Exploring Third Year Students' Writing at Ibn Khaldoun University of Tiaret Using a Text Linguistic Approach

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Dissertation Submitted in Partial Fulfillment of the Requirement for The Master's Degree in **Linguistic**

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Dedications

After Allah's guidance and blessing

To my family and my friends

This dedication is a heartfelt thank you for your love and support. You have been my inspiration. I am grateful for the moments we share and the memories we create. Your presence in my life brings me joy and happiness.

Acknowledgements

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Abstract

As a characteristic unique to humans, language serves as a fundamental tool for communication. The language enables thought expression, emotion showing, and engagement with the other. Among the four language skills, writing holds paramount significance and considered as the most challenging to be developed. To deliver effective writing, one must not only be technically efficient but also efficient in terms of reader engagement and message conveyance. Different approaches were adopted to explore the different challenges the efficient writing presents among which is the text linguistic approach. As such, the present study opted for text analysis following a text linguistic approach involving evaluation of the seven textuality standards in the prime aim of identifying the standards that are the most challenging. To reach this aim, the study was conducted with Third-year student at IbnKhaldoun University and analyzed their written productions for the literature course. A qualitative and quantitative textual analysis of the textuality seven standards were performed and results were interpreted and discussed in relation with the advanced research questions. Results highlighted intertextuality as the most problematic immediately followed by cohesion, coherence, intentionality and informativeness. Therefore, in writing instruction, it is highly recommended to place more emphasis on the highlighted areas if more efficient student writing is to be reached.

Keywords: **writing analysis, text linguistic approach, coherence, cohesion, third-year students, Ibn Khaldoun University.**

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GENERAL

INTRODUCTION

General Introduction

Writing is an essential tool for communication and critical thinking, but many students struggle with developing effective writing skills. While previous research has focused on linguistic features of writing such as grammar and punctuation, less attention has been paid to the communicative aspect of writing. The purpose of this study is to fill this gap by using the De Graunde and Dressler text linguistic approach to analyze third year students' writing at IbnKhaldoun University of Tiaret.

The following research questions were created in the line of the research purpose:

Q1. To what extent do third year students at IbnKhaldoun University of Tiaret meet the seven standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, intertextuality, and situationality) in their writing?

Q2. What is the relationship between the seven standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, intertextuality, and situationality) and the academic performance of third year students at IbnKhaldoun University of Tiaret?

As answers to the given questions, the research proposes the following hypotheses:

H_a: The use of a text linguistic approach in text analysis will lead to the identification of the most challenging textuality standards in students' writing.

H_0: The use of a text linguistic approach in text analysis will not lead to the identification of the most challenging textuality standards in students' writing.

The study will use a mixed methods approach, combining qualitative and quantitative data. A purposive sample of 10 third year students writing samples from literature subject were collected. The De Graunde and Dressler text linguistic approach was used to analyze the writing samples for the seven standards of textuality. The analysis was both quantitative (counting the number of instances of each standard) and qualitative (identifying patterns and themes).

The present study is divided into three main parts. The theoretical part which is the first chapter, where the relevant literature reviews, theoretical framework related to the text linguistic approach, writing skills. Therefore, the researcher divides this chapter into four main sections; the first one introduces writing, the second its importance, the third its elements, and the fourth and last one students' difficulties in writing. The second chapter

attempts to demonstrate a brief introduction to text linguistic approach. In a total of six sections including the definition of text, differences between spoken and written texts, types of text, definition of text linguistics, history of text linguistics, and finally texture and textuality.

Finally, the third chapter, the methodology is presented, including the research design, data collection procedures, and data analysis techniques. In addition to the results and discussion of the study, where descriptive and inferential statistics related to the students' writing skills are presented. The implications of the findings are discussed, along with recommendations for improving writing skills and teaching practices. The organization of the present study aims to provide a clear and logical approach that presents the research in a coherent and academic manner.

The importance of this study lies on its benefits on revealing areas of strength and weakness in students' writing, and will provide insight into the effectiveness of the current writing curriculum at Ibn Khaldoun University of Tiaret. The findings of this study will also highlight the importance of considering the communicative aspect of writing in addition to linguistic features.

Chapter One:

WRITING IN EFL

CONTEXT

Chapter I: Writing in EFL Context

Introduction

Writing is one of the most important skills that students need to master in order to succeed academically and professionally. It enables individuals to express their thoughts and ideas in a clear and organized manner, while also demonstrating their ability to think critically and creatively. However, for many English's as a Foreign Language (EFL) students, writing can be a daunting task due to the challenges they face in terms of language proficiency, cultural differences, and lack of exposure to authentic writing. This chapter presents a theoretical background on writing skills and its importance

1.1 Definition of Writing

Writing can be defined as a communicative act that involves the use of symbols, signs, and language to convey meaning. Writing has been defined in various ways throughout the history of literature and education. According to the Oxford English Dictionary, writing is the activity or skill of writing, especially in a literary or academic context. This definition suggests that writing involves a deliberate and purposeful act of composing written language, with a focus on literary or academic expressions.

Other definitions of writing emphasize the process of creating written works. For example, Murray (1972) defined writing as "a process of discovery, not a process of presentation" (p.2). This definition suggests that writing involves a process of exploring ideas and concepts, rather than simply presenting information. Similarly, Flower and Hayes (1981) defined writing as *"an act of composing using language"* (p. 365). This definition highlights the importance of language and composition in the act of writing, emphasizing the creative and communicative aspects of the process.

Writing has also been defined in terms of its purpose and function. Thus, the National Council of Teachers of English (NCTE, 2011) defines writing as a tool for communication and learning. This definition emphasizes the role of writing in facilitating communication and promoting learning and knowledge transfer. Finally, some definitions of writing focus on the product or outcome of the writing process. Langerand Applebee (1987, p.) define writing as *"a written product or artifact"* This definition emphasizes the importance of the final written work, and the role of writing in producing a tangible, communicable result.

Overall, writing can be defined in various ways, depending on the context and purpose of the writing. However, most definitions emphasize the deliberate and purposeful act of composing written language, as well as the creative and communicative aspects of the writing process.

1.2 Importance of Writing

Writing, in Graham's opinion (2006, cited in Graham etal. 2012, p. 3), is a very adaptable tool that may be utilised for a wide range of purposes. Writing can actually help students learn more efficiently because it enables them to properly communicate their ideas using the right words and styles. According to Kellogg (2008, cited in Muhammad, J., 2013), writing is crucial for students' academic success because ithelps to improve vocabulary, reinforce grammatical structure, and support other language skills such as reading, listening, and speaking. Additionally, writing is important since it is a form of communication, according to Gustafson, Tran, and Buck (as stated in Getu. S, 2017).

1.3 Elements of Writing

Writing is an essential skill that you will need to develop in order to succeed in many academic and professional settings. Effective writing requires more than just putting words on a page - it requires careful attention to several key elements that can help your writing

standout and communicate your ideas clearly and persuasively. In this regard, paying attention to the elements of writing is crucial to producing high-quality work. (Strunk, 1999).

1.3.1 Content. Content in writing refers to the substance or subject matter that is conveyed through written language. It encompasses the main ideas, themes, and messages that a writer intends to communicate to the reader. Good content should be well-organized and easy to follow, using appropriate language and tone that matches the purpose and style of the text. Ultimately, the effectiveness of a piece of writing depends largely on the quality of its content, as it is the driving force that captivates the reader and conveys the writer's intended message.

1.3.2 Grammar. Numerous researchers agree on the fact that, one of the most beneficial manners of enhancing the ability to write well requires to focus on the grammatical rules. Fearn and Farnan (2007), claim that, understanding grammar is the fundamental building block of writing. In this regard, Mart (2013) claims that it will be difficult to create clear and short sentences without a focus on the grammatical structure. Septiani (2014. p, 21) states that grammar and writing are dependent each other's. Thus, writers assume that, grammar is one of the language components which takes an important role in writing ability, because it allows writers to deliver their messages to their readers in understandable manner.

1.3.3 Organization. Kathleen (2005) defines organization as a presentation of ideas, how to link these ideas together in order to make sense, and help to communicate meaningful sentences or texts clearly. i.e., organization refers to the structure or arrangement of ideas, information, or content in a clear and logical manner. This can include the use of headings, sub headings, bullet points, and other formatting techniques to help readers navigate the content and understand the main points being conveyed. Effective organization is essential for conveying complex or detailed information in a way that is easy to understand and follow.

1.3.4 Mechanics. Mechanics in writing refer to the technical aspects of language usage that include spelling, punctuation, capitalization, and grammar. These elements

provide clarity, coherence, and structure to a written text, facilitating effective communication between the writer and the reader.

1.3.5 Word choice. Word choice in writing refers to the selection of specific words and phrases that convey the intended meaning and one of the written work. It is an important aspect of effective communication in writing. According to Starkey (2004, p.21) *"one of the best ways to accurately convey your ideas in your essay is to choose the right words. Doing so ensures that your audience understands what you are writing"*.

1.3.5 Purpose. It refers to the intended goal or objective of the written work. It is the reason why the author as written the piece and what they hope to achieve through their writing.

1.4 Student's Difficulties in Writing

Writing in a foreign language, such as English as a foreign language (EFL), poses numerous challenges for students. Research has shown that (EFL) students face various challenges when it comes to writing in English. Here are some of the common difficulties encountered by EFL students in writing (Zinsser, 2006).

1.4.1 Vocabulary and grammar difficulties. One of the primary challenges faced by EFL students in writing is the language barrier. Students who are not proficient in English struggle to express their ideas effectively in writing. They may not have a strong command of grammar, vocabulary, or syntax. Thus EFL learners often struggle with using appropriate vocabulary and grammar in their writing, leading to grammatical errors and poorly constructed sentences. To address these challenges, various studies have emphasized the need for EFL students to engage in extensive reading and writing, use language learning software, and receive explicit instruction in grammar and vocabulary (Cheng,2018; Rahimi &Katal,2019;Wang,2018).

1.4.2 Cultural and sociolinguistic difficulties. EFL students may also face

challenges related to cultural and sociolinguistic differences that affect their writing. For instance, they may struggle with understanding the cultural context and appropriate tone for different types of writing, such as academic essays, business reports, and personal statements. Research has suggested that EFL students can benefit from exposure to authentic texts and feedback from native speakers and peers (Kuo & Anderson, 2010; Li &Wang, 2017).

1.4.3 Writing process difficulties. EFL students may also encounter challenges related to the writing process, such as generating ideas, organizing information, and revising drafts. To help EFL students overcome these challenges, researchers have recommended the use of prewriting activities, graphic organizers, peer feedback, and teacher-led revision workshops (El-Dakhs, 2016; Rahimi &Katal, 2019; Yang, 2018).

1.4.4 Motivation and confidence issues. EFL students may struggle with motivation and confidence when it comes to writing in English. This can be due to a lack of interest in the topic, fear of making mistakes, or lack of confidence in their language skills. Studies have suggested that EFL students can benefit from goal setting, positive feedback, and the use of writing portfolios to track progress and build confidence (Cheng, 2018; El-Dakhs, 2016; Yang,2018).

Overall, EFL students face a range of challenges when it comes to writing in English. To address these difficulties, researchers have recommended various strategies such as explicit instruction in grammar and vocabulary, exposure to authentic texts, peer feedback, and the use of writing portfolios. By using these approaches, EFL students can develop their writing skills and become more confident and effective communicators in English.

Conclusion

In conclusion, developing writing skills in the EFL context requires addressing language proficiency, cultural differences, and limited exposure to authentic writing.

Effective strategies and a supportive environment are key to helping EFL students overcome these challenges and excel in their writing abilities. By providing targeted instruction, incorporating authentic materials, and fostering a positive learning environment, educators can empower EFL students to become confident and competent writers.

Chapter Tow:

A BRIEF INTRODUCTION

TO TEXT LINGUISTIC

APPROACH

Chapter II: A Brief Introduction to Text Linguistic Approach

Introduction

The linguistic study undergone an evolution that took the language study from being sentence focused to more broader views that built on the limitations of the previous stages. One of the in between stages at this evolutionary journey is text linguistics. The present chapter will attempt to go about this stage by giving an overview containing background, definition, and approaching with relevance to one particular approach that is textuality. Detailing also on the different criteria that constitute the textuality approach to text analysis.

2.1 Definition of text linguistics

Text linguistics is one of the branches of linguistics, which studies text as a communicative system. Text as communicative system is a much broader sense of text understanding than the mere description of text grammars. Text linguistics is also an approach to the study of text that came as the next evolutionary step to text grammar and the before step to discourse analysis of the linguistic perspective to text study. On the definition of text linguistics as a broad concept, Widdowson (1978) proposed a description that says, text linguistics is the study of the ways in which language is used to convey meaning through the organization of texts, with an emphasis on the role of discourse conventions and communicative strategies.

Another definition given by Beaugrande and Dressler (1981) define text linguistics as the study of how texts are constructed and how they function in communication, with an emphasis on the interrelationships between the textual structure, discourse structure, and context of use. Van Dijk (1977) also defined it as being concerned with the study of the structures, functions, and processes of texts, with a focus on the ways in which they convey meaning in context. As can be seen, the free definitions share two main expects that are context and communication, which means that no real sense of language can not be made

unless it is studies in its communicative function within the appropriate context.

On the definition of text linguistics as a detailed concept, Coulthard (1985) defined text linguistics as the study of the structural and functional properties of texts, with an emphasis on the ways in which languages are used to create coherent and cohesive discourse. In addition to that, Halliday and Hasan (1985) view text linguistics as the study of the structures and functions of texts as units of language use, with a focus on the ways in which they reorganized and how they contribute to the coherence and meaning of discourse. The two aforementioned detailed definitions included the motioning of some of the areas that constitute the actual study of analysis of texts in the light of text linguistics that are cohesion and coherence.

Overall text linguistics is concerned with the study of texts as complex linguistic structures that are shaped by the communicative intentions and social contexts of their producers and receivers. It aims to uncover the principles and patterns that underlie the organization and interpretation of texts in different genres and discourse contexts.,

2.2 Text as the main linguistic unit of study

Away from sentence and the restrictions it posed, which in many study cases needed context to have both syntactical as well as semantic meaning, the study of language as a text became a necessity more than it was a simple choice. Adopting text as the main linguistic unit of study instead of the sentence unit gave birth to the text linguistic study of language as an evolution of the traditional text grammars. For this reason, a definition of text is to be given.

2.2.1 Definition of text

The definition of text has been a topic of interest for many scholars in the field of linguistics and communication studies. From an etymological view, text descends from "textere", which a Latin verb that means "to weave". Meaning a structural and semantic weaving or sequencing of indefinite number of meaningful units that can start from one word

and extend to a set of sentences. From a linguistic view and according to Kress and van Leeuwen (1996), text is a unit of language in use that consists of a collection of sentences and other linguistic elements that are organized and structured to convey meaning. Similarly, Halliday and Hasan (1985) define text as a *"unit of language in use"* that is made up of *"communicatively related sentences."* Therefore, text refers to a unit of language that is without a specific size and is coherent and meaningful, it can be a spoken or written language unit that has a communicative purpose and can stand alone as a meaningful whole. Texts can take various forms, such as narratives, descriptions, dialogues, instructions, advertisements, and so on.

2.2.2 Defining properties of text

In order to consider any composition as a text, a number of features must be present. Features that can differ from one language to another, either slightly or entirely. In English two fundamental features are known and widely considered, which are texture and textuality.

2.2.2.1 *Texture*

The function of texture as a property of text is defined according to Halliday and Hasan (1976) as "the fact that it functions as a unity with respect to its environment" (p. 2). Accordingly, a text qualifies as a textural product when its units tie meaning within the text and ties at the same time the text's meaning to the surrounding contextual situation. From the one hand, texture can be realized through cohesion that illustrates the grammatical and semantic relations making it a cohesive unit of language. On the other hand, cohesion is can be realized through the number of ties that exist either grammatically or lexically.

2.2.2.2 *Textuality*

Textuality is a notion that is advanced by De Beaugrande and Dressler (1981) that consists of seven standard or principles that make a given composition a text. De Beaugrande and Dressler defined it with reference to text communicativeness as "A TEXT will be defined as a COMMUNICATIVE OCCURRENCE which meets the seven standards of TEXTUALITY. If any of these standards is not considered to have been satisfied, the text will not be communicative" (p. 3). As a consequence, the proposed standards must be fulfilled if a text is to be in any way a text. The seven standards include: cohesion, coherence,

intentionality, acceptability, informativeness, situationality, and intertextuality. What can be noticed is that texture makes part of textuality since texture is realized through cohesion.

2.3 Textuality as a text linguistics approach

Textuality as text linguistic approach is concerns itself with communicative logic, intentions, and interpretations behind the arrangement of the sentence sequences. The arrangement is displayed in seven the following standards or principles.

2.3.1 Standards of textuality

According to its introducing authors, textuality is illustrated in a number of standards later known as principles in a total of seven. The standards as proposed by De Beaugrande and Dressler give a detailed in-depth analysis of the criteria that allow the consideration of any given composition as text or not. The standards tackle the criteria that makes a text a communicative whole. and they are detailed as follows:

2.3.1.1 *Cohesion*

The standard of cohesion attempts to describe the connectivity dynamics exiting within a sentence a between sentences in the unit of text. Holiday and Hassan (1976) defined the existence of cohesion in a text as "where the interpretation of any item in the discourse requires making reference to some other item in the discourse" (p. 11). Cohesion in this manner can be seen as a dependency relation between the sentence components in order to communicate sense and appropriately interpret that same sense. The cohesive relations to be formed are both grammatical and semantic nature. The practical techniques to the realization of cohesion are reference, substitution, ellipsis, conjunctions that are known to form grammatical cohesion. In addition to, collocation and reiteration that are known to form lexical cohesion.

2.3.1.2 *Coherence*

As challenging as it is to give a precise definition to coherence, the standard of coherence is defined as the understanding of the text as a whole. According to De Beaugrande and Dressler (1976) "coherence of a single text may be evident only in view of the overall discourse" (p. 19). As such, in order to determine if a text in coherent or not, the text units must be glued following a certain logic that works as a guide to the understanding of the whole text. The glued units in coherence are the abstract ideas that have to be delivered in an easy, consistent, and meaningful manner that mirrors a unified whole or text.

2.3.1.3 *Intentionality*

The standard of intentionality was summarized by De Beaugrande and Dressler (1976) as "Intentionality is shown in the goal-directed use of conversation" (p. 19). Adding also that "we introduced the notion of INTENTIONALITY to subsume the intentions of text producers" (p. 113). Following the two statements, intentionality can be said to be how the text is painted in a way that it delivers what its producer intends for the receiver to understand. In simpler words, intentionality could be the goal-oriented arrangement of words or utterances.

2.3.1.4 *Acceptability*

The standard of acceptability was identified by De Beaugrande and Dressler (1976) with reference to text receivers as "ability to extract operating instructions from utterances" (p. 129). On that, acceptability can be seen as one's acceptance of the uttered sentence arrangement, which has a close relation with the correct or accepted grammar used in a given text in order for it to qualify as text. The sentence arrangement should be meaningful, useful, relevant, and grammatical for text acceptability to be met.

2.3.1.5 *Informativeness*

The standard of informativeness or informativity according to De Beaugrande and Dressler (1976) concerns "the extent to which the occurrences of the presented text are expected vs. unexpected or known vs. unknown/certain" (pp. 8-9). Following that, informativeness can be regarded as if or not the text is informative enough; if the text producer has managed to gives new information or just what the receiver already knows. In other words, how much communicative value has the text added to attract the receiver's attention and keep him engaged.

2.3.1.6 *Situationality*

The standard or situationality following De Beaugrande and Dressler (1976) concerns "the factors which make a text RELEVANT to a SITUATION of occurrence" (p. 9). Meaning that a given text could have a number of interpretations, yet following the situation only one interpretation is most probably intended by the producer. Situationality is also known as contextuality, which again relates to the occurrence context or situation. In other words, the understanding of the text is highly influenced by the context where it took place.

2.3.1.7 *Intertextuality*

With regard to the last standard, which is intertextuality, by De Beaugrande and Dressler (1976) said that it is "how to frame your text in regard to other people's texts in the same dis-course" (p. 79). According to this, intertextuality can be explained as the relation of a certain text has with previous of future text dealing with the same or related topic. Alternatively, intertextuality creates interdependencies of text on each other influencing the understanding and clarity the text producers' intentions and text receivers' interpretations.

Conclusion

In the aim of delivering an overview study adopted text linguistic approach to text analysis, this chapter highlighted the essential constructing concepts. Starting with a detailed descending of definitions with text linguistics at the very beginning, in addition to, a brief account of its history. Following is text as the main linguistic unite including text definition and text defining properties including texture and textuality. Finally, the detailing of the seven standards of textuality as text linguistic approach. The chapter marked the end of the study's theoretical work in expectation of the beginning of the practical work.

Chapter Three:

DATA ANALYSIS AND

INTERPRETATION

Chapter III: Data Analysis and Interpretation

Introduction

This chapter focuses on the data analysis and their interpretations derived from the study that is conducted on the written practices of third year students at Ibn Khaldoun university. By applying a text linguistic approach, the linguistic features, discourse structures, and cohesion, the written samples were analyzed to identify the strength and weaknesses. The findings from the analysis will be grounds for future recommendation to enhance the teaching and learning of writing skills among the students.

3.1 Research Methodology

This study employed a quantitative analysis of the collected student compositions by accounting for the existence of the seven standards of textuality. It is a method that is used to gather and analyze numerical data and it descends from the positivist paradigm. The positivist paradigm believes the possibility of empirical observation and logical analysis explanation of actual events, which in this case are the student compositions. As far as the study at hand application of the quantitative approach and analysis, it adopted the De Beaugrande and Dressler (1972) approach to textually analyze students' compositions. Therefore, students' texts were analyzed in terms of cohesion, coherence, intention, acceptability, intertextuality, etc. The analysis targeted the compositions of literature assignment that included a sample of 20 participants from third year randomly chosen following the random sampling technique.

3.2 Procedures

A number of procedures were followed where the students were asked the following:

The teacher of literature expected students to deliver a communicative writing following the reding of a short story. The topic of the story was individual differences and commenting if or not students believe that these differences are important or not

The following steps were taken for that purpose:

1.   Identifying and marking the discourse markers (words and phrases that help connect different parts of a text and signal the relationship between them),

2.   Looking at the frequency and use of repeated words and phrases,

3. Identifying and marking the lexical chains (how a group of related words occur together; how well the text is connected and how cohesive it is),

4. Checking the sentences structure (how well the text is connected and how coherent it is),

5. Looking at how the text is related to the assigned task (intentionality),

6. Looking at students' knowledge about the ideas and themes related to the assigned task (intertextuality),

7. Readability (acceptability).

3.3 Results

From the onset, it should be noted that the samples were analyzed in term of five criteria cohesion, coherence, intentionality, acceptability, and informativeness. The elements of situationality and intertextuality were excluded because they were irrelevant to the writing task.

3.3.1 Coherence mistakes. There are some paragraphs that are coherent and effectively conveys its message. However, there are a few papers that are not coherent, also there are a few suggestions to further enhance its coherence. The following table shows the mistakes made by third year students in their writing:

Table 1

Students' Coherence Mistakes

Mistakes	Correction
1- In that period of time, Beryl did not accept her accent and her different pronunciation	1-During that period, Beryl did not accept her accent and her different pronunciation.
2- In my opinion I think that the differences are important because we can know new information about the others and we can see the differences in cultures whether accents or dialects,	2-In my opinion, I believe that the differences are important because they provide us with the opportunity to learn new information about others and gain insights into diverse cultures through accents and dialects
3- Secondly, the dialects and accents of the way of our speaking are symbols of our culture, and therefore you can know more about different cultures	3- Secondly, the dialects and accents of the way we speak are symbols that represent our culture, and therefore, you can gain a deeper understanding of different cultures
4- To sum up, the differences are good unlike the similarities are boring, we have to know something in our life	4- In conclusion, differences are valuable as opposed to similarities, which can be monotonous. It is important for us to explore and learn in our lives."
5- In my opinion I think that the differences are important because we can know new information about the others and we can see the differences in cultures whether accents or dialects.	5- In my opinion, I think that the differences are important because they allow us to learn new information about others and understand the cultural variations through accents or dialects.

6-Firstly, when we talk about a person who is different in his speech and accent, you will know new terms and information maybe about their country	6- Firstly, when we encounter someone who speaks differently or has a distinct accent, we can learn new terms and gain information about their country.
7- Some people sometimes add letters to avoid and speak it as they want and they are still learning to speak a good language	7- Some people may occasionally add or omit letters while speaking, expressing themselves in their own unique way as they continue to improve their language skills
8- On the other hand, the matter of differences in speech would not define people's status or educational level	8- However, differences in speech should not be used to determine people's status or educational level
9- We will be ready to deal with anyone in the world without fear	9- Being exposed to different speech enables us to confidently interact with individuals from around the world
10- one time her husband died so she left her country searching for a job	10- After her husband passed away, she decided to leave her country in search of a job

Table 1 provided a sample of students' coherent mistakes and their corresponding corrections. These mistakes reflect areas where students may struggle with maintaining logical flow and coherence in their writing. The corrections demonstrate how improvements can be made to enhance the clarity and effectiveness of their ideas. By analyzing these mistakes and their corrections, teachers can identify common areas of difficulty for students and provide targeted instruction and guidance to improve their coherence in writing.

3.3.2 Cohesion mistakes. The analysis of the students' writing productions reveals the existence of a lot of mistakes at different levels such as grammar and lexical relationships within a text. The following tables show the different mistakes made by third year students in writing

3.3.2.1 Verb form mistakes. In students' writing, it is not uncommon to come across various mistakes that can hinder the clarity and coherence of their work. One common area where errors occur is in verb form usage. Table 2 presents a detailed analysis of verb form mistakes observed in students' writing. These mistakes encompass issues related to subject-verb agreement, verb tense, and verb form consistency. By addressing and rectifying these errors, students can enhance the grammatical accuracy and overall coherence of their writing.

Table 2

Verb form mistakes in students' writing

Mistakes	Correction
The children **was**	The children **were**
The different person **have**	The different person **has**
The story **is writed**	The story **was written**
There **is** no differences	There **are** no differences
The speech **is differ**	The speech **differs**
This **will still learning**	This **will still be learning**
He **want**	He **wants**
The story **highlight**	The story **highlighted**
This story **witten**	This story **is written**
She **start** working at her	She **started** working at her

Table 2 provides a comprehensive analysis of verb form mistakes identified in students' writing. These errors primarily involve subject-verb agreement, verb tense, and verb form consistency. The first mistake, "The children was," demonstrates an error in subject-verb agreement, as the plural subject "children" requires the plural verb form "were" instead of "was." Similarly, the phrase "The different person have" should be corrected to

"The different person has" to ensure proper subject-verb agreement. In the sentence "The story is writed," the incorrect past tense form "writed" should be revised to "was written" to accurately convey the past tense. Moreover, the phrase "There is no differences" should be amended to "There are no differences" to match subject-verb agreement in terms of number. To address verb form consistency, the sentence "The speech is differ" should be modified to "The speech differs" to maintain consistency and accuracy in verb form. Likewise, the phrase "This will still learning" requires revision to "This will still be learning" to convey the future continuous tense appropriately. Furthermore, the error "He want" should be rectified as "He wants" to ensure subject-verb agreement, specifically with the third-person singular pronoun "he." Also, the sentence "The story highlight" should be adjusted to "The story highlighted" to reflect the correct verb form in past tense. By identifying and correcting these verb form mistakes, the sentences can be enhanced for grammatical accuracy and improved coherence. Such attention to verb forms contributes to clear and effective communication.

3.3.2.2 Prepositions mistakes. Prepositions play a crucial role in language, providing essential connections and relationships between words and phrases. However, students often encounter challenges in their use of prepositions, resulting in common mistakes. This analysis, as presented in Table 3, examines the misuse of prepositions in students' writing. The table highlights specific instances where incorrect prepositions have been used, along with their appropriate corrections.

Table 3

Mistakes of prepositions in students' writing

Mistakes	Correction
Different **in front of** others	Different **from** others
Not **in** being different	Not **about** being different
Make speech **in terms of** different accents	Make speech **with** different accents
this diversity can lead **into** negative consequences	Yet, this diversity can lead to negative consequences

Table 3 provides an insightful analysis of preposition misuse commonly found in students' writing. The errors identified predominantly involve inappropriate preposition usage within specific contexts. To enhance accuracy and clarity, several corrections are recommended. For instance, replacing "Different in front of others" with "Different from others" ensures the intended meaning is accurately conveyed. Similarly, revising "Not in being different "to" Not about being different" ensures the correct preposition is employed in relation to the verb "being." By addressing these preposition misuse errors, students can refine the precision and coherence of their written work, resulting in more effective communication.

3.3.2.3 Spelling and punctuation mistakes. Spelling and punctuation mistakes ar e common among EFL students. These errors can hinder effective communication an d negatively impact the overall quality of their writing. Misspelled words, incorrect w ord usage, and punctuation errors are some of the key areas where students often strug gle. By focusing on improving their spelling and punctuation skills, EFL students can en hance the accuracy and clarity of their written work, ultimately becoming more proficien t in expressing their ideas in English. The following table shows students' spelling a nd punctuation mistakes in their writing:

Table 4

Spelling and punctuation mistakes

Mistakes	Correction
It will **creat**	It will **create**
It makes him **huppy**	**Happy**
…and how to spell words in **hight** way	High
..make him different **enfront** of the others	In front
…let her dialect **effected** on her ….	affected .
Deffirent	Different
..searching for a job**, She** went to a woman	…searching for a job**. She** went to a woman

Table 4 presents an analysis of spelling and punctuation mistakes identified in students' writing. The findings reveal that students have made several errors in terms of spelling and punctuation. These mistakes range from misspelled words and incorrect word usage to punctuation errors. By addressing these issues, students can enhance the accuracy and clarity of their writing, leading to improved communication and overall writing quality.

3.3.2.4 Subject-verb agreement mistakes. Subject-verb agreement is an essential aspect of grammatically correct writing, and EFL students often encounter challenges in this area. Table 5 provides an overview of subject-verb agreement mistakes identified in students' writing. These errors involve inconsistencies between the subject and verb forms, leading to grammatical inaccuracies.

Table 5

Subject-verb agreement mistakes

Mistakes	Correction
It was about **a women** who is ….	It was about **a woman** who is
When you talk about a person who is different in **their** speech and accent	When you talk about a person who is different in **his** speech and accent
Other **persons**	Other **people**

Table 5 presents a collection of subject-verb agreement mistakes observed in students' writing. The identified errors primarily involve inconsistencies between the subject and verb forms. To ensure grammatical accuracy, several corrections are recommended. For instance, replacing "a women" with "a woman" ensures agreement between the singular subject and verb. Similarly, modifying "a person who is different in their speech and accent" to "a person who is different in his speech and accent" aligns the pronoun "his" with the singular subject. Additionally, revising "Other persons" to "Other people" reflects proper subject-verb agreement in terms of number. By rectifying these subject-verb agreement mistakes, students can enhance the clarity and precision of their writing.

Scoring principles

In an effort to test the other criteria of textuality numerically, we adopted a scoring scale from one (01) to seven (07). The scale is detailed as follow: 1 = very poor, 2= poor, 3= fair, 4= above the average, 5= good, 6= very good, 7= excellent. We analyzed the texts in terms of the mistakes numbers and their readability.

Table 6

Text scoring following textuality standards

Text 01	2
Text 02	2
Text 03	1
Text 04	4
Text 05	1
Text 06	1
Text 07	2
Text 08	4
Text 09	3
Text 10	1

Table 06 shows the summary of sample's text analysis in terms of textuality criteria. As can be seen, only 2 texts had an average readability. Most texts did not achieve the criteria of readability or acceptability. The reason, as mentioned above, is that students have serious problem of writing. Since the criteria of coherence and cohesion are the benchmark that define the textuality, it is not surprising that the texts lacked the other criteria of textuality (acceptance, intentionality, informativeness, and etc.)

3.3.3 Intentionality. Because intentionality depends on both coherence and cohesiveness to deliver the intended message, intentionality was poor. The texts were relatively able to explain how individual differences can be both beneficial and unbeneficial depending on the reaction of the society and tried to promote difference acceptance within mixed societies.

3.3.4 Acceptability. In terms of acceptability the text had a message to deliver, which is promoting difference acceptance; however, because the texts lacked intentionality, the criterion of acceptability was absent.

3.3.5 Informativeness. As major texts lacked the above criteria, they were not informative enough.

3.4   Results Discussion

The analysis of the students' writing samples revealed the presence of various mistakes across different aspects of their writing. These mistakes encompassed areas such as coherence, cohesion.

Coherent mistakes were observed in some paragraphs, where the writing lacked logical flow and coherence. Under cohesion mistakes, verb form errors were prominent. Students struggled with subject-verb agreement, verb tense, and verb form consistency. These mistakes hindered the clarity and coherence of their writing. By addressing these errors, students can improve the grammatical accuracy and overall coherence of their work.

Misuse of prepositions was another common mistake identified in students' writing. Students often used incorrect prepositions in specific contexts, leading to imprecise meaning or confusion. By rectifying these preposition misuse errors, students can enhance the precision and clarity of their writing. Spelling and punctuation mistakes were also prevalent in students' writing. These errors included misspelled words, incorrect word usage, and punctuation errors. Improving spelling and punctuation skills is crucial for students to enhance the accuracy and clarity of their written work.

Subject-verb agreement mistakes were frequently observed as well. Students struggled with ensuring consistency between the subject and verb forms, resulting in grammatical inaccuracies. By addressing subject-verb agreement mistakes, students can improve the overall grammatical accuracy and coherence of their writing.

By analyzing and addressing these mistakes, teachers and students can identify common areas of difficulty and provide targeted instruction to enhance students' writing skills. This analysis serves as a valuable tool for improving the clarity, coherence, and grammatical accuracy of students' written work, ultimately contributing to effective

communication.

Therefore, in to the first research question **"**To what extent do third year students at IbnKhaldoun University of Tiaret meet the seven standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, intertextuality, and situationality) in their writing?**"**. The obtained results reflected the weakest areas in students' writing. As established by both the categorical as well as the numerical data, the five areas that lack most in students' writing where intertextuality, informativeness, coherence, cohesion, and intentionality.

With regard to the Second research question "What is the relationship between the seven standards of textuality (cohesion, coherence, intentionality, acceptability, informativity, intertextuality, and situationality) and the academic performance of third year students at IbnKhaldoun University of Tiaret?", it can be said that academic performance can generally be measured or evaluated through the writing ability, and any lacking in the writing ability could observably effect the academic performance. For that reason and in this case where the writing ability is measured through the seven standards of textuality, it is possible to say that a positive correlation exists between these standards and students' academic performance.

From the above mentioned answers to the research questions, it might be safe to accept the alternative hypothesis, which states that H_a**:** The use of a text linguistic approach in text analysis will lead to the identification of the most challenging textuality standards in students' writing and refusal of the null hypothesis, which states that H_0**:** The use of a text linguistic approach in text analysis will not lead to the identification of the most challenging textuality standards in students' writing. As the textual analysis through the evaluation of the textuality criteria allowed the identification of the most problematic areas in students' writing. A fact that could help in honing the focus on these specific areas in the elaboration of instructional material.

Conclusion

The previously detailed chapter enabled the display as well as the interpretation of the collected data. The performed textual analysis permitted answering the proposed research questions as well as the acceptance of one of the proposed hypotheses and refusal of the other. In addition to that, the selected text linguistic approach highlighted the strength and weakness on students'' writing in terms of the different standards or criteria that will be used as recommendations.

GENERAL

CONCLUSION

General conclusion

In accordance with the previously displayed results and interpretations of the different data collected from the textual analysis, this chapter will be attempting to summarize the study as a whole as well as presenting the future pedagogical recommendations that should be beneficial to the writing instruction. Additionally, it would contribute to the enrichment of the cumulative literature on the subject of the writing skill in the EFL contexts.

Summary of the study

Summary to the study could be delivered as a textual analysis of the written productions delivered by third year students at Ibn Khaldoun University of Tiaret. The analysis followed a text linguistic approach through the evaluations of the seven standards of textuality presented in working model of De Graunde and Dressler. The main aim of the study was to assess the strength and weaknesses in students writing with reference to these seven standards of textuality. In terms of methodology, the study selected a descriptive qualitative approach to analyze student written samples. The sample included ten participants delivering essays for the literature module. The data analysis and the accompanying interpretations gave answers to the two research questions and allowed acceptance of the alternative hypothesis. On the whole, the study gave a more comprehensive understanding of the kind of difficulties faced by students while delivering writing productions.

Pedagogical recommendations

The study findings warranted the delivery of related pedagogical implications. The recommendations would be instructional and holistic in nature and directly to the benefit of the writing ability. As a whole and with reference to the evaluated seven standards of

textuality, the chief instructional recommendation would be to place more focus on the criteria where students exhibited the most weakness. Following that it is of most importance to addresses with more rigorousness the five criteria of intertextuality, cohesion, coherence, intentionality and informativeness, respectively as they have shown to be the most problematic among the seven. Placing more focus on the previously mentioned five standards would most probably guarantee the improvement of EFL students' writing to a considerable extent.

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Appendices

Appendix 1 Written Sample Student 01

Naffie was right when she maintains that differences in speech are important. First of all, diversity should be seen as something beneficial for people and nations because it will show how rich their culture is of a particular country. On the other hand, the matter of differences in speech would not define people's status or educational level. Each individual determines his level and status by the amount of effort and work they do. Dialects and accents do not make anyone less civilized or ignorant or even poor.

At the end, Neffie in Wilma's story was a great proof for everyone, on how unworthy and unimportant is when you belong to another speech community in any place you go to.

Appendix 2   Written Sample Student 02

In the title of the story "WHO SAID WE HAVE TO ALL TALK ALIKE" Wilma Elizabeth Mc Daniel 1985, I think Naffie was right when she maintains that differences in speech are important because of many several things.

One of the advantages of differences in speech is that we need it is communication with the types of humans. There is no relation between two speeches; the first is less respectful than the second. It's very important to have different words. We will be ready to deal with anyone in the world without fear.

Appendix 3   Written Sample Student 03

What is beautiful about humans is the ability to create many different cultures and languages. Yet, this diversity can lead into negative consequences, one of them is portrayed in the story "Who said we have to talk alike?" written by Wilma Elizabeth Mc Daniel 1985.

The must be always a unity in diversity, buy assuming that differences in speech as unimportant is wrong because there are words which can be disrespectful according to some regions. The differences can lead to conflicts which everyone wants to avoid. And the ideas that everyone has an accent like your accent hometown is silly and dangerous so always try to adapt to the dialect or accent you are dealing with.

Last but not least, he moral of the story is to be tolerant to the outside world. Yet, it is also important that we don't forget our values in the name of tolerance. So, the last choice here is a mix of both which is a good way to live.

Appendix 4   Written Sample Student 04

In the story "Who said we have to be alike" written by Wilma Elizabeth Mc Daniel in 1985 the writer mentioned that there are no differences in our language. Speech is different from one society to another or in a country, and no one talks a good language. Some people sometimes add letters to avoid and speak it as they want and they are still learning to speak a good language.

One the other hand, in this story Wilma sets Neffie as an example to show bad language is not a problem, and you can develop your speaking skills to be a good English speaker.

In conclusion, I think Neffie was right when she maintains that there are unimportant differences in the speech, and we must know that we don't all need to talk alike, everyone should talk as he wants.

Appendix 5   Written Sample Student 05

       "Who said we have to talk alike" is a story by Wilma Elizabeth Mc Daniel in 1985. She raised several questions about dialects and accents including the one asked in the title "Who said we have to talk alike". The main character is Neffie who maintains in the story that the differences in speech are important. In my opinion I think that the differences are important because we can know new information about the others and we can see the differences in cultures whether accents or dialects.

Firstly, when we talk about a person who is different in his speech and accent, you will know new terms and information maybe about their country.

       Secondly, the dialects and accents of the way of our speaking are symbols of our culture, and therefore you can know more about different cultures.

       To sum up, the differences are good unlike the similarities are boring, we have to know something in our life.

Appendix 6　Written Sample Student 06

Including the one in the title "WHO SAID WE HAVE TO BE ALIKE" Wilma Elizabeth Mc Daniel raises several questions about dialects and accents. I think the differences in speech are important as the story suggests.

First, I think Neffie was right when she maintains that differences in speech are important like the title "WHO SAID WE HAVE TO BE ALIKE"

Second, the main reasons for those views are different cultures and different society.

Appendix 7   Written Sample Student 07

The story "WHO SAID WE HAVE TO BE ALIKE" was written by Wilma Elizabeth McDaniel in 1985. It was about a woman naled Naffie who had a problem in pronunciation and how to spell letters in the right way.

One time her husband died, so she left her country searching for a job. She met a woman named Beryl and she started working at her. In that period of time, Beryl did not accept her accent and her different pronunciation. She asked her to leave in order not to let her dialect affect her kids. Neffie was right when she maintains that differences in speech, dialect or pronunciation are not important since everyone has qualities which make him different in front of others also the different cultures make every group pf people different and special.

These differences have shown that everyone has special skills. We should accept them and accept all differences of culture and people skills to avoid all the problems and live peacefully. All people have to accept the different cultures and their different pronunciation too and live in a good way.

Appendix 8   Written Sample Student 08

I think Naffie was right when she maintains that differences in speech are important because we make speech in terms of different accents. We can let the introduction of it and use another character as say that about the story if it suggests many skills for English learner like we discover, some key words are helpful to define the topic of each text or speech when we analyse its summary setting, characters that make this analyse more essays.

Appendix 9   Written Sample Student 09

  "Who said we have to be alike" is a story written by Wilma Elizabeth MC Daniel. The author wanted to show through this story how isolation is not in being different but in how other people don't accept those differences and react on them. In this story, we can see that the main character travelled from her town area to another one and brought her own way of speaking because she was taught that differences in speech are not important. She realized that she was wrong from a stranger who uses a different pronunciation. In addition, those differences can create a lack of communication between speakers. Also, it may affect the new generation. For example, the children of Beryl started to speak like Naffie. From another aspect, the story suggested some ideas: have a background about foreign societies to avoid the lack of communication is some situations. Also, accept differences of others dialect and react to them politely. Be open to cultures and see new production like: woman and woman. To sum up, the author wanted to show that differences in society between people are hard to be accepted and understood and that's why people should care about them.

Appendix 10 Written Sample Student 10

In this story "Who said we have to talk alike", Neffie was right when she maintains that differences in speech are unimportant for many reasons. Neffie a bad a wrong way of talking, and the mother of children was afraid that her children will be influences by the speech of Neffie. So, Neffie suffered from isolation because of her way of talking.

The reactions of the society and its impact on the life of the person who speak differently is negative. The different person has the right to talk as he can and as he want and the society must accept him. Finally, in this story, Wilma Elizabeth Mc Daniel demonstrates how isolation is not found in being different, but in how one's communities react to one's differences. So, we are all responsible for solving the problem of the isolation of the different person.

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ملخـــــــــص

تميز اللغة الكائنات البشرية عن غيرها وتساعدها على التواصل فيما بينها. تتيح اللغة كل من التعبير عن الافكار، إظهار المشاعر، وكذا التواصل مع الاخر. من بين المهارات اللغوية الأربع، تعتبر الكتابة ذات أهمية بالغة و الأكثر صعوبة من ناحية التطوير. ليتم اعتبار الكتابة فعالة، يجب ألا يكون المرء متمكنا تقنيًا فحسب، بل يجب أن يكون قادرا أيضًا على ان ياسر القارئ وينقل بفاعلية الرسائل المراد ارسالها. اعتمدت مناهج مختلفة لاستكشاف وتحديد التحديات المختلفة التي تشكلها الكتابة بأسلوب فعال ومن بينها النهج التحليل اللغوي للنص. تبعا لذلك، اختارت هذه الدراسة تحليل النصوص باتباع نهج تحليل النصوص لغويا من خلال تقييم المعايير النصية السبعة والهدف الرئيسي من ذلك هو تحديد المعايير التي تمثل الأكثر صعوبة. لتحقيق هذا الهدف، أجريت الدراسة مع طالب السنة الثالثة في جامعة ابن خلدون وحللت كتاباتهم في مادة الأدب. وأجري تحليل نصي نوعي وكمي للمعايير النصية السبعة، وتم تفسير النتائج ومناقشتها مع اشكاليات البحث المطروحة. بينت النتائج ان معيار التناص يعتبر الاشكالية الاكبر يليها مباشرة الاتساق، الحبكة، القصد، والقدرة على الاعلامية. تبعا لما سبق، يوصى بشدة في عملية تدريس الكتابة للطلبة التركيز على المعايير النصية الاربعة التي تعتبر الاكثر اشكالية لتحقيق كتابة اكثر فاعلية.

كلمات مفتاحية: **التحليل الكتابي، نهج التحليل اللغوي للنصوص، الاتساق، الحبكة، تحليل، طلبة السنة الثالثة جامعة ابن خلدون.**

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