



أخطاء التماسك والترابط في الكتابة التي يرتكبها طلاب الجامعات الليبية الدارسين للغة الإنجليزية كلغة أجنبية

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Coherence and Cohesion errors committed by EFL Libyan University students majoring English

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تاريخ النشر: 2025-01-27

تاريخ القبول: 2025-01-15

تاريخ الاستلام: 2024-12-13

مستخلص البحث

تناولت هذه الدراسة أخطاء التماسك والترابط في كتابة طلاب اللغة الإنجليزية في الجامعات الليبية التي تدرس اللغة الإنجليزية كلغة أجنبية. وكان الهدف الرئيسي من الدراسة هو العثور على أخطاء معينة تتعلق بتطبيق أدوات التماسك والتسلسل المنطقي وتنظيم النص العام. واستخدمت اختبارات الكتابة وتحليل الأخطاء لجمع البيانات من عينة من ثلاثين طالبا. واستخدمت الطريقة الوصفية التحليلية في الدراسة. وأظهرت النتائج أن أكثر أخطاء التماسك شيوعًا تتعلق بالاستخدام غير الفعال لروابط التماسك (90.60%) والاستبدال لتجنب التكرار (90%)، في حين أن أخطاء التنظيم المنطقي أقل تواتراً (76.70%). كما أن أخطاء التماسك، وخاصة في استخدام علامات الحذف (88%) وحروف العطف (86.67%)، شائعة أيضاً. وتسلط الأخطاء في الضمائر (81%) والتماسك المعجمي (81%) الضوء على التحديات التي يواجهها الطلاب في الحفاظ على الوضوح والوحدة في كتاباتهم. توصي الدراسة بتركيز التدريس على التماسك والترابط، وعمليات المراجعة والتغذية الراجعة التفصيلية، وأنشطة مراجعة الأقران لمعالجة هذه القضايا وتحسين جودة الكتابة العامة لطلاب اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: التماسك، أخطاء التماسك، طلاب الجامعات الليبية الذين يدرسون اللغة الإنجليزية كلغة أجنبية.

Abstract

This study examined coherence and cohesion errors in the writing of English majors at EFL Libyan universities. Finding particular errors pertaining to the application of cohesive devices, logical sequencing, and general text organization was the main goal of the study. Writing tests and error analysis were used to gather data from a sample of thirty students. The analytical descriptive method was employed in the study. The findings showed that the most common coherence errors are related to the ineffective use of cohesive ties (90.60%) and substitution to avoid repetition (90%), while logical organization errors are less frequent (76.70%). Cohesion errors, particularly in the use of ellipsis (88%) and conjunctions (86.67%), are also prevalent. Errors in anaphora (81%) and lexical cohesion (81%) highlight the challenges students face in maintaining clarity and unity in their writing. The study recommends focused instruction on coherence and cohesion, detailed feedback and revision processes, and peer review activities to address these issues and improve the overall quality of EFL students' writing.

Keywords: Coherence , Cohesion errors , EFL Libyan University students.

1. Introduction

English writing is a crucial academic subject for students in Arab universities. Writing is necessary for students to complete assignments such as essays, notes, reports, and written responses to inquiries. Because of these factors, writing has been seen as a crucial component of the English curriculum for both academic and specialized purposes. Since English is the primary language of instruction in Arab higher education institutions, teaching English writing is also a primary goal of English language instruction.

Students' ability to write cohesively and coherently has a significant impact on their academic progress. Learning these writing techniques might be especially difficult for students learning English as a foreign language (EFL). The goal of this study is to find common coherence and cohesion errors in the work of English majors at EFL Libyan universities. Teachers can create focused techniques to enhance students' writing skills by comprehending these mistakes (Mustafa El Raggas, 2014).

Coherence and cohesiveness are essential components of good writing. According to Al Siyabi (2019), coherence is the logical arrangement and flow of ideas, which guarantees that an essay is formatted such that the reader can easily follow the argument. Contrarily, cohesiveness entails the seamless integration of sentences and paragraphs through the use of language strategies. Both components are essential for creating academic writing that is both lucid and engaging. Despite their significance, EFL students frequently struggle with coherence and continuity. A number of issues have been brought to light by recent research, including the improper use of cohesive devices, incorrect concept sequencing, and weak subject sentences. RahmtAllah (2020), for example, looked at coherence in English essays written by Saudi EFL students and discovered that students frequently had trouble making their writing coherent. In a similar vein, Boutobba (2019) examined the cohesion and coherence issues that Egyptian students have when writing EFL essays and found that these issues are very problematic.

Gaining insight into the particular mistakes made by EFL Libyan university students can help to improve curriculum design and teaching strategies. This knowledge is crucial for creating teaching strategies that effectively address the particular difficulties these children experience. By recognizing typical mistakes, teachers can modify their lessons to fit each student's unique needs, improving their writing abilities and general academic achievement (Haas & Brown, 2019).

It is impossible to overestimate the significance of coherence and cohesiveness in academic writing. By ensuring that the language is logically structured, coherence makes it simple for readers to comprehend and follow the argument. In order to effectively guide the reader through the essay, it incorporates topic sentences and seamless transitions between concepts. The author's credibility may be weakened if the content lacks consistency since it may seem fragmented and challenging to read (Al Siyabi, 2019).

Contrarily, cohesion refers to the linking of sentences and paragraphs together through the employment of language devices like conjunctions, pronouns, and transitional phrases. The reader can more easily follow the argument when there is effective cohesiveness in the text. Misuse of conjunctions, inconsistent pronoun reference, and improper referential cohesion are examples of common cohesion faults. The readability and general caliber of students' essays can be greatly enhanced by fixing these mistakes (Othman, 2019). EFL Libyan university students encounter a number of particular difficulties when it comes to writing cohesively and clearly. Since English is not their first language, these difficulties are frequently exacerbated, making it more difficult for them to efficiently and clearly communicate their views. The improper usage of

cohesive devices is one frequent problem. Awkward sentence patterns and fractured material might result from students using conjunctions inappropriately or overusing specific linking words (Ramadan, 2018).

Illogical idea sequencing is another problem. It can be challenging for readers to follow an argument when students deliver their thoughts in an erratic or unclear order. This problem is frequently linked to students' essays' unclear structure, since they are unable to arrange their thoughts into a logical introduction, body, and conclusion. The usage of topic sentences and transitional phrases, which are crucial for directing the reader through the essay, may also be difficult for pupils (RahmtAllah, 2020).

In order to help EFL Libyan university students develop their coherence and cohesiveness skills, instructors are essential. Giving students thorough feedback on their writing is crucial to assisting them in recognizing and fixing frequent mistakes. Additionally, teachers can provide focused instruction on the use of cohesive devices, the significance of logical sequencing, and the efficient use of transitional phrases and topic sentences. Teachers can assist students in improving their writing abilities and overall academic achievement by providing frequent practice opportunities and promoting peer review (Ramadan, 2018).

In conclusion, creating successful teaching strategies that improve the writing abilities of EFL English majors at Libyan universities requires a knowledge of the coherence and cohesiveness errors made by these students. This study intends to further the field of EFL teaching by concentrating on identifying particular error kinds, investigating students' perspectives, and analyzing the function of teachers. The knowledge gathered from this study can assist teachers in customizing their lessons to each student's particular requirements, which will enhance their academic achievement and general success.

1.1. Statement of the problem

Having spent more than five years teaching English language and literature at different Libyan institutions, I've noticed that a lot of EFL students struggle to comprehend and master discourse coherence and cohesion in their English writings.

Previous research such as Tso (2024), Megaia (2023), Othman (2019) and Ramadan (2018) have indicated that EFL students, including those in Libya, often face difficulties in these areas. Common errors include the misuse of cohesive devices, illogical sequencing of ideas, and inadequate topic sentences. These issues result in essays that are disjointed and difficult to understand, ultimately affecting students' grades and their confidence in their writing abilities.

Thus, the current research tries to Identify and categorize the different types of coherence and cohesion errors that students commonly make.

1.2. Questions of the study

- 1- What specific types of coherence errors are most common among EFL Libyan university students majoring in English?
- 2- What specific types of cohesion errors are most common among EFL Libyan university students majoring in English?

1.1.1 1.3. AIMS OF THE STUDY

The current study aims at:

- 1- Identifying and categorize the different types of coherence errors that students commonly make.
- 2- Identifying and categorizing the different types of cohesion errors that students commonly make.

1.1.2 1.4. IMPORTANCE OF THE STUDY

1.1.3 1.4.1 THEORETICAL IMPORTANCE

- 1- Providing empirical data on coherence and cohesion errors among EFL Libyan university students, enhancing our understanding of second language acquisition and writing proficiency.
- 2- Offering insights into the cognitive processes involved in writing for EFL learners, informing theories about how students organize and connect ideas in a second language.

1.1.4 1.4.2 PRACTICAL IMPORTANCE

FOR STUDENTS:

- By addressing coherence and cohesion errors, students can significantly improve the clarity and logical flow of their writing, leading to better academic performance and increased confidence in their writing abilities.

FOR TEACHERS:

- Understanding common coherence and cohesion errors enables teachers to provide more precise and constructive feedback, helping students to identify and correct their mistakes.

FOR CURRICULUM DESIGNERS:

-The study's conclusions can help curriculum designers develop writing classes and resources that particularly target the difficulties with coherence and cohesiveness that EFL students encounter.

FOR RESEARCHERS:

- This study provides valuable empirical data on coherence and cohesion errors among EFL students, contributing to the body of knowledge in applied linguistics and EFL education.

1.5 Terms of the research

Coherence

Wang & Guo (2014) recognized coherence as a semantic concept, but it is semantic in the systemic-functional sense, a combination of van Dijk's text-internal semantic notion and Widdowson's notion of illocutionary development.

In this study, coherence is practically defined as the ability of EFL Libyan university students to structure their essays in a way that makes it easy for readers to follow their arguments. This includes: **CLEAR STRUCTURE, LOGICAL SEQUENCING:** and **EFFECTIVE TOPIC SENTENCES.**

Cohesion

Thompson (2013) defined cohesion in this way: cohesion refers to the linguistic means by which a speaker can show that a text is empirically and interpersonally coherent, and thus cohesion is a textual phenomenon, i.e., we can point to features in a text that function as cohesion.

In this study, cohesion is practically defined as the ability of EFL Libyan university students to use cohesive devices effectively to link their ideas. This includes: use of conjunctions, pronoun reference, ellipsis and substitution and referential cohesion.

1.1.5 1.6. DELIMITATIONS OF THE STUDY

1. PLACE: This study is conducted at Faculty of Education, University of Bani Walid in Libya, focusing specifically on the departments of English where students major in English language and literature.

2. TIME: The research took place during the academic year 2023-2024, allowing for a comprehensive examination of students' writing over two semesters.

3. SUBJECT: The study is delimited to examining coherence and cohesion errors in written essays produced by EFL (English as a Foreign Language) students. This includes analyzing the logical flow, structure, and use of cohesive devices in students' essays.

4. PEOPLE: The participants are EFL Libyan university students (30) majoring in English. The study focuses on students who are in their second year of their undergraduate program, as they are expected to have a more advanced level of English proficiency and writing experience

2. Literature Review

2.1 Writing in Libyan EFL Context

Writing is one of the most confusing parts of learning a second language since it requires a lot of effort from the student and specific instruction from the teacher (Attelisi, 2012). Furthermore, writing is challenging even in the learners' own tongue, and writing in a foreign language is more complex. All pupils consider writing in English to be a challenging task (Al-Khairy, 2013). Furthermore, writing in a foreign language—especially essays—often presents the largest obstacle for students at all stages (Hourani, 2008).

Writing is challenging because it requires a thorough command of syntax, vocabulary, mechanics, and writing style (Ferris, 2011). Writing skills including proper grammar usage, conventions, punctuation, capitalization, and spelling can be challenging for students who struggle with writing (Ghabool & Kashef, 2012). Additionally, composition issues arise in EFL writing classes because students are not exposed to the second language outside of the classroom or even within it, and because of the large class size, they have fewer opportunities to interact with peers or the teacher (El-Aswad, 2002).

English writing is crucial to students' academic studies in Arab institutions since research work mostly relies on it. Writing is also necessary for taking notes, describing objects, writing essays, writing reports, and doing research (Alsied & Pathan, 2018).

According to the bulk of research done in the Arab world, Arab students, who are learning English as a second or foreign language, struggle to adopt a proficient writing style (Al Othman,

2013). This can be attributed to the inadequate and subpar writing abilities that were employed in the initial years of education. As a result, such students struggle greatly with writing essays or papers due to language barriers.

According to Alsied & Pathan (2018), Libyan EFL students struggle greatly with writing, including issues with punctuation, grammar, and spelling. Most students make punctuation mistakes because they don't know how to utilize certain punctuation marks, such commas. Furthermore, most Libyan students find grammar to be one of the most challenging courses, especially when it comes to verb tenses, as they are unable to differentiate between the various English tenses. The distinction between Arabic and English tenses is already known to Libyan students. Because of the disparities between the two languages, people therefore make mistakes. Furthermore, some Libyan students also make spelling mistakes. However, teaching writing presents some difficulties for Libyan educators as well, and they are expected to do everything in their power to prevent their pupils from making mistakes. As a result, all of the aforementioned issues have the potential to cause significant mistakes in students' writing and can be seen as barriers that prevent students from producing flawless writing.

2.2 Error Analysis

Error analysis (EA), a method that examines second language learners' written or spoken performance, is regarded as one of the most important theories of second language acquisition. EA is a technique for identifying, classifying, and fully comprehending the learners' abnormal second language usages (Elwerfalli, 2013). According to Sid (2014), error analysis is the process of identifying, evaluating, and categorizing departures from second language rules in order to uncover the learner's operational systems.

One of the best ways to describe and explain mistakes made by EFL and ESL students is to do error analysis, which can also reveal the origins and sources of errors. Therefore, identifying the causes of these mistakes can aid in controlling the solution and highlighting preparation for subsequent training (Alhaysony, 2013). As one of the greatest types of linguistic research that highlights the mistakes made by learners, error analysis has gained popularity as a technique for studying second language analysis (Zawahreh, 2012).

2.3 Causes and Sources of Errors

Examining the causes of errors is crucial to comprehending and assessing learners' mistakes in English writing. prior to the late 1960s, when error analysis theory was introduced. The discipline of teaching second languages was dominated by behaviorist psychology and structuralism (SID, 2016). As a result, the first language interference was blamed for learners' mistakes. As a result, contrastive analysis has been proposed as a solution to language learning challenges. According to CA theory, "the interference of the first language system with the second language system is the principle barrier to the second language system" (Brown, 2000, p. 45).

By establishing a connection between the learner's performance and the nature of the learning process, error analysis aids in the comprehension of the second language acquisition process. Therefore, mistakes made by learners suggest a variety of factors that are not unique to the local tongue. Platt and Platt (2002) noted that "learners' errors are caused by different processes that include borrowing of patterns from the mother tongue; extending patterns from the target language and expressing meanings using the words and grammar which are already known" .As stated by Al-Jarf (2011). As discussed in the ensuing subsections, the primary causes of errors fall into two categories: intralingual and interlingual errors.

1-Errors that are interlingual (interference) (IIE)

Interlingual or transfer errors are those that can be linked to interference from the first language. The reason for those mistakes is negative interlingual transmission. According to Kavaliauskiene (2009). "interlingual errors may occur due to the learner's lack of the necessary information in the second language or the capacity attention to activate the appropriate second language routine" . The dual role of the first language in second language acquisition is supported by language transfer as a cognitive component.

2. Developmental (Intralingual) Errors (IDE)

In addition to using L1 transfer, learners make these mistakes because they are ignorant about a particular TL item. These errors are generated by the target language (TL) itself (SID, 2016). Xie & Jiang (2007,p.11) claimed that "Intralingual errors refer to errors which result from faulty or partial exposure to the target language rather than interferences from the native language" . Analyzing intralingual errors is important because it frequently indicates the many methods a learner employs to acquire the target language (SID, 2016).

2.4 Types and Classification of Errors

Errors can be categorized as omission, addition, misformation, incorrect order, spelling, and system faults, according to Gustilo and Mango (2012). Additionally, Alsied & Pathan (2018) divided mistakes into four categories. The first kind is omission, where students leave out a linguistic element that is necessary for a sentence to be grammatically acceptable. The second is addition errors, which occur when students include a language element that is not required in a sentence that is grammatically correct. Misformation errors are the third kind, where students mess up how to employ language components. The final kind is misordering, in which students arrange language components incorrectly. Additionally, Sun (2010) divided errors into grammatical, syntactic, discourse, structure, and content faults, as well as errors pertaining to improper word usage. Additionally, errors can be divided into macro and micro errors. Errors in grammar, lexis, phonology, and semantics are known as macro errors. The usage of articles, punctuation, capitalization, word order, spelling, and verb tenses are examples of micro mistakes (Althobaiti, 2014).

2.5 Benefits of Error Analysis in Second Language Acquisition

According to Sawalmeh (2013), one cannot escape committing mistakes in this world. Throughout the language learning process, students can learn from their mistakes by receiving feedback from their teachers, which will help them advance their abilities and accomplish their objectives. Errors are beneficial for both teachers and students, according to researchers that study error analysis. It provides teachers with information regarding the mistakes made by their students. Teachers can use this to improve their instruction and fix their errors. Error analysis is a key tool for identifying and characterizing the challenges that students confront. It can also be utilized as a reliable source of feedback to develop an effective teaching strategy. Alhaysony (2012)

Error analysis also plays a significant role in identifying the types of errors made by students and their causes, especially while writing English essays. Furthermore, mistake analysis is a crucial source of data that may be used to describe how students approach learning and is present in student output (Khansir & Ahrami, 2014).

In certain situations where English is spoken as a second or foreign language, studies on mistake analysis have been conducted. Such research is crucial because student mistakes can provide more insights into language acquisition, and they can assist teachers by providing data for class reviews (Wu & Garza, 2014). Writing mistakes committed by EFL college students were

examined by Ridha (2012). The faults were categorized as semantic, lexical, grammatical, writing mechanics, and word order after the researcher reviewed 80 written articles. Although the students' writings contained a variety of faults, grammatical and mechanical errors were the most common.

2.6 Realization of Coherence

RahmtAllah (2020) asserted that, coherence is an ambiguous concept, as it is an interpretive process that occurs when a reader reads a text. It is divided into reader-based and text-based coherence, which refers to the meaningful aspects of reader-writer interactions and features related to the text's internal structure. Coherence is in the mind of both the reader and the writer, and both must make efforts to make a text coherent. To achieve coherence, the writer should follow two steps: unity of ideas, which means assertions should be related to all other elements, and logical organization of points, which involves organizing the discourse in a logical sequence from the beginning to the end of the essay. The overall coherence is the main organization pattern, while linear coherence connects all parts on each level, including the connection between microstructures. The level of a discourse can better judge whether the points of a text are organized in a logical way.

According to Bublitz (2011), coherence is the term used to describe the meaning relations that allow one section of a text to serve as the context for another. Reference, substitution, ellipsis, conjunction, and lexical cohesion are examples of linguistic devices that show cohesiveness at the surface level of language.

According to Najim (2013), substitution uses noun phrases, verb phrases, and clauses, whereas reference might be situational or exophoric, depending on the context. The "substitution by zero" that is ellipsis includes sentences, verb phrases, and noun phrases. Conjunctions can be classified as additive, adversative, causal, or temporal. Word-for-word repeats, synonyms, superordinates, general words, so-called collocations, and objects that only "instantially" gain their coreferential position are examples of reiteration that achieve lexical cohesiveness.

Cohesion can be divided into three categories, according to Bublitz (2011): reference to what has been said, what will be said, and what could have been stated in its place. The two ways that Roman Jakobson arranged verbal means—selection (paradigmatic choice, relatedness in the system) and combination (syntagmatic relatedness)—correspond to this distinction. Cohesion can be further classified as either prospective or retrospective. Proforms, substitutes, synonyms, hyponyms, word-for-word repeats, general words or labels, and second pair components of adjacency pairs are examples of retrospective cohesive mechanisms.

These classes of cohesive means also include ordered arrangements that operate simultaneously in the future and the past. The concepts of iconicity and information assessment aid in the development of coherent connections between utterances. Taiman and Setiawan (2021).

2.7 Cohesion as a condition for coherence

According to Tardy & Swales (2009), cohesion in discourse and text is neither a necessary nor sufficient prerequisite for coherence. According to studies, depending on the genre, discourse and text tend to be more or less cohesive. The chosen path of coherence interpretation is indicated by cohesive methods. The hearer or reader's perception of coherence may be disrupted by a lack of cohesive means.

According to Bublitz (2011), cohesive methods can be found in lexico-syntactic, speech act pairings, alliteration, rhythm, assonance, phonetics, prosody, and sound-rows. Although there are

many cohesive strategies used in regular face-to-face communication, guaranteeing understanding as a principle is more important than avoiding repetition.

According to Yang & Sun (2012), there is no clear link between cohesion and coherence; however, it is more debatable if the speaker's main goal in employing cohesive techniques is to ensure coherence. It is not very clear from the examples that cohesiveness by itself does not produce coherence. If the material in question was real, its hearers or readers would have little trouble coming to a believable interpretation of coherence by using their encyclopedic knowledge, the circumstances at hand, the bigger context, the overall communication objective, and other sources of supporting information.

Finally, because cohesiveness is a strong and suggestive guideline for the hearer's/reader's interpretation, it is typically a sufficient prerequisite for coherence. As a general rule, ensuring understanding is more important in face-to-face conversations than avoiding repetition.

2.8 Classification of Cohesion

Mao (2024) distinguished between lexical and grammatical cohesiveness. Reference, substitution, ellipsis, and conjunctions are examples of grammatical cohesiveness that aid readers in following the different players in a text. Lexical reiteration and collocation, which entail repeating a lexical item and using synonyms, near-synonyms, or superordinates, are examples of lexical cohesiveness. The arrangement of words in a text is known as collocation, and it refers to the meaning relationship between a single lexical item and the lexical items that are typically found together in a language. Learning the right collocations should be a major focus of vocabulary acquisition since it is a component of native speakers' proficiency.

According to Demir (2017), the reader's understanding of general discourse elements and the reality to which the discourse refers, as well as the author's cues, can help them understand lexical collocations. Collocation encompasses two distinct linguistic phenomena: co-occurring lexical items and lexical collocational items that belong to the same semantic area. Other academics have made a distinction between cohesion and coherence, restricting cohesion to the text's explicit processes like subject-verb agreement, parallel organization, and tense.

2.8 Related studies

Common mistakes and use patterns in coherence and cohesiveness are revealed by Diep & Le's (2024) analysis of essays written by junior English majors. They discovered that cohesive devices were frequently misused and lexical cohesiveness was frequently used. To enhance writing abilities, the study suggests peer review exercises, frequent feedback, and explicit instructional interventions. Longitudinal studies and cross-institutional comparisons should be taken into account in future research in order to monitor developments and pinpoint common problems.

Two seasoned professors were requested to identify flaws based on Cohesion and Coherence Theory after students were instructed to compose a CET-4 essay. Li (2024) presents the findings of a number of linguistic statistics methodologies. According to the study, pupils struggle with conjunctions and lexical coherence and struggle with argumentation and logical reasoning. The study makes the case that rather of concentrating solely on the language level, which can serve as a reference for teaching English writing, college students and instructors should concentrate more on how to increase cohesiveness and coherence in texts.

Tso (2024) examines the challenges Hong Kong Chinese students encounter when writing academically in English, with a particular emphasis on coherence and connectives. According to the study, because of cultural standards and politeness, these students frequently express their

arguments in a circular fashion, hiding the genuine meaning of their writing. Rather than being stated directly at the start of the essay, the thesis statement is implied at the end. According to a focus group interview, the rhetorical patterns in their English academic essays are influenced by Chinese social interaction standards. The study's significance stems from its capacity to influence EFL education, allowing teachers to better assist Hong Kong Chinese students in negotiating the challenges of academic writing in English and modify their teaching strategies to close linguistic and cultural divides.

Megaia (2023) investigates how second-year English language students at Omar Al-Mukhtar University's Department of English misuse the coherence elements in their persuasive writings throughout the 2022–2023 academic year. The coherence theory of Halliday and Hasan (1976) serves as the study's compass. It investigated the coherence and mistakes made by Libyan EFL students when writing essays using a qualitative descriptive method. Participants are asked to write a persuasive essay on one of the two given subjects in order to collect data. According to the study's findings, there are three different kinds of cohesion feature errors: conjunctions, lexical cohesion, and reference features. A number of mistakes pertaining to the essay's structure and content were also discovered by the analysis, including the lack of a thesis statement, improper punctuation, a lack of suitable transitional signals, inconsistent ideas, and improper use of speech and diction.

Students' challenges with coherence and cohesiveness when writing essays in English as a Foreign Language (EFL) are examined by Boutobba (2019). The study employs a descriptive methodology that includes essay analysis and a questionnaire. The University of 8 Mai 1945, Guelma, Master One students made up the sample. According to the results, cohesiveness and coherence in EFL essays are major challenges for Master One students. According to the study, all courses should provide practice opportunities and teachings on cohesiveness and coherence.

Alsied & Pathan's (2018) study examined the primary mistakes made by Libyan EFL students in the English Department of Sebha University. Seventy first- and second-year students participated in the quantitative investigation. Grammatical, mechanical, discourse, lexical, and spelling problems were among the many errors found in the results. Fragments, s-v agreement, overuse of articles, punctuation, coherence, run-on sentences, poor paragraph development, lexical item selection, and omission were the most often made mistakes.

Commentary on the related studies

The earlier research on coherence and cohesion faults in EFL students offers insightful information and serves as a basis for comprehending the difficulties experienced by English majors at Libyan universities. These studies are contrasted with your ongoing research here.

Similarities

There are a number of parallels between the current study and earlier studies on coherence and cohesion errors made by EFL Libyan university students. Similar to Diep & Le (2024) and Li (2024), the emphasis is on pinpointing certain inconsistencies in students' writing's consistency and cohesiveness. These studies highlight how crucial it is to comprehend prevalent problems in order to enhance teaching strategies and student results. A thorough analysis of the difficulties experienced by EFL students is also made possible by the fact that both the current study and earlier research examine writing faults using a combination of qualitative and quantitative methodologies. All of these studies share the same suggestions for instructional interventions, frequent feedback, and peer review exercises, underscoring the need for workable ways to improve writing skills.

Differences

The current study differs significantly from earlier research, despite the similarities. The emphasis on culture and setting is one significant distinction. The current study primarily looks into the difficulties experienced by Libyan university students, offering insights specific to the Libyan educational setting, whereas Tso (2024) studies the impact of cultural norms on coherence and cohesion in the writing of Hong Kong Chinese students. Furthermore, the scope of analysis differs; Megaia (2023) concentrates on second-year students and persuasive essays, while the current study has a wider participant base that includes English majors in their second and third years. A more thorough grasp of coherence and cohesion concerns at various academic levels is made possible by this wider reach. Additionally, the current study intends to offer a more thorough examination of certain mistakes and their reasons, providing comprehensive insights that might guide curriculum creation and focused teaching tactics in the Libyan setting.

3. Method

The research used the descriptive analytical method . The primary goal is to identify and analyze the coherence and cohesion errors committed by EFL Libyan university students in their writing. This involves observing, recording, and categorizing the specific types of errors without manipulating any variables or conditions.

Instruments of the research

The research included two instruments:

- 1- Coherence and cohesion Error analysis.
- 2- A writing test

3.1 Sample of the study

The participants are EFL Libyan university students (30) majoring in English. The research focuses on students who are in their second year of their undergraduate program, as they are expected to have a more advanced level of English proficiency and writing experience

- **Coherence Errors in English Writing checklist:**

- **Raters' agreement rate:**

The list was applied by two researchers independently of each other, and errors in the sample responses were monitored and the data was recorded independently. The rate of agreement between the raters was calculated and considered an indicator of the tool's stability.

Table (1) (Agreement rate on coherence)

Main skills	Sub skills	%
1-Logical Organization	1- How often do you plan the structure of your essays before writing?	80.00%
	2- Do you find it challenging to organize your ideas logically in your writing?	83.33%
2-Transitional Devices	3- How frequently do you use transitional phrases (e.g., however, therefore, in addition) to connect ideas in your writing?	96.67%
	4- Do you find it difficult to use transitional devices effectively in your writing?	76.67%
3-Repetition and Substitution	5- How often do you avoid unnecessary repetition of words or phrases in your writing?	70.00%
	6- Do you use substitution effectively to avoid repetition (e.g., using synonyms or pronouns)?	76.67%
4-Cohesive Ties	7- How frequently do you use cohesive ties (e.g., reference, conjunction, lexical cohesion) to maintain coherence in your writing?	80.00%
	8- Do you find it challenging to use cohesive ties effectively in your writing?	90.00%
5-Clarity and Conciseness	9- How often do you ensure that your writing is clear and concise?	66.67%
	10- Do you find it difficult to achieve clarity and conciseness in your writing?	86.67%
Checklist	Coherence Errors in English Writing	80.67%

The agreement rate for the card as a whole reached (80.67%), which is a high value that reflects the stability of the card and its suitability for application.

- **Cohesion Errors in English Writing checklist:**

- **Raters' agreement rate:** The list was applied by two researchers independently of each other, errors in the sample responses were monitored, data were recorded independently, and the rate of raters' agreement was calculated and considered an indicator of the tool's stability.

Table (1) (Agreement rate on cohesion)

Main skills	Sub skills	%
1-ANAPHORA (USE OF PRONOUNS REFERRING BACK)	1- I use pronouns to refer back to previously mentioned nouns (anaphora) in my writing.	83.33%
	2- I find it challenging to use anaphoric references correctly, leading to confusion in my writing.	86.67%
2-CATAPHORA (USE OF PRONOUNS REFERRING FORWARD)	3- I use pronouns that refer forward to nouns mentioned later (cataphora) in my writing.	76.67%
	4- I find it difficult to use cataphoric references correctly, causing confusion in my writing?	80.00%
3-REFERENCE (OVERALL PRONOUN AND ARTICLE USE)	5- I use pronouns (he, she, it, they) and articles (a, an, the) correctly in my writing.	86.67%
	6- I find it challenging to maintain clear references throughout my writing.	93.33%
4-ELLIPSIS (OMISSION OF WORDS)	7- I use ellipsis (omission of words) appropriately in my writing.	76.67%
	8- I find it difficult to use ellipsis without causing confusion or ambiguity.	70.00%
5-CONJUNCTION (LINKING WORDS)	9- I use conjunctions (e.g., and, but, because) to connect ideas in my writing.	76.67%
	10- I find it challenging to use conjunctions appropriately and effectively in my writing.	86.67%
6-LEXICAL COHESION (REPETITION AND SYNONYMY)	11- I use lexical cohesion (repetition of key terms, use of synonyms) in my writing to maintain coherence.	90.00%
	12- I find it difficult to use lexical cohesion effectively, leading to repetition or lack of clarity.	90.00%
Checklist	1. Cohesion Errors in English Writing	83.06%

1.1.6 THE AGREEMENT RATE FOR THE CARD AS A WHOLE REACHED (83.06%), WHICH IS A HIGH VALUE THAT REFLECTS THE STABILITY OF THE CARD AND ITS SUITABILITY FOR APPLICATION.

- WRITING TEST

- **Validity:**

The correlation coefficients were calculated between the sample scores on the test items and the total score. The values of the correlation coefficients ranged from 0.513 to 0.846, which are high values that reflect the validity of the items, the internal consistency of the test, and its validity for application.

- **Stability by re-application method:**

The test was applied to the exploratory sample, then re-applied after 3 weeks, and the correlation coefficient was calculated between the sample scores in the two applications. It reached 0.784, which is a high value that reflects the stability of the test and its validity for application.

- Reliability by half division:

The reliability of the Writing Test was calculated by **split-half** (by Spearman/Brown and Guttman equations), and the results are as follows:

Table (3) Reliability coefficients by split-half (by Spearman\Brown, Gutman equations)

	Spearman\Brown equation	Gutman equation)
Writing Test as a whole	0.807	0.805

Table (3) showed that the split-half reliability coefficients (with the Spearman/Brown and Guttman equations) have relatively high values, and this indicates the reliability of the reliability of the Writing Test as a whole.

4. Discussion of results

- **The first questions: What specific types of coherence errors are most common among EFL Libyan university students majoring in English?**

2. In order to answer this question, data had been described and summarized through calculating the Frequency, Percentage, mean and Percentage% from applied Coherence Errors in English Writing checklist.

Table (4): Descriptive Statistics. (n=30)

Main skills	Sub skills	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Mean	Percentage %	Order
	3.	Freq	Freq	Freq	Freq	Freq			
1-Logical Organization	I plan the structure of my essays before writing.	17	5	6	1	1	4.2	84.00%	4
	I find it challenging to organize my ideas logically in my writing.	7	8	9	4	2	3.47	69.40%	10
	1-Logical Organization						3.84	76.70%	
2-Transitional Devices	I use transitional phrases (e.g., however, therefore, in addition) to connect ideas in my writing.	12	8	7	2	1	3.93	78.60%	9
	I find it difficult to use transitional devices effectively in my writing,	14	8	4	2	2	4	80.00%	7
	2-Transitional Devices						3.97	79.30%	
3-Repetition and Substitution	I avoid unnecessary repetition of words or phrases in my writing.	15	7	5	3	0	4.13	82.60%	5
	I use substitution effectively to avoid repetition (e.g., using synonyms or pronouns).	18	9	3	0	0	4.5	90.00%	2

Main skills	Sub skills	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Mean	Percentage %	Order
	3.	Freq	Freq	Freq	Freq	Freq			
	3-Repetition and Substitution						4.32	86.30%	
4-Cohesive Ties	I use cohesive ties (e.g., reference, conjunction, lexical cohesion) to maintain coherence in my writing.	17	12	1	0	0	4.53	90.60%	1
	I find it challenging to use cohesive ties effectively in my writing.	18	8	4	0	0	4.47	89.40%	3
	4-Cohesive Ties						4.50	90.00%	
5-Clarity and Conciseness	I ensure that my writing is clear and concise.	15	7	4	0	4	3.97	79.40%	8
	I find it difficult to achieve clarity and conciseness in my writing.	14	10	3	0	3	4.07	81.40%	6
	5-Clarity and Conciseness						4.02	80.40%	
Checklist	Coherence Errors in English Writing						4.13	82.53%	

It is clear from the previous table that the sample's level of Coherence Errors in English Writing is (Always = 82.53%)

As it is clear from the table that the error (I use cohesive ties (e.g., reference, conjunction, lexical cohesion) to maintain coherence in my writing) is the most common in the sample at a rate of (90.60%), followed by (I use substitution effectively to avoid repetition (e.g., using synonyms or pronouns) at a rate of (90%). It is clear that the errors related to (Cohesive Ties) are the most common in the sample at a rate of (90%) and the least (Logical Organization) at a rate of (76.70%).

The following graphic representation shows the sample's percentage of Coherence Errors in English Writing :

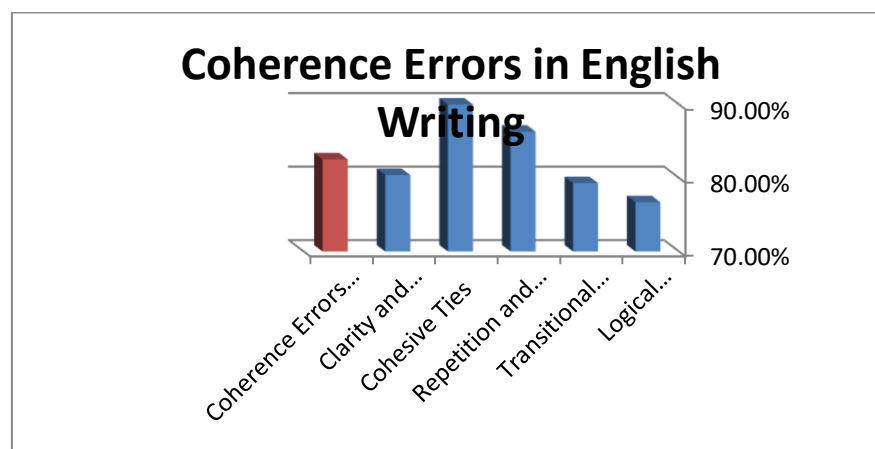


Figure (1) Percentages of Coherence Errors in English Writing

The findings indicate significant coherence errors among EFL Libyan university students, with an overall occurrence rate of 82.53%. The most common issues are the ineffective use of cohesive ties (90.60%) and substitution to avoid repetition (90%), highlighting a struggle to maintain coherence through cohesive devices. Errors in logical organization, while less common (76.70%), still present a notable area for improvement.

These results align with Megaia (2023), who also identified significant issues with the use of cohesive ties among Libyan EFL students, emphasizing the need for targeted instruction and practice in this area to enhance writing quality and coherence.

- **The second questions: What specific types of cohesion errors are most common among EFL Libyan university students majoring in English?**

In order to answer this question, data had been described and summarized through calculating the Frequency, Percentage, mean and Percentage% from applied Cohesion Errors in English Writing checklist.

Table (5): Descriptive Statistics. (n=30)

Main skills	Sub skills	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Mean	Percentage %	Order
		Freq	Freq	Freq	Freq	Freq			
1- ANAPHORA (USE OF PRONOUNS REFERRING BACK)	I use pronouns to refer back to previously mentioned nouns (anaphora) in my writing.	21	2	2	3	2	4.23	84.67%	3
	I find it challenging to use anaphoric references correctly, leading to confusion in my writing.	11	10	5	3	1	3.9	78.00%	6
	1- ANAPHORA (USE OF PRONOUNS REFERRING BACK)						4.07	81.33%	
2- CATAPHORA (USE OF PRONOUNS REFERRING FORWARD)	I use pronouns that refer forward to nouns mentioned later (cataphora) in my writing.	7	10	9	3	1	3.63	72.67%	9
	I find it difficult to use cataphoric references correctly, causing confusion in my writing.	11	4	8	4	3	3.53	70.67%	10
	2- CATAPHORA (USE OF PRONOUNS REFERRING FORWARD)						3.58	71.67%	
3- REFERENCE (OVERALL PRONOUN AND ARTICLE USE)	I use pronouns (he, she, it, they) and articles (a, an, the) correctly in my writing.	7	3	9	9	2	3.13	62.67%	12
	I find it challenging to maintain clear references throughout my writing.	15	6	4	3	2	3.97	79.33%	5

Main skills	Sub skills	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)	Mean	Percentage %	Order
	3-- REFERENCE (OVERALL PRONOUN AND ARTICLE USE)						3.55	71.00%	
4- ELLIPSIS (OMISSION OF WORDS)	I use ellipsis (omission of words) appropriately in my writing.	10	9	2	5	4	3.53	70.67%	11
	I find it difficult to use ellipsis without causing confusion or ambiguity.	21	4	2	2	1	4.4	88.00%	1
	4- ELLIPSIS (OMISSION OF WORDS)						3.97	79.33%	
5- CONJUNCTION (LINKING WORDS)	I use conjunctions (e.g., and, but, because) to connect ideas in my writing.	19	6	2	2	1	4.33	86.67%	2
	I find it challenging to use conjunctions appropriately and effectively in my writing.	14	5	3	3	5	3.67	73.33%	8
	5- CONJUNCTION (LINKING WORDS)						4	80.00%	
6- LEXICAL COHESION (REPETITION AND SYNONYMY)	I use lexical cohesion (repetition of key terms, use of synonyms) in my writing to maintain coherence.	17	7	3	2	1	4.23	84.67%	4
	I find it difficult to use lexical cohesion effectively, leading to repetition or lack of clarity.	13	7	6	2	2	3.9	78.00%	7
	6- LEXICAL COHESION (REPETITION AND SYNONYMY)						4.07	81.33%	
CHECKLIST	COHESION ERRORS IN ENGLISH WRITING						3.87	77.44%	

It is clear from the previous table that the sample's level of Cohesion Errors in English Writing is (Always = 77.44%)

As it is clear from the table that the error (I find it difficult to use ellipsis without causing confusion or ambiguity) is the most common in the sample at a rate of (88%), followed by (How often do you use conjunctions (e.g., and, but, because) to connect ideas in your writing?) at a rate of (86.67%).

It is clear that the errors related to (Anaphora (Use of Pronouns Referring Back)) as well as the errors related to (Lexical Cohesion (Repetition and Synonymy)) are the most common in the

sample at a rate of (81%) and the least is (Reference (Overall Pronoun and Article Use)) at a rate of (71%).

The following graphic representation shows the sample's percentage of Cohesion Errors in English Writing :

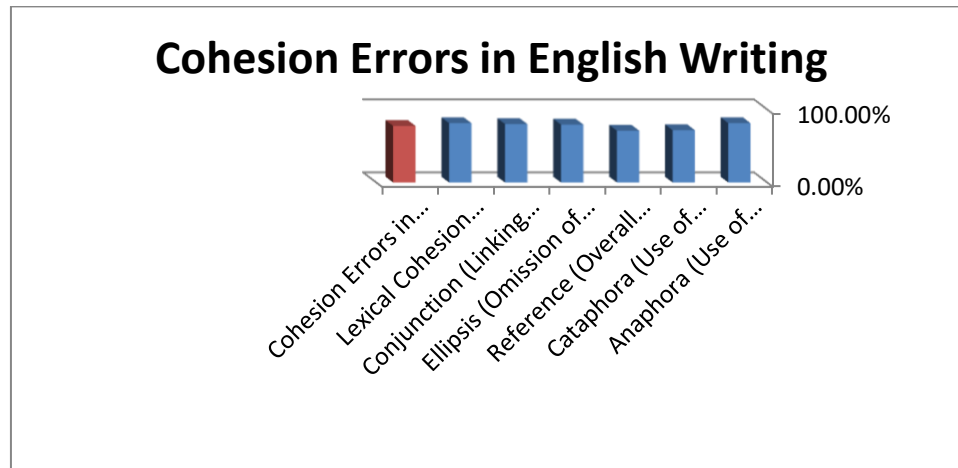


Figure (2) Percentages of Cohesion Errors in English Writing

The results of this study reveal that EFL Libyan university students frequently struggle with using ellipsis without causing confusion or ambiguity (88%) and effectively employing conjunctions to connect ideas (86.67%), indicating significant challenges in maintaining coherence and cohesion. Additionally, errors related to anaphora (use of pronouns referring back) and lexical cohesion (repetition and synonymy) are prevalent (81%), highlighting issues with pronoun clarity and the consistent use of lexical ties. Errors in overall pronoun and article use, while still notable, are less common (71%).

These findings align with Li's (2024) study, which also identified difficulties with conjunction and lexical cohesion use among EFL learners, emphasizing the need for targeted instructional strategies to enhance students' writing proficiency and logical reasoning.

5. Recommendations

- Teach the concepts of coherence and cohesion in a clear and targeted manner. Lessons on essay structure, logical concept sequencing, and the efficient application of cohesive devices like conjunctions, pronouns, ellipses, and referring words should all be part of this.
- 5. - Provide students with thorough and targeted criticism on their writing assignments, emphasizing areas in which coherence and cohesiveness need to be strengthened. To improve their writing abilities, encourage pupils to make revisions to their work in light of this feedback.
- 6. -Encourage pupils to participate in group writing projects and peer review sessions. Peer review promotes a greater knowledge of coherence and cohesion by enabling students to assess and comment on one another's writing. Writing assignments that require collaboration promote the exchange of ideas and methods.

6. Suggestions for further research

- Track the development of coherence and cohesion skills in EFL students over time.
- Compare coherence and cohesion errors across different universities and educational contexts.
- Investigate the role of digital tools and online platforms in enhancing coherence and cohesion in EFL students' writing.
- Test the effectiveness of specific instructional interventions aimed at improving coherence and cohesion.

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