



The Representation of Written Discourse Competence in Grade Eleven English Textbook

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Abstract

This study examined the representation of discourse competence in the writing skills lessons of an Ethiopian grade eleven students' textbook. The source of the data is an English language textbook that was revised in 2023 and is currently in use, and all the writing lessons were used. To analyse the data, the qualitative analysis framework developed by Braun and Clarke was adapted, and the coding and thematic categorisation of the discourse competence model of Celce-Murcia were adapted. The result of the analysis revealed that features of discourse competence were included in the text and covered various activities that foster the students' ability to employ discourse competence features in their writing. However, except for conjunctions, components of cohesion – reference, substitution, ellipsis, and lexical devices – were not integrated into the lessons. Generally, the textbook fosters the development of students' written DC with few limitations. Finally, it is recommended that textbook writers and teachers fix the limitations.

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INTRODUCTION

The fundamental goal of any meaningful language learning is achieving competence, the ability to effectively communicate in a target language, which requires several competencies, among which discourse competence (DC) is the core one (Celce-Murcia, 2008; Laşcu, 2023; Jumanazarovich et al., 2024). DC plays essential roles in developing learners' ability to effectively express their thoughts, participate in meaningful communication, and understand different texts. Laşcu (2023) stated that DC promotes learners' ability to understand, interpret, and produce text through language skills, listening, reading, speaking, and writing. In terms of productive skills, particularly writing, DC enhances language learners' ability to produce a text that is well organised, structured, and developed for their

audience. Matiso and Tyantsi (2023) explained that students produce better text when they know “how to structure a text and connect ideas to generate a coherent piece of writing.” DC is, therefore, essential to produce or understand a text, written or spoken, that is appropriate to the communicative context. DC is not only the ability to construct a text, but it is also the ability to construct a text using appropriate language forms and registers that are appropriate to the communicative context. Rustamova (2025) suggested that DC is essential for students both for their future professional and social lives.

Therefore, the English language curriculum and teaching materials should focus on developing students' DC. Jumanazarovich et al. (2024) have pointed out that ELT and syllabi should emphasize

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the development of DC in general. These researchers believe that the English language curriculum and syllabus must include DC as a key part of language competence that students need to achieve during learning. Similarly, [Alek \(2023\)](#) stated that English language textbooks should focus on developing students' DC. The emphasis on textbooks in developing students' DC is because textbooks are the most common teaching and learning materials in the EFL context. [Tomlinson \(2017\)](#) has noted that textbooks play irreplaceable roles in language teaching and learning practices. They are crucial for introducing language structures, describing teaching methods, and organizing activities that support the teaching and learning process. The implication is that textbooks play a vital role in fostering the development of students' DC.

Even though DC is crucial for effective communication, research in the literature indicates that students face serious difficulty in written DC. For instance, [Al-Zubeiry \(2020\)](#) found that Saudi university students lacked written DC. They failed to employ cohesion in their writing. The students failed to write adequately developed and logically organised essays. Similarly, [Aud et al. \(2012\)](#) found that sixty percent of South African students' writing is below the required standard.

The case is similar in the Ethiopian context. [Ermias and Sree \(2019\)](#) reported that most of the preparatory-level students could not write effectively. The study indicated that the students' writing performance was poor. The researchers found that the learners were "unable to write a meaningful sentence, a paragraph with appropriate organisation of ideas (unity, coherence, and adequacy), and accuracy of grammar and word choice" ([Ermias & Sree, 2019](#)). In a similar vein, [Alaro \(2020\)](#) evaluated the cohesion and coherence of the descriptive and narrative essays written by students at Wolaita Sodo Preparatory School and discovered that many of the discourse markers were misused and impeded the texts' readability. Therefore, given the crucial role DC plays in students' language competencies and the students' poor performance in it, it becomes important to

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study the source of the problem to help learners achieve their language learning objectives to communicate fluently and accurately.

Statement of the problem

Textbooks, no doubt, are the fundamental materials in the EFL teaching-learning context. They hold big roles in promoting the students' ability to communicate effectively. Therefore, it is essential to identify the status of textbooks in terms of developing the students' written DC.

Though there can be several reasons for the students' failure in DC, it can be hypothesised that it may be because of either the poor presentation of DC in the textbooks or teachers' instructional practices ([Alek, 2023](#); [Garzón León et al., 2024](#)). This is because the most practical method of introducing DC to ESL/EFL students is through textbooks. Hence, the quality and quantity of discourse content of the textbook are critical. However, there was scarce data about the presentation of DC in EFL textbooks in general. As a result, it is important to investigate the content of the textbooks for discourse elements and activities that support the development of DC.

A few studies ([McCabe and Belmonte, 2004](#); [Prasetyaningtyas et al., 2022](#)) looked at how elements of written DC are presented in ELT materials. [McCabe and Belmonte \(2004\)](#) investigated how written DC evolved in ELT materials. The findings show that the resources were inappropriate for helping students improve their written DC. The others, [Prasetyaningtyas et al. \(2022\)](#), examined the English textbook "Bright English 2" and the grade XI English language textbook, respectively, from a CC perspective and came up with findings that showed the textbooks included every element of CC, including DC.

In the Ethiopian context, only [Tulu \(2015\)](#) studied the presentation of cohesion, one of the components of DC, in the 2003 English textbook for students of grade twelve. The findings demonstrated that the textbook did not consist of all the elements of cohesion. [Rosyida \(2019\)](#) examined the coverage of DC in the speaking lessons of an EFL textbook. The researcher recommended that

other researchers examine the presentation of DC in writing skills lessons of EFL textbooks.

The findings in the studies could not provide a complete picture of the representation of DC in the EFL textbooks. Firstly, the findings of the studies were broad. For instance, without pointing out the shortcomings of the ELT materials in terms of the components of DC, such as genre, coherence, and cohesion, McCabe and Belmonte (2004) claimed that the ELT resources could not foster the students' ability to write effectively. Similarly, Prasetyaningtyas et al. (2022) focused on CC in general and did not pay specific attention to the components of DC. Tulu (2015) also focused solely on cohesion. He also examined the old textbook that was in use before 2023. Thus, the current study focused on assessing the presentation of DC in the writing skills lessons of the newly published grade eleven English textbook for Ethiopian students that has been in use since 2024.

Research questions

The current study set out to answer the following research questions:

1. What are the DC representations in the writing skills lessons of the textbook?
2. What are the roles of the activities in the textbook in developing the students' ability to employ the features of DC in their writing?

The conceptual framework of the study

DC originates from the theory of communicative competence, which states that effective communication requires more than linguistic competence. Among these, DC is the core one (Alek, 2023; Celce-Murcia, 2008). Celce-Murcia (2008) and Alek (2023) defined DC as the ability to produce a unified, coherent, and cohesive written or spoken text by selecting and arranging words, phrases, clauses, structures, and sentences. Discourse, which is defined as language used in a specific context to achieve a particular communicative goal, encompasses either written languages, such as paragraphs, essays, letters, articles, etc., or spoken languages, like greetings,

Sci. Technol. Arts Res. J., July. –Sep, 2025, 14(3), 121-133 conversations, service encounters, sermons, etc. (Alek, 2023).

Cohesion, coherence, genre, and deixis are the core components of DC (Celce-Murcia, 2008). Cohesion is a connection between sentences in a text with the help of cohesive devices, while coherence is the logical sequence and overall connectedness of ideas in a text (Waller, 2015). Likewise, Dollah and Abduh (2019) note that coherence gives a text the qualities of readability and comprehensibility. According to Celce-Murcia (2008), coherence includes writing purpose, intended audience, propositional development, and information distribution or structure. Cohesion is achieved through reference, substitution, ellipsis, conjunction, and lexical devices. A genre is a particular form of writing that has its own basic features, which are socially accepted. It includes various modes of writing, such as letters, reports, descriptions, narrations, etc. (Paltridge, 2018). Coherence, cohesion, and genre are the main indicators of high-quality written text (Sun, 2020). In Figure 1, the components of DC are used as a framework to analyse the textbook.

MATERIALS AND METHODS

This study described the representation of discourse in the target textbook. It also assessed the activities related to DC. Accordingly, it employed a descriptive research design. The data source is the Grade Eleven English textbook for Ethiopia, which has been in use since the September 2024 academic year. The textbook contains ten units, each with a writing skills lesson. Data was collected from all the writing lessons in the textbook. A qualitative in-depth content analysis—reading, coding, and categorizing data based on specific principles to identify the presence of certain concepts in written or spoken text was conducted (Fraenkel et al., 2012). This method provided a detailed description of the textbook regarding its effectiveness in developing students' written DC. Celce-Murcia's (2008) DC model, which includes cohesion, coherence, and genre, served as the basis for the thematic categorization of the data.

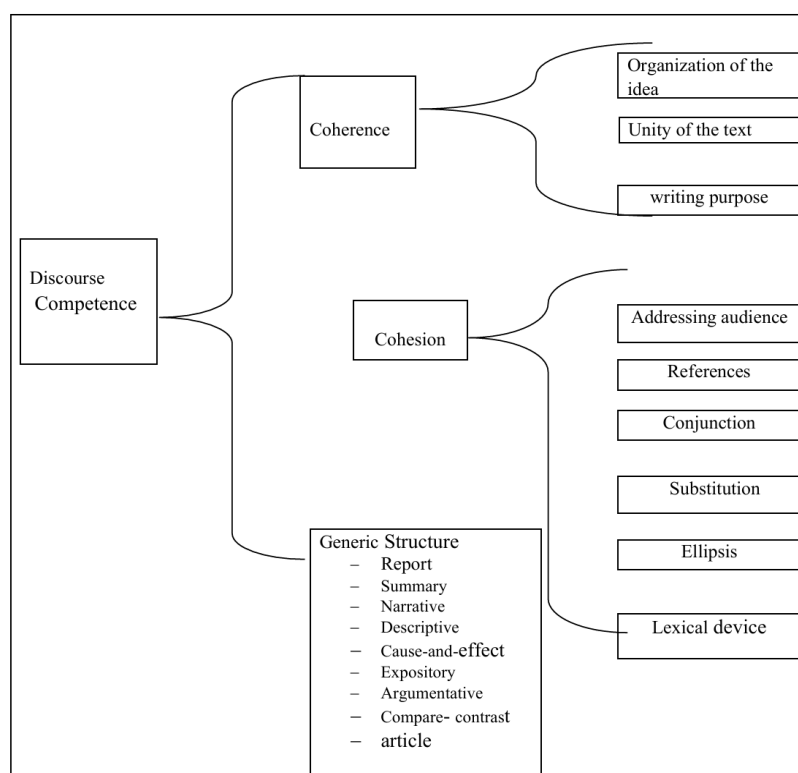


Figure 1. Theoretical framework of the study

RESULTS AND DISCUSSIONS

Results

The representation of DC in the textbook

The distribution of DC components cohesion, coherence, and genre in the grade twelve English textbook is displayed in the following table. In Table 1, “X” denotes the integrated DC component, while “-” shows the missing ones. The data in Table 1 shows that all three major components of DC, namely coherence, cohesion, and genre, are presented in all ten units. However, the presentation of elements under each major category varies. The elements under cohesion were not presented except for conjunction, which is repeated in six of the ten writing lessons of the units. The rest of the elements of cohesion, namely references, ellipses, substitutions, and lexical devices, were not integrated into the writing skills lessons. This indicates that the book gave prominence to conjunctions at the expense of other elements of cohesion—references, ellipses, substitutions, and lexical devices.

The table also indicates that the features of coherence were addressed in almost all the writing lessons except for ‘unity’, which is missing in unit one. This indicates that contents that foster the students’ competence in developing coherent text—addressing the writing purpose, sequencing ideas logically, achieving the relationship between ideas, and fitting the text to the audience are adequately covered in the textbook.

Finally, Table 1 demonstrates that the textbook exposes the students to various academic writing genres like reports, summaries, narratives, descriptive, cause-and-effect, expository, argumentative, compare-contrast, and articles. From the table, it is also possible to observe that each unit introduces at least one type of written genre. In addition, the table indicates that some of the writing genres are recursive. The most often repeated writing genres are those that cover argumentative, descriptive, and summary writing. Generally, the textbook attempted to address the fundamental features of DC.

Table 1*The Representation of DC Components in the Grade 11 Students' Book*

The Representation of DC Components in the Grade 11 Students' Book																		
Units	Components of DC																	
	Cohesion			coherence						Written genres								
	Conjunction	Reference	Ellipsis	Substitution	Lexical cohesion	writing purpose	Organization of the text	Unity of the text	Addressing audience	Report	Summary	Narrative	Descriptive	Cause-effect	Expository	Argumentative	Compare –contrast	Article
1	-	-	-	-	-	X	X	-	X	X	X							
2	-	-	-	-	-	X	X	X	X			X						
3	X	-	-	-	-	X	X	X	X		X		X	X				
4	X	-	-	-	-	X	X	X	X				X		X			
5	X	-	-	-	-	X	X	X	X							X		
6	X	-	-	-	-	X	X	X	X								X	
7	-	-	-	-	-	X	X	X	X				X					
8	X	-	-	-	-	X	X	X	X	X								
9	X	-	-	-	-	X	X	X	X						X	X		
10	-	-	-	-	-	X	X	X	X									X

The role of activities in the textbook in developing the students' written DC

This section presents the role of activities included in the textbook to develop the students' ability to employ the features of DC in their writing. Specifically, this part presents the role of activities in the textbook in helping the students to utilise features of cohesion and coherence in their writing. It also introduces how far the activities familiarise the students with specific features of a particular written genre.

Activities for developing the students' ability to employ cohesion in their writing

As shown in Table 1, conjunction is the only type of cohesion portrayed in the textbook. To enhance the students' ability to employ it in their writing, the textbook guides the students to a variety of contextualised activities. For instance, the textbook employed written discourse analysis to raise the students' ability to use cohesive devices in their compositions. It asks the students to find cohesive devices in written texts. For example, the following activity, taken from the students' textbook, asks the

students to identify CDs used in an argumentative essay provided to them as a model. Only the instructions have been taken to save space.

8 F.4 Argumentative Essay- Activity 8.15

1. The following questions are about the model argumentative essay below. Read the model essay and answer these questions.

2. Read the essay and identify cohesive devices or connectors used to join the sentences or paragraphs. (Elias & Kassa, 2023).

The textbook also attempted to raise the students' awareness about the relationship between written genres and CDs. It reminds the students that some CDs are common to a particular genre, such as cause-and-effect paragraphs or essays, while others are appropriate to argumentative or narrative texts. Accordingly, the textbook presents lists of CDs that are more appropriate for expository texts, as can be seen below.

Cohesive Devices: are words or phrases that are used to connect ideas in a sentence. Common types of cohesive devices for expository texts are:

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Addition: and, besides, furthermore, moreover, on top of that, etc.

Contrast: but, however, nevertheless, on the other hand, on the contrary, instead of, etc.

Comparison: likewise, similarly, correspondingly, in the same way, in like manner, etc.

Emphasis: in fact, indeed, certainly, actually, as a matter of fact, etc.

Concession: though, although, despite the fact, in spite of the fact that, etc.

Examples: for example, for instance, in other words, that is, etc.

Reason: because, as, since, accordingly, etc.

Result: therefore, thus, hence, consequently, as a result of, etc.

Conclusion: in sum, in brief, in short, finally, in conclusion, etc.

Sequence: first, second, then, next, thereafter, etc. (Elias & Kassa, 2023)

Through discussion questions and notes, the textbook also attempted to raise the students' awareness of the benefits of utilising cohesive devices in their writing. It gives the students some short notes on the roles of CDs in creating a cohesive text, as can be seen below.

8F.2. Cohesive Devices- Activity 8.13

1. Answer these questions

1. What are cohesive devices in writing?
2. List some examples of cohesive devices.
3. What are the cohesive devices you listed used for?

Cohesive devices are words that are used to connect words, phrases, sentences, and paragraphs. These words make a smooth transition in the flow of ideas. When sentences, ideas, and details fit together clearly, readers can follow along easily, and the writing is coherent. The ideas are smooth and clear. In other words, cohesive devices or linking words help to achieve a clear and logical flow of thoughts from sentence to sentence and from paragraph to paragraph. There are many words of this kind, for example, 'and', 'but', 'however', 'also', 'moreover', 'in conclusion', etc. The following table shows a list of cohesive or transitional devices you need to use in writing

Sci. Technol. Arts Res. J., July. –Sep, 2025, 14(3), 121-133 sentences, paragraphs, and essays (Elias & Kassa, 2023). Finally, the textbook encourages the students to employ CDs in their writing. For example, it asks the students to utilise CDs in the cause-and-effect paragraph they compose, as can be seen from the extract below. In addition, it asks the students to provide feedback on each other's use of CDs in their writing. Similarly, in many of the writing lessons, the book asks the students to submit their work to their teacher for further comments.

Use one of the sets of sentences to write a cause-and-effect paragraph. Add some more sentences of your own to develop the paragraph adequately. Use appropriate conjunctions or connectors to keep the logical flow of ideas. (Elias & Kassa, 2023)

The role of activities in developing the students' ability to write coherently

To develop the students' written DC, the textbook integrated different activities that guided the students to create a coherent text. In other words, the textbook targeted teaching coherence to the students. It employed various activities that could facilitate the students' ability to produce a well-developed, unified, and logically organised text. For example, the textbook has employed different techniques to help the students produce a well-developed and unified text. It begins with guiding the students to generate adequate ideas and elaborate on topic sentences by adding details. Additionally, the book encourages the students to make an outline by adding relevant ideas and deleting the irrelevant ones before the actual writing. Furthermore, the book reminds the students to share their ideas and their first draft with their partners, as can be noted below.

6 F1: Generating Ideas for Writing- Activity 6.11

You are going to write a five-paragraph essay about the Abay River or the Grand Renaissance Dam (GERD).

a. First, list ideas that you want to include under the topic.

- b. Second, write main ideas for each paragraph.
- c. Next, write details for each paragraph.
- d. Finally, write the first draft of your essay. (Elias & Kassa, 2023)

The textbook also employed another technique to foster the students' ability to create a well-developed text. It provides the students with some starting points and asks them to write a complete text by adding their own. The extract below shows that the book asked the students to write an adequately developed essay by adding their ideas to the lists provided.

Now you write an essay of three paragraphs on 'Causes and Effects of road accidents.' Use the following notes as a starting point and develop them by adding your own ideas. Don't forget to use appropriate conjunctions or connectors of cause and effect.

Poor quality of roads, Inefficiency of drivers, Carelessness of pedestrians, Lack of law enforcement, Loss of life, Physical injuries, Loss of economy, Mental damages (Elias & Kassa, 2023).

To foster the students' ability to write coherently, the textbook also guides the students to present their ideas to their readers logically. It exposes the students to techniques that help them to put their ideas on paper in an organised way. For instance, the book demands that students prepare an outline before they write the first drafts of descriptive, narrative, and argumentative essays. In addition, it gives the students some tips on how to organise their ideas in different written genres. For example, in writing a narrative essay, the book guides the students to put a series of events that make the story in chronological order. It also provides the students with a short note that explains how to arrange ideas in various writing genres, as the following extract indicates.

Ways of developing/ordering ideas in an essay and/or a paragraph:

Chronological order- order of time, good for narratives,

Spatial order-good for descriptions of locations; top to bottom,

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Emphatic order- it is a technique of ordering ideas from least important to most important ones; most common in high school writing; includes substantial examples and evidence to support your argument, and uses transition sentences to create a good flow to the essay. But it is always important to remember that the examples/illustrations are relevant, and sources are properly cited. (Elias & Kassa, 2023)

Intended audience and writing purpose are also components of coherence. In most of the writing lessons, the textbook consistently asks the students to share their papers with their partners. Some of the writing activities also require the students to submit their papers to their teacher. The last unit attempted to introduce the topic to the audience in detail. The book reminds the students to keep the target audience in mind when they write a report or article for a radio broadcast. There were no further activities that trained the students to consider their audience.

10 F.3. Writing an article/report for a radio broadcast

In any writing, you write on a variety of themes for a variety of objectives and audiences. You should follow some standards or guiding principles when writing an article or report for a radio broadcast. Here are some guidelines to follow when writing an essay or broadcasting on the radio:

Write conversationally (like you are talking in front of an audience).

Write to paint a picture in the audience's mind. Understand your audience (know the audience).

Write in active voice and present tense. (Elias & Kassa, 2023)

The role of activities in developing the students' ability to produce different written genres

The textbook also exposes the students to a range of writing genres to develop their written DC, as Table 1 illustrates. The textbook's major targeted writing genre is the essay. It encourages the students to write a variety of essays, such as argumentative, descriptive, narrative, and

expository ones. This section discusses how well the exercises in the textbook prepare students for writing an essay.

The textbook introduced essay writing step-by-step. Firstly, it attempts to raise the students' awareness of the genre. It begins with providing a concise definition of an essay. The book also illustrates that expository, narrative, argumentative, and descriptive essays are used to inform, entertain, persuade, and describe, respectively. Then it discusses the structure of an essay, which is introduction, body, and conclusion. It also encourages the students to discuss the function of each part of an essay and how each differs from the other. The book also motivates the students to talk about the thesis statement and topic sentence, as the following extract depicts.

Activity 5.10

I. Be in a group of three and answer the following questions.

1. What are the basic parts of an essay? What is the function of each part of the essay?

How do you identify one from the other?

2. Does the structure of an essay vary with the type of essay? If so, how?

3. What do you know about 'a thesis statement' and 'a topic sentence'? Where are they located in the structure of an essay? Which one expresses a broader idea topic sentence or a thesis statement? (Elias & Kassa, 2023)

Next to familiarising the students with the structure of an essay, the book provided the students with a model essay. Then it encourages the students to analyse the model essay. The model essay was not included here because of the space. It asks the students to identify the thesis statement of the essay and the topic sentences that elaborate on the thesis statement, as can be seen from the instruction below, taken from the textbook.

Read the following short essay and answer the questions that follow.

1. What is the thesis statement of the essay?
2. Identify the three topic sentences that are used to develop the idea of the essay.
3. What is the function of each paragraph in the essay? (Elias & Kassa, 2023)

Following the attempts to teach the students the fundamentals of an essay, the textbook moved on to exposing the students to writing different types of essays. Descriptive essay writing is one of the genres that the textbook introduced to the students. This section presented the way the textbook addressed essay writing, taking descriptive essay writing as an example. The textbook introduced this writing genre technically to boost the students' understanding of the fundamental features of descriptive writing. For instance, the textbook explains the purpose of descriptive writing. It also highlights words used in descriptive writing, as the following extract shows.

3 F.2 Descriptive Writing

Such kind of writing provides readers with a clear picture of people, places, objects, or events in descriptive writing; the writer does not tell readers what was seen, felt, tasted, smelled, or heard. He/she would rather make readers see, feel, test, smell, or hear using clear language and accurate sensory details. Use of figurative language, adjectives, adverbs, and modifiers is common in descriptive writing (Elias & Kassa, 2023).

Additionally, the book provided the students with model descriptive paragraphs and essays. To increase the students' knowledge of descriptive writing, the book also contained questions that prompted them to analyse the example texts, as can be seen below.

Look at the sample descriptive paragraph below and answer the questions that follow. "Spynax is my cat. He is an adorable cat. He has orange fur with black and white spots. I like to hold him because his fur feels soft. Every morning, I give him milk. Unlike the other cat I had two years ago, Spynax doesn't like rice, so I feed him cat food. Spynax is an active animal. He likes to chase everyone in my house. When he feels tired and sleepy, he usually sleeps on the sofa in the living room or under the table.

List the adjectives used to describe the physical characteristics of 'Spynax'

List the adjectives used to describe the habits and behavior of 'Spynax'

What is the difference between objective and subjective description? Are there examples of subjective descriptions in the above text? If so, write it or them (Elias & Kassa, 2023).

After familiarising students with descriptive writing, the book engages the students in descriptive writing. The activity asks the students to describe their classmate without stating his or her name. Then, they exchange their descriptive paragraph or essay with their partner. Their partner guesses as to who he or she is. Below is the direction of the activity.

Now write a paragraph or an essay describing one of your classmates. Don't mention his or her name; rather, make your reader guess who he or she is from your description. Exchange your paragraph/essay with a friend and ask him or her to guess who your description is about. (Elias & Kassa, 2023)

Discussion

This study examined the representation of DC in the writing skills lessons of the 11th-grade textbook. The result has revealed that the writing lessons of the textbook cover DC components such as cohesion, coherence, and genres. However, there are some limitations. For instance, the textbook has only one type of cohesion, which is a conjunction. The book did not include other cohesive devices like references, ellipses, substitutions, and lexical devices. This result affirmed the findings of [Cho and Shin \(2014\)](#). They found that three writing textbooks at Seoul University targeted only conjunctions and sentence transitions. Similarly, [Tulu \(2015\)](#) found that grade twelve students' English textbook addressed only conjunctions through writing skills lessons. Concerning coherence, the textbook has attempted to develop the students' ability to produce a well-developed and logically organised text. The textbook includes features of coherence identified by [Celce-Murcia \(2008\)](#), [Hutchison \(2020\)](#), [Lee \(2002\)](#), and [Vivekmetakorn and Kaewbangpood \(2014\)](#). In other words, the book teaches the students how to generate adequately developed text. The textbook also guides the students to put their ideas on paper

Sci. Technol. Arts Res. J., July. –Sep, 2025, 14(3), 121-133 in a logically organised manner. With reference to genre, the textbook has exposed the students to various written genres such as summary writing, report writing, essay writing, and so on. Researchers agree that exposing students to various written genres develops the students' written discourse competence ([Celce-Murcia, 2008](#); [Lee, 2002](#); [Paltridge, 2018](#)).

Furthermore, this study assessed how far the activities in the textbook promote the students' written DC. The result revealed that the textbook included exercises that could enhance students' ability to use cohesion in their writing. For instance, the textbook employed discourse analysis. Some exercises ask students to recognise CDs utilised in various written texts. In line with this point, [Fayzullaevna \(2021\)](#) stated that students get better insights into cohesion through discourse analysis. The textbook has also encouraged the students to employ cohesive devices in different writing activities that range from discrete sentences to the discourse level. Supporting the practices of teaching cohesion through multiple activities, [Suryoputro \(2010\)](#) noted that teaching cohesion through multiple activities facilitates students' ability to utilise cohesive devices properly. Additionally, the book introduced the use of conjunctions contextually rather than only in discrete sentence-level activities. This textbook also attempted to teach the functions of conjunctions by integrating them with the writing skills.

The findings of this study also indicate that the textbook employs various techniques to enhance the students' ability to produce a coherent text. Firstly, the book encourages students to write well-developed texts. According to [Vivekmetakorn and Kaewbangpood \(2014\)](#), engaging students in activities that ask them to develop undeveloped texts promotes the students' ability to produce a well-developed text. In line with these researchers' suggestions, this textbook also asks the students to rewrite undeveloped texts given to them by adding ideas that are relevant to the topic. It also motivates the students to share the ideas they generate among themselves. Furthermore, the textbook attempts to

develop the students' ability to present ideas in a logical way. The book guides the students to prepare an outline before drafting. This finding is in line with [Hutchison \(2020\)](#), who believes that making an outline helps writers to present ideas more logically. The book also asks the students to identify a sentence or sentences that break the logical flow of ideas in a text. [Lee \(2002\)](#) stated that training students to rearrange jumbled sentences or paragraphs to form organised texts is a prototypical activity for promoting students' ability to produce a well-organised text. However, the book did not cover activities that require the students to rearrange jumbled sentences or paragraphs to form an organised text.

Additionally, the book included a few strategies that can increase the students' awareness of a specific genre of writing. [Gibbons \(2002\)](#) suggested introducing students to the fundamentals of a certain writing genre, including its purpose, grammar, phrases, and vocabulary. Likewise, the textbook exposes students to such fundamentals of a particular writing genre. The book also contains model texts in accordance with [Hyland \(2013\)](#). Additionally, it promotes group creation of a genre. Moreover, the textbook encourages students to write the material on their own. As a result, the textbook is essential for introducing learners to various genres and fostering their proficiency in written discourse.

CONCLUSIONS

This study examined the representation of DC in grade eleven students' English textbooks. The result revealed that the textbook consists of the basic features of DC, such as cohesion, coherence, and genre. Additionally, the textbook consists of activities that aim to develop the students' ability to employ cohesion, coherence, and genre in their writings.

With reference to cohesion, the textbook employed different activities that boost the students' capacity to use conjunctions in their writing. Therefore, it is possible to conclude that the book addressed cohesion, particularly conjunctions, in a way that students could utilise in

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their writing. However, there are some limitations concerning the treatment of cohesion. That is, the book did not include various cohesive devices. It focused only on conjunctions. Therefore, the students may fail to employ various types of cohesive devices in their writing.

Likewise, the textbook reminds the students to take coherence into consideration during writing. For example, the book encourages the students to generate adequate ideas and logically organise them. These types of activities equip the students with the ability to produce a well-developed, organised, and unified text. The textbook also introduced the concepts of topic sentence and thesis statement to guide the students to stick to the topic they are writing about. Therefore, this textbook helps students to produce a coherent text.

The textbook also introduced different types of written genres to the students to boost their written DC. The book introduced the genres step by step to help students internalise the fundamental features of a particular written genre. Generally, the textbook is relatively appropriate to foster the students' written DC if the teaching and learning practices are employed accordingly.

Recommendations

To foster students' DC, it is important that future textbook writers include a wide range of cohesive devices such as referencing (pronouns, demonstratives), lexical cohesion (repetition, synonyms), substitution, and ellipsis. This will develop students' ability to produce more sophisticated and varied writing.

Although the textbook encourages coherence, the most common activity, rearranging jumbled sentences or paragraphs that guide the students to produce a logically organised text, has not been included in the textbook. Therefore, prospective textbook writers must integrate these into teaching writing activities in the textbooks. Teachers are also encouraged to integrate this activity into their writing instruction.

The textbook's effectiveness depends on teaching practices. Therefore, to help instructors effectively teach cohesion, coherence, and genre

awareness, workshops should be provided to them. It is also recommended that the textbook consist of assessment guidelines or rubrics for self-assessment. Including guidelines for self-assessing cohesion, coherence, and genre adherence would develop students' metacognitive awareness and independent learning.

Since there were no comprehensive studies regarding the presentation of DC in our textbooks, similar studies should be conducted on the same grade level or others. Future researchers could also examine how students employ DC in their actual writing to see whether textbook exercises resulted in improvements in students' writing skills. They could also examine teachers' practices of integrating DC in teaching writing.

CRedit Authorship Contribution Statement

Zelalem Burayou: Conceptualization, Data Collection, Model Development and Analysis, and Writing Original Draft. **Rufael Disasa:** Data Analysis & Model Validation, Supervision, Review & Editing.

Declaration of Competing Interest

The authors declare that there is no conflict of interest.

Ethical approval

The prior permission has been obtained from the Ministry of Education, Ethiopia, to utilize the content of the Ethiopian Text Book. Reference number 12/247/102/17 dated Hamle 07, 2017 (EC)

Data Availability

The datasets that support the findings of this study are available from the corresponding authors upon reasonable request.

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