nunca 2. Algunas veces 3. A menudo 4. Generalmente 5. Siempre

Done by: Abata (2021)

Annex 5

ANALYSIS OF THE STUDENT'S ESSAYS

Chart 1

Students' essays scores in coherence

CRITERIA	GOOD		FAIR		NEEDS TO IMPROVE		N° STUDENTS	
	f	%	f	%	f	%	f	%
Macrostructure	3	14	4	18	15	68	22	100
Purpose/Audience	4	18	3	14	15	68	22	100
Paragraphs	3	14	4	18	15	68	22	100
Propositional development	3	14	2	9	17	77	22	100
Conclusion	3	14	3	14	16	73	22	100
Metadiscourse	0	0	0	0	22	100	22	100
Outlining	4	18	2	9	16	73	22	100

Done by: Abata (2021)

Chart 2

students' essay scores in cohesion

CRITERIA	GOOD		FAIR		NEEDS TO IMPROVE		N° STUDENTS	
	f	%	f	%	f	%	f	%
Transitional signals	3	14	9	41	10	45	22	100
Lexical Cohesion	3	14	6	27	13	59	22	100
Collocations	3	14	9	41	10	45	22	100
Reference	3	14	7	32	12	55	22	100
Substitution	0	0	3	14	19	86	22	100
Ellipsis	0	0	0	0	22	100	22	100
Conjunctions	3	14	4	18	15	68	22	100
Spelling/Punctuation	5	23	8	36	9	41	22	100

Done by: Abata (2021)

To begin with, the results show that students' needs to improve the elements of coherence. First, students have troubles in macrostructure due to their ideas are incomplete and they do not provide sequence and logical order to understand the information in the whole text. For example, they write one idea and change the topic to another topic without concluding the previous one. Second, students just write for the teacher not taking into account the possible readers of their writing. It is because students do not publish their work so they consider it is simply homework to get a score. What's more, students do not consider purpose of writing before doing it. They believe that writing is just a summary of ideas of a topic or simply mention concepts.

Third, students have inconveniences in writing paragraphs. They do not develop a topic sentence and explain or support the main idea using examples, illustrations or justifications of their ideas or arguments. Fourth, students omit the conclusion or simply it does not contribute to a summary of the whole points explain in the text. Fifth, Metadiscourse that refers to use of language and expressions to interact with the reader in the text, is totally omitted. They are not familiar with this element of coherence since teacher do not focus on teaching it when writing. Finally, students know the outlining of an essay but they do not perform adequately the steps. All of this lack of knowledge in developing coherence has affected the quality of students' writing and interest to fortify this skill.

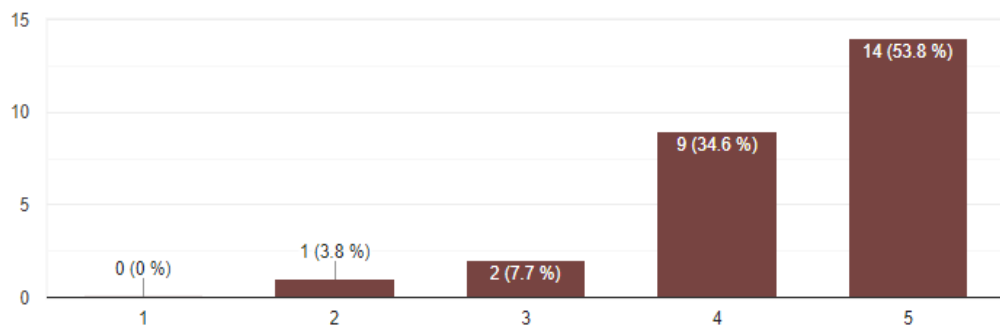
Then, cohesion is another element that most students need to improve. Let`s start describing students use of transitional signals. They do not use them appropriately. For instance, they over use the cohesive devices to connect ideas in paragraphs and in some cases they omit in the whole text. So, the information is hard to understand. The next element students need to improve is lexical cohesions. Students repeat the same content words in the text without using another kind of lexico such as synonyms and antonyms to make writing more academically and avoid repetition. After that, there is the reference element that shows students confuse when to use anaphora and cataphora reference to avoid repetition as well. Next, it is substitution and ellipsis. These elements are higher in terms to develop because students unknow the proper use of them in the writings. Conjunctions are also rarely used in the texts due to students write more simple sentences than complex or compound ones. To end, even though spelling and punctuation are used in somehow adequately in texts, some students need to improve them. It happens because they do not do proofreading their writings. So, it is clear that students need to learn and practice about the proper used and the importance of the elements that promotes cohesion and coherence to enhance academic writing.

Annex 6

ANALYSIS OF THE STUDENT'S PERCEPTION IN THEIR EXPERIENCE IN ACADEMIC WRITING

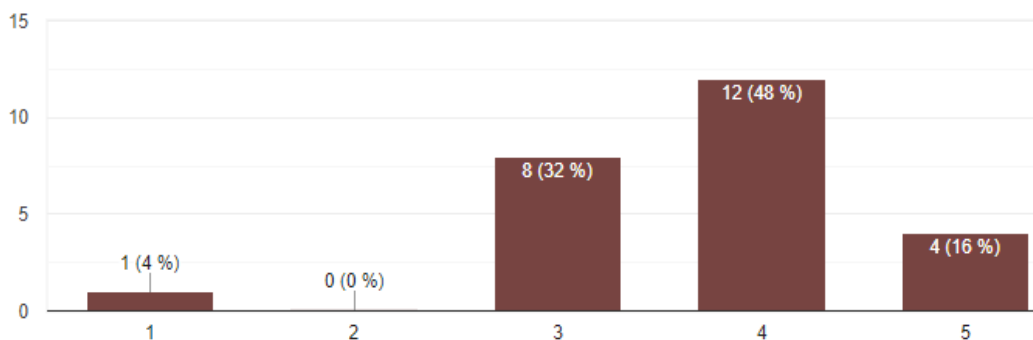
Instruction: Lea cada enunciado y escoja una respuesta según su criterio. En una escala del 1 al 5, siendo 1 nunca, 2 Algunas veces, 3 A menudo, 4 Generalmente y 5 Siempre.

1. Considera que la escritura académica como ensayos ha sido desarrollada durante su formación como docente.



The students' perception consider that they almost always and always have been taught essays during their formation as future teachers. However, they are having problems in many elements when writing essays. It is due to they have been asked to write essay, but not teaching how to do it.

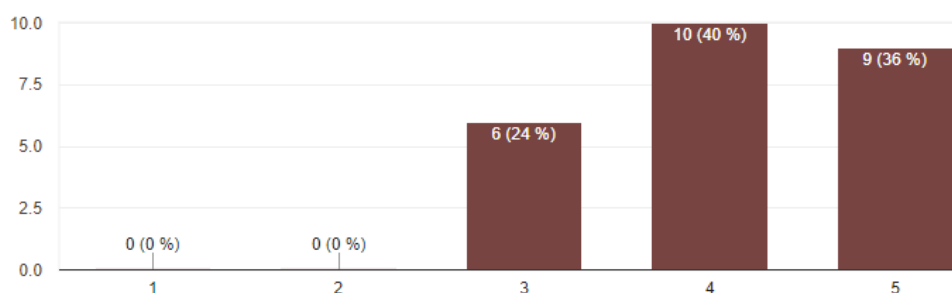
2. Análisis de los diferentes modos de escritura (narrativo descriptivo, expositivo, informativo, persuasivo, argumentativo or reflexivo) para decidir cuál es el propósito apropiado al contenido que quiero comunicar.



Students consider they select the purpose of writing to communicate something in the text, but it is not shown at the moment they write the essays since they believe writing is just to summarize pieces of information without having any purpose and style of writing. The example below shows that students do not use any purpose when writing.

In linguistics is divided into different branches in this case I will talk about a branch of linguistics known as pragmatics which refers to the study of the use of language focusing on the way words are used in a practical sense. (Excerpts from students' essays, 2021)

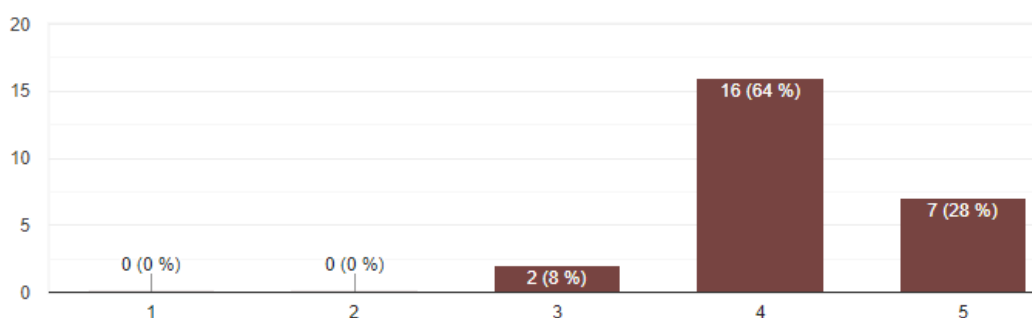
3. Pienso en los posibles lectores, aparte de mis docentes antes de iniciar a escribir mi texto o ensayo.



Students' believe that they take into account the audience when writing. Nevertheless, they only write to complete a task for the teacher. The following example shows that students do use and think any audience.

Today it is essential to know the language in depth because it allows a better understanding about the use of a language. As a consequence, speakers have an impact depending on the context when communicating with people either from their own community or from other communities. (Excerpts from students' essays, 2021)

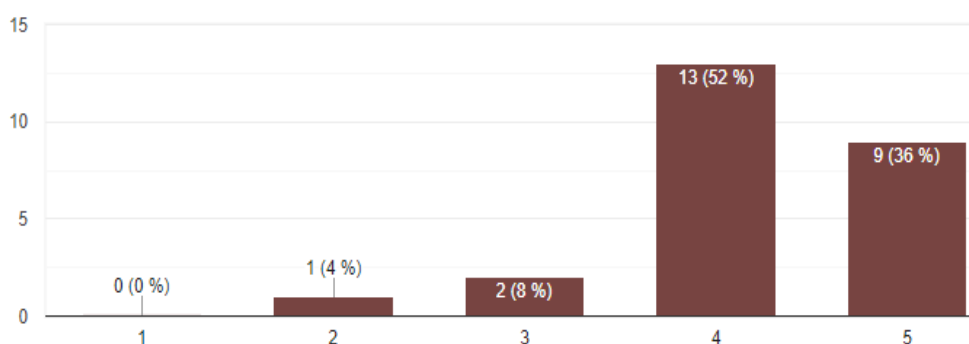
4. Leo y me familiarizo lo suficiente con el tema antes de escribir acerca del contenido.



Some students read before writing to know about the topic. However, in most cases they just copy the text to present the teacher without any analysis of the purpose of writing as it shows in the example below.

Another field of pragmatic is implicature, according to (Amrullah, 2015) refers that, ‘implicature is a proposition that commonly hides behind the speech produced, and is not a direct part of that speech’ (p. 57). (Excerpts from students’ essays, 2021)

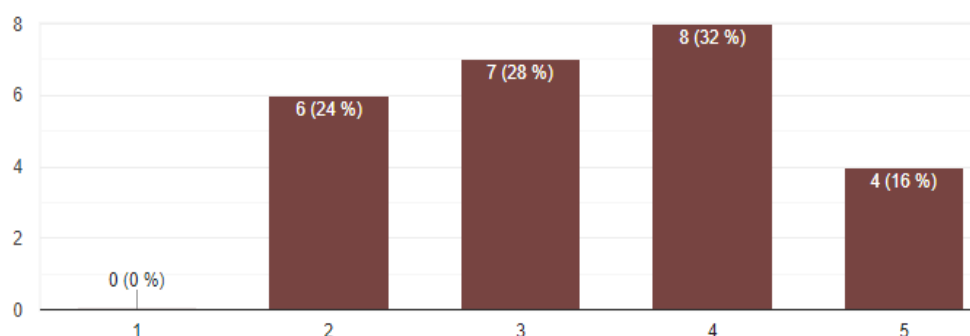
5. Reviso el nivel de formalidad del lenguaje utilizado en mis escritos antes de entregarlos.



The students think that just one draft is enough to produce a quality text so, they do not proofread the document and they assume the text is accurate and that they use the proper vocabulary, grammar, complete ideas or punctuation.

*Pragmatics is the branch of linguistics, but it is **important** to understand the goal of pragmatics. According to (Birner, 2013), knowing the meaning of words semantically or syntactically is not enough to know what someone means because it is necessary to know who and what is the context **in which** you want people to understand their meaning (p. 10). (Excerpts from students’ essays, 2021)*

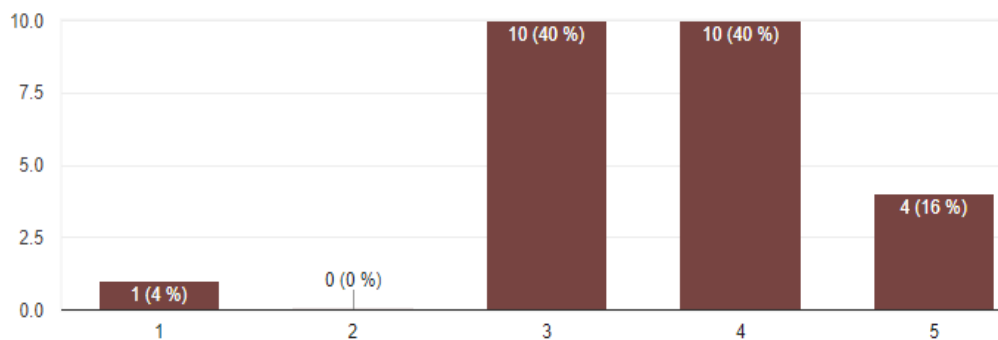
6. Tengo inconvenientes en la conexión y secuencia de ideas en los párrafos y en todo el texto.



Some students are aware of the problem of connecting sequence ideas in paragraphs. They admit they have no the ability to do it correctly. They change ideas without finishing one or using connectors to show the new idea.

The deixis is based on three categories such as personal deixis, spatial deixis, and temporal deixis. These refer to a person: 'his, him, etc. spatial: over, over there and time: now, today, yesterday. In addition, to person, place, and time deixis adds two other categories such as "social deixis that which refers to the encoding of social distinction that are relative to participant-roles, particularly aspects of the social relationship holding between speaker and addressees or speaker and some referents, and discourse deixis which involves the encoding of reference to portions of the unfolding discourse in which the utterance is located. (Excerpts from students' essays, 2021)

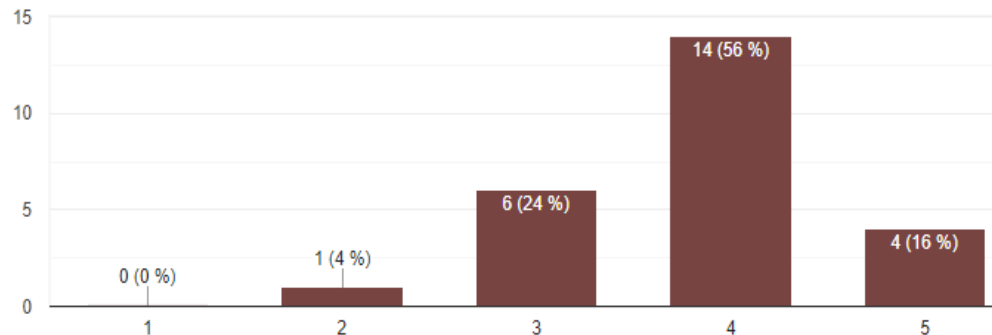
7. Doy información detalla o ejemplos sobre una idea o situación para aclarar o sustentar el contenido al lector.



Students consider they provide enough details to support the main idea, but it is not provided in the essay. They write different ideas which does not support the main point of view or argument as in the example shows.

Deixis plays a fundamental role in pragmatics, where by the meaning of words or expressions depends on the context. The deixis is based on three categories such as personal deixis, spatial deixis, and temporal deixis. (Excerpts from students' essays, 2021)

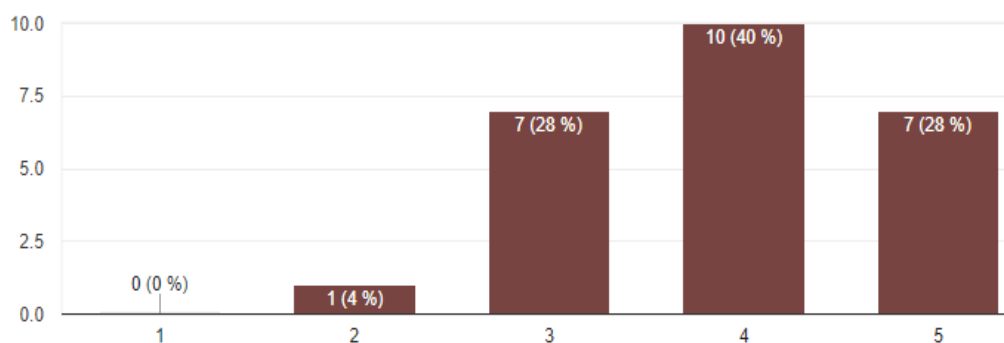
8. Mis ideas en las oraciones promueven una secuencia de información dando primero un preámbulo del contenido y luego agregando nueva información.



Students believe they provide a general idea or the topic sentence of a paragraph about the topic before to introduce new information. Nevertheless, students do not show this ability when writing the essays. The students do not provide topic sentence and then introduce information that support it

As an important part of learning English, it is essential to know a part or branch of linguistics known as pragmatics, which describes how literal and non-literal meaning is understood in a specific context, in other words, pragmatics is the study of use of language in communication and the relationships between languages and their users. (Excerpts from students' essays, 2021)

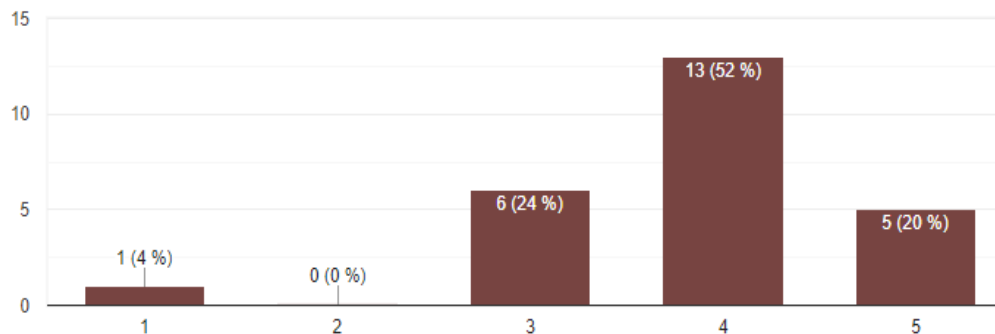
9. Utilizo una gran variedad de lenguaje y expresiones en el texto para interactuar con el lector.



Even though students percieve that they know how to do it, they do not have any idea of phrases to use in the text to interact with the reader because they do not use that ability when they write the essays as it is in the example below.

A language is a fundamental tool for communication. To start a conversation, whether written or spoken, people need to understand the meaning of the utterance and the context. Pragmatics is an area of linguistics that is responsible for studying how different contexts contribute to the meaning of language (Excerpts from students' essays, 2021).

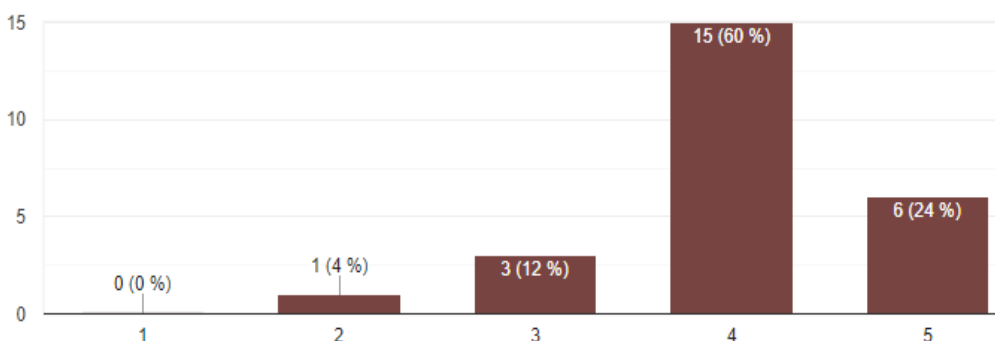
10. Utilizo adecuadamente una gran variedad de conectores que enlazan mis ideas y párrafos en el texto.



Students use linking words in the text, but sometimes the transitional signals are not used appropriately to connect ideas. They use them in the whole text without taking into account the function of the transitional signals have.

Today it is essential to know the language in depth because it allows a better understanding about the use of a language. As a consequence, speakers have an impact depending on the context when communicating with people either from their own community or from other communities (Excerpts from students' essays, 2021).

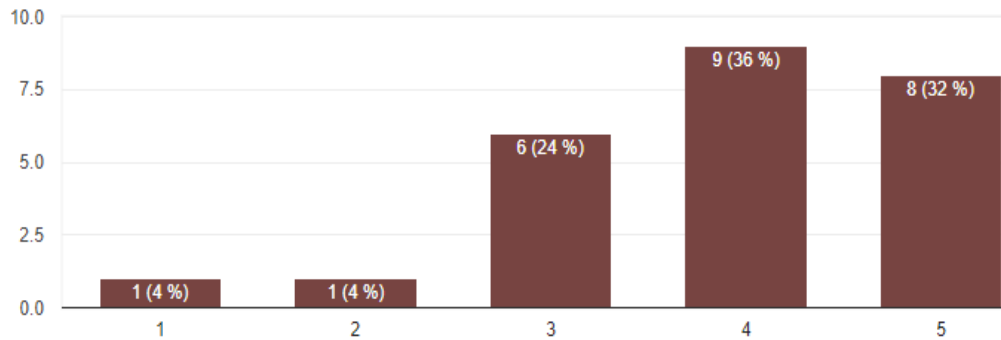
11. Utilizo adecuadamente las referencias (pronombres, demostrativos y comparativos) para referirse algo o a alguien mencionado previamente en el texto y evitar las repeticiones



Students are not aware of the use of reference appropriately to avoid repetition in the text as it shows in the example.

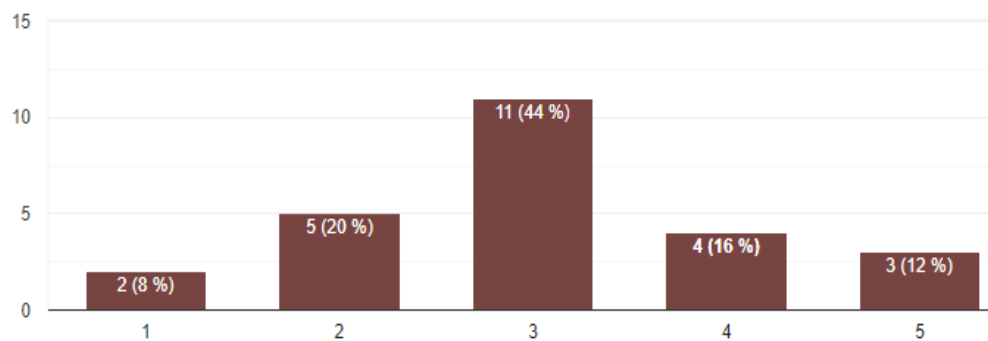
Knowing the meaning of a word does not mean that we know the context of the meaning of that word (Excerpts from students' essays, 2021).

12. Sé cómo utilizar “sustitución de palabras” en el texto para evitar repetición.



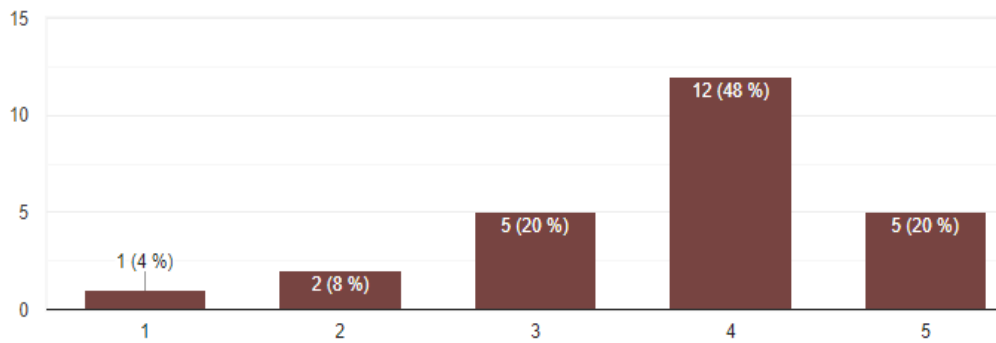
Students believe that substitution refers to use synonymous to void repetition. Thus, they do not have any idea about how to do it when writing because in their text they do not use so there are no examples to show.

13. Sé cuándo utilizar ellipsis al escribir un ensayo o documento.



Ellipsis is an element of cohesion that students unknow how to use them, but they assume the can use when writing. Nevertheless, they do not use in the essay which was evaluated.

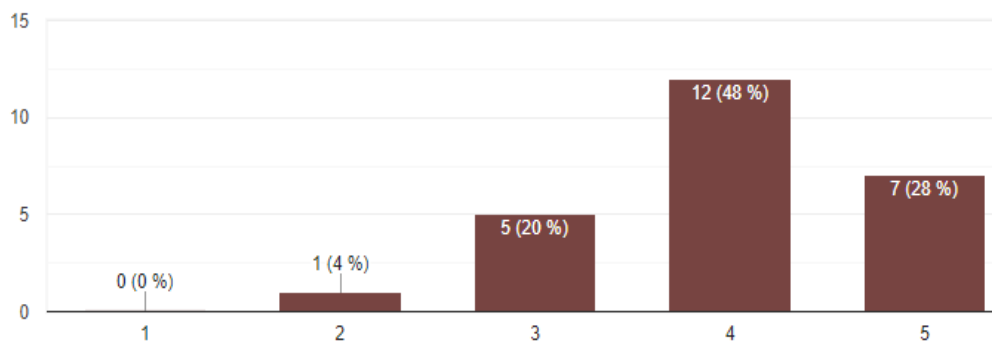
14. Utilizo oraciones complejas y compuestas para transmitir ideas en el texto o ensayo.



Students consider their sentences are complex and compound because they use transitional signals. However, in their essay they use simple sentences with relative pronouns such as that or which instead of conjunctions.

*Then, there is the deixis, **which** are words, phrases, or expressions **that** refer to something specific according to the context (Excerpts from students' essays, 2021).*

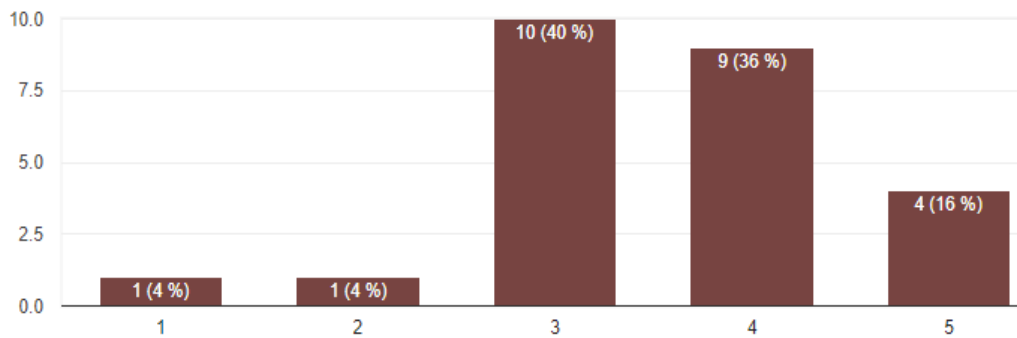
15. Utilizo una gran variedad de vocabulario (sinònimos y antònimos) para transmitir las ideas en el texto o ensayo.



Students perceive they use a range of vocabulary in their essay. Nevertheless, they repeat the same vague vocabulary in the whole text. It shows that students need to develop synonymous and antonymous to have a variety of vocabulary.

*Pragmatics is the branch of linguistics, **but** it is **important** to understand the goal of pragmatics. **Also**, pragmatics has **different** fields to better understand the purpose of context and meaning in pragmatics (Excerpts from students' essays, 2021).*

16. Domina usted colocaciones en la utilización de verbos, sustantivos y adjetivos con preposiciones adecuadamente cuando escribe un texto o ensayo.



The students consider the use of their collocations are good when they use verbs, nouns and adjectives with the right preposition. However, in the essay they typed, they got confused with the use preposition that goes together with the parts of the speech.

*Likewise, presuppositions are **crucial in** the comprehension of meaning. It is something the speaker presumes to be the case **prior of** making an utterance that is when a person presupposes something more information about the idea or message given by the speaker. (Excerpts from students' essays, 2021).*

Annex 7

**TECHNICAL UNIVERSITY OF COTOPAXI GRADUATE
DEPARTMENT
MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING
ENGLISH AS A FOREIGN LANGUAGE
PROPOSAL VALIDATION**

1. Research proposal data:

Author: Mercedes Abata Checa

Topic: Coherence and Cohesion Strategies for Academic Writing in Pre-Service Teachers

Objective: To enhance coherence and cohesion strategies to promote academic writing skill in English pre-service teachers at Technical University of Cotopaxi.

Evaluator's information

Evaluator's name:	Mg. Rodrigo Tovar Viera
ID number:	0502414089
Academic degree:	Magister en Linguística Aplicada a la Enseñanza Bilingüe Español-Ingles
Senescyt registration number	1027-16-86077579
Current job:	Technical University of Cotopaxi
Phone number:	0998161682
e-mail:	rodrigo.tovar@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.		X	

c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		
d) The originality of the contributions and reflections of the author give added value to the proposal.	X		
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)		X	
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.		X	
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

<p>1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?</p>
<p>The learning material reflects a linear, analytical, reflective, and critical methodological process in applied linguistics. It states the problem and makes use of appropriate methods to turn theory into practical exercises to develop academic writing skills.</p>

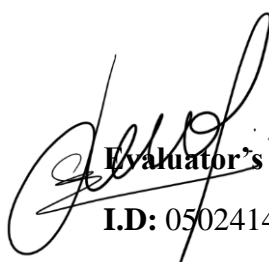
<p>2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community and researchers?</p>
<p>The learning material proposed is accurate, in terms of content and structure; nonetheless, it is suggested to apply it first, to get positive feedback concerning its feasibility and detect possible shortcomings.</p>
<p>3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?</p>
<p>The learning material attempts to close one of the many research gaps in field of academic writing in undergraduate students.</p>

4. Impact. What is the impact of this research? (Place an X on the square)

Local	<input checked="" type="checkbox"/>
Regional	<input type="checkbox"/>
Nacional	<input type="checkbox"/>
Internacional	<input type="checkbox"/>

5. General comments and recommendations for the author.

For the final written version, check and revise the lexical and grammatical choices used to develop academic writing.


Evaluator's signature
I.D: 0502414089

Annex 8

TECHNICAL UNIVERSITY OF COTOPAXI GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to Teaching English as a Foreign Language

USERS' VALIDATION

1. Research proposal data:

Author: Mercedes Abata Checa

Topic: Coherence and Cohesion Strategies for Academic Writing in Pre-Service Teachers

Objective: To enhance coherence and cohesion strategies to promote academic writing skill in English pre-service teachers at Technical University of Cotopaxi

2. Evaluator's information

Evaluator's name:	Mgs. José Ignacio Andrade Moran
ID number:	0503101040
Academic degree:	Magister en La Enseñanza del Idioma Inglés Como Lengua Extranjera
Current job:	English Teacher at Technical University of Cotopaxi
Phone number:	0979035791
e-mail:	jose.andradem@utc.edu.ec

Evaluation

Place an X on the square.

Criterion	Excellent	Acceptable	Deficient
a) The teaching material constitutes a valid, current	X		

and relevant contribution related to the field.			
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

1. **The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?**

Absolutely it is. It is well structured, understandable, and easy to manage and work with; the proposal contents different types of activities and clear instructions to be applied with the students and carry out by teachers.

2. **Impact. What is the impact of this proposal? (Place an X on the square)**

Local	<input type="checkbox"/>
Regional	<input checked="" type="checkbox"/>
Nacional	<input type="checkbox"/>
Internacional	<input type="checkbox"/>

3. **General comments and recommendations for the Author.**

This proposal has a huge impact in the use of academic writing and it would be nice to be shared with more English teachers who guide (teach) their pupils on subjects related to the writing development skill.



Evaluator's Signature

ID: 0503101040

Annex 9

TECHNICAL UNIVERSITY OF COTOPAXI GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to Teaching English as a Foreign Language

USERS' VALIDATION

Research proposal data:

Author: Mercedes Abata Checa

Topic: Coherence and Cohesion Strategies for Academic Writing in Pre-Service Teachers

Objective: To enhance coherence and cohesion strategies to promote academic writing skill in English pre-service teachers at Technical University of Cotopaxi

4. Evaluator's information

Evaluator's name:	Mgs. Marcia Janeth Chiluisa Chiluisa
ID number:	0502214307
Academic degree:	Magister en Docencia Universitaria y Administración Educativa
Current job:	English Teacher at Technical University of Cotopaxi
Phone number:	0983453738
e-mail:	marcia.chiluisa@utc.edu.ec

Evaluation

Place an X on the square.

Criterion	Excellent	Acceptable	Deficient
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		

b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.	X		
f) The objectives in the proposal are met, so that there is harmony between objectives and results.	X		
g) The proposal is substantial with well-structured reflections and ideas.	X		

Por favor emita un comentario

5. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?


La propuesta tiene un aporte muy significativo el cual permitirá que los estudiantes desarrollen y mejoren la habilidad academic writing in English.

6. Impact. What is the impact of this proposal? (Place an X on the square)

Local	
Regional	X
Nacional	
Internacion al	

7. General comments and recommendations for the Author.

Felicitar por el trabajo investigativo realizado el cual siempre ha buscado innovar y estar a la vanguardia en el aprendizaje y enseñanza de una segunda lengua en este caso el Inglés.



Evaluator's Signature

ID: 0502214307

Annex 10

TECHNICAL UNIVERSITY OF COTOPAXI GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to Teaching English as a Foreign Language

STUDENTS' VALIDATION SURVEY

1. Research proposal data:

Author: Mercedes Abata Checa

Topic: Coherence and Cohesion Strategies for Academic Writing in Pre-Service Teachers

Objective: To enhance coherence and cohesion strategies to promote academic writing skill in English pre-service teachers at Technical University of Cotopaxi.

Instruction: Read the following items and select the option according to your perspective of the use of the module in classes of academic reading and writing subject.

CRITERIA	Excellent (5)	Acceptable (4)	Regular (3)	Poor (2)	Very poor (1)
The teaching material is relevant to develop academic writing.					
The contents of the teaching material are properly organized and easy to understand.					
The concepts of the topics are explained clearly.					
The activities promotes practice to develop academic skill.					
The instructions are clear to follow.					
The teaching material is originality of the author.					
The graphical illustrations clarify and provide significance to the content					
The teaching material provides clear objectives and learning outcomes					
The length of the units is appropriate depending on the complexity of the topic and objectives					

Done by: Abata (2021)

Annex 11

SURVEY TO STUDENTS OF SEVENTH LEVEL OF THE PEDAGOGY OF NATIONAL AND FOREIGN ENGLISH CAREER

Objective: To know students' development of English academic writing essays after the pedagogical implementation.

Instruction: Read each item and select the answer according to your point of view.

CRITERIA	LEVELS OF MASTERY
COHERENCE	
1. You take into account the purpose, audience and context of situation when you start writing your essay.	<ul style="list-style-type: none"> a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
2. You read before to familiarize with the topic before writing.	<ul style="list-style-type: none"> a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
3. You perform various drafts before to hand in the final document.	<ul style="list-style-type: none"> a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
4. You express clear ideas in the essay	<ul style="list-style-type: none"> a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
5. You manage how to do the introduction of an essay.	<ul style="list-style-type: none"> a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
6. Your thesis statement is written clear according to the topic.	<ul style="list-style-type: none"> a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never

	f) Never
7. You write an appropriate topic sentence according to the thesis statement.	a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
8. You support your ideas or arguments with illustrations, examples or justifications in the paragraphs.	a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
9. Your concluding sentence is suitable according to the information in the paragraph.	a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
COHESION	
10. You use adequately transition signals or linking words in your essay.	a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
11. The reference you use when writing is appropriate	a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
12. You use complex and compound sentences using conjunctions	a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
13. You use synonymy and antonymy) when you write an essay	a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never
14. You use appropriate collocations when writing your essay.	a) Always b) Almost always c) Occasionally

	d) Sometimes e) Almost never f) Never
15. Your essay is easier to understand by readers.	a) Always b) Almost always c) Occasionally d) Sometimes e) Almost never f) Never

Done by: Abata (2021)

Annex 12

MODULE KEY ANSWERS

UNIT 1. COHERENCE STRATEGIES IN ACADEMIC WRITING.

LESSON 1: PURPOSE

Activity 1. Read each paragraph and write what is the authors' purpose in writing

- a) Expository
- b) Expository: The purpose is to explain about Communicative language teaching to develop speaking skill.
- c) Persuasive: The purpose is to Convince to use technology to motivate English learning
- d) Descriptive: It is describing the characteristics of Obsessive Compulsive disorder
- e) Narrative: The purpose is to narrate the first day of teaching

Activity 2: Read the following topics and decide what type of purpose of writing they can be. Then, add some ideas in the graphical organizer based on the topic.

The answers can vary according to the student purpose and ideas to write about the topic.

Possible answers.

Topic: Semantics and Pragmatics

Purpose: The purpose of this paragraph is persuasive because it makes readers reflect about the topic

LESSON 2: AUDIENCE

ACTIVITY 1: Look at the sentences and decide which the audience is. Write the appropriate personal pronouns to complete the sentences. (3 minutes)

1. (To English teachers)

A. Language curriculum is a subject that will allow to students / teachers to plan their classes better.

2. (To your boss)

It is fair that my boss promotes me to another job position because I have done a great job with clients during this year.

3. (To the doctor)

I would like to apologize for not attending to the medical appointment, dear **doctor**. I had an important seminar so it is possible to have another date for a checkup.

ACTIVITY 2: Read the topic and analyze the audience before writing. Then, write some ideas about the topic provided. Use adequate pronouns to express your ideas according to the audience. (10 minutes)

5. Describe the ECRIF framework:

Audience: Pre-service university students

Sentences: The ECRIF is an effective framework that can be applied by pre-service university students to teach English in their classroom. It has some phases which must be followed in order to help learners to understand a topic. These phases are:

1. Encounter: Present the topic and new information about it.
2. Clarify: Students can determine certain knowledge about any topic. Example: irregular verbs.
3. Remember: It is usually characterized by repetition, drilling, and referring back to support materials using models.
4. Internalize: When a learner internalizes material, he/she transfer it to long-term memory. Learners need continued practice to help Internalize new language or information.

Give an opinion of classroom management

Audience: Teachers.

Sentences: Classroom management is compulsory in classroom because it allows teachers to develop best their teaching practices. Through it, they can create a comfortable learning environment for their teaching process. So that, students can feel motivated to learn.

Invite someone to a party:

Audience: friend

Sentences: Hello dear Mary. I want to invite you to Sally's party. I'm sure that you will have a nice time and you could see some of our old friends.

LESSON 3: CLARITY

ACTIVITY 1: Write in the following chart some examples of specific adjectives according to the words given. There are two examples to show the task. (5 minutes)

interesting	important	good	bad	hard	A lot of	different
engaging	relevant	skilled	poor	Difficult	Many	various
entertaining	rigorous	suitable	innappropriate	arduous	numerous	A variety of
impressive	essential	beneficial	unsuitable	laborious	A large number of	individual
amazing	vital	exceptional	ineffective	Complicated	much	other
powerful	significant	acceptable	unsatisfactory	Rigid		separate

ACTIVITY 2: Group work: Read and analyze the sentences. Then, rewrite each sentence and improve its clarity with more descriptive and accurate adjectives or phrases. You can dropout words or phrases. Check the words that are in bold. (15 minutes) possible answers

5. Communicative Language Teaching is **relevant due to** students learn by doing **many** things to interact.
6. **This informative** essay describe **some concepts** related to parts of pragmatics such as deixis, implicature, presupposition, entailment, speech act, and cooperative principles **to** master how language is used in context.
7. **Carlos, Juan and Sara** research **a variety of** information about Language Curriculum. It is a **challenging** activity to find relevant topics about it.
8. Linguistics is divided into **various** branches. **I will explain** about pragmatics. It studies the use of language in a practical **context**.

LESSON 4: UNITY

ACTIVITY 1.

- b. - It is important to learn foreign languages

a. - The study of prefixes, suffixes and roots promotes the comprehension of a text.

ACTIVITY 2:

a) Total Physical Response has three main characteristics that contribute to develop vocabulary.

The weak sentence is too general

b) Language Curriculum has six main elements to take into account when planning.

The weak sentence does not provide a strong argument.

ACTIVITY 3: possible answers

Topic:	Task-Based Learning
Purpose:	Explain what Task-based learning refers to.
Audience:	Teachers- students
Topic sentence:	Task-based learning has some principles that can help teachers to apply this method to improve English Teaching

Topic:	Action Research
Purpose:	To describe the process of Action Research
Audience:	Teachers- students
Topic sentence:	Action Research has six main steps to follow.

ACTIVITY 4: Answers can vary according to students

ACTIVITY 5:

b. All in all, there are some fundamental reasons for pre-service teachers to study language curriculum.

ACTIVITY 6: Answers can vary

Deixis is a fundamental part in pragmatics that shows different elements in the speech. First, person deixis identifies the people who are involved in the conversation. Second, place deixis shows the place that they are or refer to understand the context. Finally, time deixis indicates the expressions of a point

of time to situate the listener into a context. All in all, deixis allows people to understand and situate people in a specific time and context.

ACTIVITY 7: Answers can vary

Blended learning

Blending learning has some benefits in English Teaching. Teachers can interact with students to provide feedback to improve linguistic content. The material facilitates students' comprehension because they are attractive and easy to manage by themselves. Furthermore, the time is flexible because students can study when they feel comfortable to do it. Moreover, it develops students' responsibility to complete with the task provided in the platform. As a result, blending learning is an alternative to change the role of the students to make them more active in their learning process.

UNIT 2: GRAMMATICAL COHESION STRATEGIES IN ACADEMIC WRITING

LESSON 1: TRANSITIONAL SIGNALS (Additive Words)

ACTIVITY 1:

- 1. Answer:** Language Curriculum helps students to increase their knowledge in micro- curriculum planning with adequate methods. Furthermore, it provides the right strategies to use in the teaching process.
- 2. Answer:** Students have problems in writing essays. They do not write paragraphs using the three elements. Moreover, they spend little time to practice this skill.
- 3. Answer:** Synonymy is a beneficial semantics strategy to improve the quality of students' writing. It avoids repetition of words using a variety of formal vocabulary. **Besides**, it makes a text more academically

ACTIVITY 2: Answer

THE FUNCTION AND IMPORTANCE OF TRANSITIONS

Transition signals help you to achieve both academic writing and professional writing. They allow to convey information clearly and concisely. **Furthermore**, the use of transitions establish logical connections

between sentences, paragraphs, and section of your papers. **Moreover**, they provide the readers direction to understand your argument through what you have written. **Besides**, transitions are not just verbal decorations that embellish your paper by making it sound or read better. They are words with particular meaning that tell the reader to think and react in a particular way to your ideas. In providing the reader with these important cues, transitions help readers understand the logic of how your ideas fit together. (University of North Carolina, 2021)

ACTIVITY 3: Answers can vary.

Classroom management strategies

There are three important classroom management strategies that teachers can apply to change student`s behavior that they get in the way of learning. First, the teacher needs to have a model ideal behavior. For instance, the teacher must use polite language, maintain eye contact and keep phones in the pockets while a conversation. **Then**, students will imitate the same behavior of the teacher when talking to their classmates. The second strategy is to let students help establish guidelines. Students are going to know the rules that they must accomplish in class. **Furthermore**, students will be aware of the things that they are or are not allowed to do in the classroom. The last strategy is to offer praises. It allows teachers to improve academic and behavioral performance. **In addition**, the teacher can give extra marks, happy faces, and so on. To sum up, classroom management strategies allow the teacher to have a better-structured learning environment with clear rules that promote learning and better behavior among peers in the classroom.

LIST OF TRANSITIONAL SIGNALS FOR REFERENCING AND INTRODUCING

ACTIVITY 1

4. Mr. Smith agrees students should learn transitional signals to flow the ideas in a document. **Similarly**, Ms. Brown corroborates that transitional signals help to connect the ideas to make it more comprehensible.
5. Learner center approach focuses **particularly** on students' needs and group work to learn by themselves.
6. **Regarding** Total Physical Respond, it promotes the development of speaking skill. Children are **especially** / **particularly** the ones who learn a lot of vocabulary to communicate using this method.

ACTIVITY 2: answers can vary

There are four helpful techniques that allow students to enhance the pronunciation in productive skills. One of them is the application of drilling. It allows students to practice pronunciation in the classroom. It helps in memorizing the form of words and sounds. **Furthermore**, drilling makes

students improve their intonation. **Moreover**, teachers can use prompts, mime, and pictures to motivate learners to work. The second technique is associating sounds with ideas. It consists of connecting sounds with some related ideas, and then remember them easily. **For example**, the vowel sound [i:] can be referred to as a ‘smiling’ sound. Learners can do this sound and then remember that it is a ‘long’ vowel. The following technique is the use of a phonetic chart. It helps learners to enhance their pronunciation independently, outside the classroom. **Additionally**, it is used to teach new sounds and correct sounds mistakes. The last strategy is called chaining. It is used to teach difficult sentences that have long and complex words. It has **particularly** two ways which are back and front chain. **To sum up, English teachers can use the four effective techniques (drilling, associating sounds, use a phonetic chart, and chaining) to enhance their pronunciation of productive skills.**

LESSON 2: TRANSITIONAL SIGNALS (Result and Consequences)

ACTIVITY 1: Answer can vary

Result:

- Teachers use some interactive resources in their online class. **As a result**, students pay more attention and interact with each other.

Consequence

- High school teachers cannot manage the direct method. **Hence**, students won't enhance their speaking skill.
- Pre-service teachers do not know how to create lesson plans. **Therefore**, they are unable to organize their time effectively.

Cause and effect:

1. Universal Grammar theory is rejected by many linguists **because of** the lack of evidence.

Contrasting:

- French teachers are using educational platforms. **However**, students have technical issues connecting to the classes.

ACTIVITY 2:

- 1 So,
2. Consequently, / Therefore,
3. On the other hand,
4. Therefore / Consequently

LESSON 3: TRANSITIONAL SIGNALS (ordering and concluding)

ACTIVITY 1: answer can vary

The writing process involves a series of steps to produce a quality piece of writing. Firstly, prewriting permits students to plan and generate ideas. In addition, it permits to think in the purpose of writing and audience. **Secondly**, drafting allows students to create the initial composition to organize their ideas. **Thirdly**, revising permits students to review, modify and re-organize the piece of writing. It will help students to improve their first draft. Besides, teachers play an important role in this stage because they need to provide feedback to students about their drafts. **Fourthly**, editing contributes to proofread and correct errors in grammar or clarity. **Finally**, publishing allows students to be ready to share their work. **Then, writing process contributes to develop a qualified written work to publish.**

LESSON 4: REFERENCE, SUBSTITUTION, ELLIPSIS AND CONJUNCTIONS

ACTIVITY 1.

Reference	Substitution	Ellipsis	Conjunctions	
their	One another		and	
this	one		although	
them			since	
it				
those				
they				
these				

EFL and Communicative Competence in English Language Teaching.

In language learning, the importance of content and skills cannot be overlooked. This paper explores how the contents of learning and the skills that a learner acquires in language learning can be applied to attain efficiency in language use. The CEFR's approach to language learning is based on the concept of plurilingualism, which is referred to as the expansion of the cultural contexts of an individual's experience of language and their ability to flexibly accommodate their language use to different interlocutors, in other words, gaining communicative competence (Common European Framework, 4). The CEFR also defines learners as social agents, who form different relationships in different overlapping social clusters that enable them to form an identity (1). This is in line with Vygotsky's Zone of Proximal Development, where 'those with some knowledge, even slight, may use it to help those with none to communicate by mediating between individuals with no common language' (4). In this project, although the students will be working individually on their various speeches, they will be getting feedback from both me, the teacher, as well as from one another. This constructive feedback aims to help the students improve in their learning process.

The core contents of English language learning at the level I teach, English 7, are threefold: content and communication, reception and Production and interaction. In order to achieve these, language education should be based on developing a linguistic repertory, which enables the learners to develop plurilingual competence (5). To achieve this, the CEFR suggests an action-oriented approach, which considers 'the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent' (9). Since one of the aims of the project is for the learners to attain communicative competence, the different components of communicative competence will, hence, be incorporated in the learning outcomes. The aim of this project is in alignment with the literacies that students need to learn, and these are grouped under four different focal points, language, information, connections and re-design (Dudeney et al 2013, 5).

(Folashade, 2020).

ACTIVITY 2. Answer can vary

SENTENCE	REWRITE THE SENTENCE
Stephen Krashen developed the idea of affective filter. The ideas and theories he provided have been influenced in the field of Teaching English as a Foreign language.	Example: Stephen Krashen developed the idea of affective filter. These ideas and theories have been influenced in the field of Teaching English as a Foreign language.
Affective filter is a psychological emotion in learners. Learners need to have a high affective filter to learn a language. Learners should be safe and comfortable in the learning environment with high level of motivation and self-confidence in order to participate in learning activities and learn a language.	Affective filter is a psychological emotion in learners. They need to have a high affective filter to learn a language. They should be safe and comfortable in the learning environment. It will allow students to participate in learning activities and learn a language with high level of motivation and self-confidence.
There are some strategies to help students feel comfortable in classes. The teacher must make students get to know each students. The teachers have to correct mistakes without embarrassing students. They will ensure students to participate actively in the learning process.	There are some strategies to help students feel comfortable in classes. The teacher must make students get to know each other . The teachers have to correct mistakes without embarrassing them . This will ensure students to participate actively in the learning process.

ACTIVITY 3. Answer can vary.

There are many strategies that teachers can apply to teach meaning in English. First, hyponymy can contribute to teach meaning using categories. For instance, students can realize that a cat and a dog are hyponyms of the animal category. Hence, students are going to learn the meaning of words connecting to the big category without any problem. Second, connotation can help students to connect the meaning of the word with **their** feelings or experiences. For instance, students can relate the word “snake” with definitions such as dangerous, evil, or poisonous because they have some experience with **it** and **this** will allow **them** to understand meaning. . Finally, synonyms are useful to understand meaning through similar word. **It** will

make easier for students to guess the meaning quickly. For example, the word "gorgeous" cannot be understood at the first time, but if someone tells **them** a synonymy as "beautiful" it will be easy to understand. To sum up, the teacher should apply these strategies to make sure the students understand the meaning of the words in English and be able to use in an appropriate communication. (Portilla, 2021)

UNIT 3: LEXICAL COHESION (SYNONYMY AND ANTONYMY) STRATEGIES IN ACADEMIC WRITING

LESSON 1: SYNONYMY

ACTIVITY 1: Answers can vary

Academic Verb	1 synonymy	2 synonymy	4 synonymy
11. analyze	examine	consider	interpret
12. develop	progress	evolve	establish
13. show	reveal	offer	present
14. review	revise	reconsider	check
15. explain	clarify	demonstrate	describe
16. refer	introduce	attribute	indicate
17. access	approach	connect	contact
18. result	product	finding	outcome
19. achieve	accomplish	complete	manage
20. select	choose	pick	elect

ACTIVITY 2

1. **analyze / scholars**
2. **effective**
3. **reveals/ significant**
4. **advance**
5. **laborious**
6. **findings**
7. **evidently**

ACTIVITY 3:

1. **suitable**
2. **evolve**
3. **crucial/ essential**
4. **beneficial**
5. **distinctive/ diverse**
6. **relevant/ vital**
7. **convey**
8. **evidently/ precisely**

LESSON 2: ANTONYMY

ACTIVITY 1

clearly / questionably
difficult / effortless
acceptable / unsatisfactory
suitable / unsuitable
significantly/ meaningless
essential/ unnecessary
certain/ uncertain
adequately/ inadequately
probably/ unlikely

ACTIVITY 2 Answers can vary

1. Standardized tests are **unsuitable** strategy to make students evaluate speaking skill.
2. The use of traditional methods are **unnecessary** during this virtual education.
3. Students will be **unlikely** to develop all English skills during virtual classes.
4. The essay was full of **meaningless** information.
5. Applying all cohesion and coherence strategies seems to be **effortless**.

ACTIVITY 3

1. ineffective, unsuitable, inappropriate
2. demotivation
3. unready
4. inadequately
5. imprecise/ uncertain
6. insufficient

LESSON 3: COLLOCATIONS

ACTIVITY 1

1. to 2. in 3. in 4. to 5. with 6. to 7. about 8. on 9. at/with 10.
of

VERB-NOUN COLLOCATION

ACTIVITY 1

1. take 2. make 3. give/provide 4. increase 5. use 6. take 7. make 8.
give/ provide 9. increase 10. use

ACTIVITY 2

1. take 2. make 3. give/ provide 4. make 5. use 6. increases 7 provide

ADJECTIVE-PREPOSITION COLLOCATION

ACTIVITY 1

1. for / with
2. from
3. with
4. to

ACTIVITY 2 Answers can vary

1. A beginner student is usually **capable of** writing a paragraph of seven sentences.
2. A simple paragraph is **composed of** three major components.
3. The first sentence **provides a presentation** to the main idea.
4. The supporting ideas are **different from** the first sentence. They provide details for the main idea
5. A body paragraph is **associated with** the topics discussed in the essay.

UNIT 4: ESSAY OUTLINING

LESSON 1: OUTLINE

ACTIVITY 1.

1. Statistics
2. question
3. strong statement
4. statistics.

ACTIVITY 2 Answers can vary

1. The sixty percent of students need to learn how to manage a class to facilitate the learning process.
2. Educational platforms has contributed to continue with students learning process during this pandemic
3. Are you looking for a platform to teach virtual English?

ACTIVITY 3

Over the past forty years, students from Ecuador have been studying face-to-face classes so educators can be sure students learn and practice by themselves. However, the way of teaching has changed due to the pandemic. Students are learning in a virtual mode and it has contributed to social, educational instability and low learning.

ACTIVITY 4: Answers can vary

Are you looking for a platform to teach your virtual classes? Google Classroom is a platform created by Google for the education sector. Its purpose is to allow the educational community to manage their online classes to provide a quality learning. This website can selectively assign tasks, share documents with all classes and organize them through folders which are created automatically to interact in the classroom from anywhere.

ACTIVITY 5.

Topic: Google Classroom

Argument: helps teachers to carry out their teaching process in an innovative way.

Reasons It permits teachers to use a variety of didactic resources to make students interact and learn efficiently.

ACTIVITY 6

- **Topic sentence:** Google classroom permits teachers to use a variety of didactic resources to make students interact and learn efficiently.

ACTIVITY 7

Test Anxiety in University Students

HOOK

“One hundred percent of university students are evaluated by test or examinations to see part or even all the level of knowledge they have acquired during the learning process. As Burns (2004, p. 120) noted, examination results can determine if a student passes a course or can progress into further study, and may even influence employment opportunities. Understandably, educators are concerned that examinations are a fair indication of a student’s knowledge. One area of special interest is the role anxiety plays in relation to examination performance. Test anxiety leads to the development of interfering thoughts, which prevent a proper focus on examination tasks.”

Thesis

Topic sentence

Test anxiety is the first factor that interfere in the performance of taking a quality test. It is normally understood as a form of debilitating anxiety, although how it is measured varies. Early research indicated there were two forms of test anxiety: facilitative and debilitating. Facilitative anxiety is understood as a type of anxiety that students recognize as being helpful. For example, students answer positively to a question such as “Nervousness during a test helps me to do better” (Alpert & Haber, 1960, p. 213). Facilitative anxiety helps students succeed and has been found to be present in students with better results in tests of all kinds (Hembree, 1988, p. 59). However, since the 1960s, it is debilitating anxiety that has come to be called ‘test anxiety’. It is defined by Sarason (1984) as the anxiety experienced in “one important definable class of threatening situations, those in which people are evaluated” (p. 929).

Body paragraph

To conclude, the impact of anxiety on examinations has been very closely studied for a long time. There is general acceptance that debilitating anxiety negatively impacts examination performance slightly and that it does so via an interference mechanism in which task-irrelevant thoughts undermine a student’s ability to recall previously learned material. Then, Test anxiety appears to have its greatest impact in difficult examinations and in earlier years of a degree program so teachers need to do formative evaluation to see real result in learning”. (Turner et al, 2011)












Concluding paragraph



Document Information

Analyzed document	Tesis Fanny Mercedes Abata Checa.docx (D110527533)
Submitted	7/16/2021 9:05:00 PM
Submitted by	Fabiola
Submitter email	fabiola.cando@utc.edu.ec
Similarity	2%
Analysis address	cando.fabiola.utc@analysis.urkund.com

Sources included in the report

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Annex 14

AUTHORIZATION LETTER



**Carrera de
Pedagogía de los
Idiomas**

Latacunga, 5 de abril 2021

Mgs.

Mercedes Abata

DOCENTE DE LA CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS (INGLES)

Presente. –

De mi consideración:

Reciba un cordial saludo, remito a su persona la autorización para implementar la propuesta de un módulo de coherencia y cohesión para el desarrollo de la escritura académica de la Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera con los estudiantes de Séptimo “B” de la Carrera de Inglés. Con una duración de 2 meses durante 2 horas a la semana.

Particular que comunico para los fines pertinentes.

Atentamente

A handwritten signature in blue ink, appearing to read 'Sonia Castro', written over a light blue horizontal line.



Mg. Sonia Castro

Directora Carrera PINE Inglés

C.I.: 0501974729