



UNIVERSIDAD  
**DE ATACAMA**

Facultad de Humanidades y Educación

**“Mejoramiento de elementos de cohesión en la producción escrita de estudiantes  
A2 a través del patrón Problema- Solución: un Estudio de Caso”**

Facultad de Humanidades y Educación.  
Departamento de Idiomas

Trabajo de Titulación presentado en conformidad a los requisitos para obtener el  
grado de Licenciado en Educación y Título de Profesor de Inglés.

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Copiapó, Chile 2021



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**"Improving Cohesive Devices in A2 Students' Written Texts by the  
Problem-Solution Pattern: a Study Case"**

Degree thesis submitted in accordance with the requirements for the degree of Arts in  
Education and Teacher of English as a Foreign Language.

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Copiapó, Chile 2021

## **Agradecimientos**

“Siempre hay que encontrar el tiempo para agradecer a las personas que hacen una diferencia en nuestras vidas ” .— John F. Kennedy. Ante esta cita encontramos que es fundamental dedicar unos segundos a agradecer a las personas que han dedicado su vida, en relación a nuestra formación educativa, personal y social. Por ello queremos agradecer a nuestros padres, familiares, Profesores de la Universidad de Atacama, que cada día velan una luz de apoyo con el único propósito de que nosotros seamos personas que alumbren a otros. Especialmente queremos agradecer a nuestra casa de estudio (Universidad de Atacama, Tercera Región de Atacama) y a nuestra profesora de cohorte/guía en esta tesina “Miss Deisy Campos Galdames”, la cual nos brindó muchísimo apoyo y familiaridad haciéndonos sentir confianza al realizar cada uno de nuestros proyectos.

**Abstract:**

The research focus of the investigation is the improvement of the cohesive devices in written texts of A2 level students through the problem-solution pattern; at the beginning of our investigation we raised two main hypotheses: on the one hand, the use of the problem-solution pattern improves cohesive devices in the writing of A2 students and on the other hand we have that the use of the problem solution pattern does not improve cohesive devices in the writing process of A2 students. One of the main ones was whether the use of the problem-solution pattern achieved an improvement in cohesive devices in written interaction of A2 students. For this research, the students were exposed to a virtual blog page with an image in which they had to narrate what had happened with respect to the image, this without knowing the problem-solution pattern, afterwards, a count of each cohesive device that was used was counted. To continue with the investigation a class was held in which the students have explained the problem-solution pattern and they were asked to write a new blog (with the same picture) or rewrite the previous version using the information given in classes, to analyze the data a comparative table of the count of the cohesive devices of both texts was created to contrast information and respond to the questions raised and verify if it is consistent with correspond to the hypothesis that we raised at the beginning, it should be noted that all this investigation was carried out under the modality allowed due to Covid 19.

**Key Words:**

**A2 students, Cohesive devices, Problem-solution pattern, Covid-19.**

**Resumen:**

En esta investigación, el enfoque de nuestra investigación es la mejora de los dispositivos cohesivos en los textos escritos de los estudiantes de nivel A2 a través del patrón problema-solución; al principio de nuestra investigación planteamos dos hipótesis principales: por un lado, el uso del patrón problema-solución mejora los dispositivos cohesivos en la escritura de los estudiantes de A2 y por otro lado tenemos que el uso del patrón problema-solución no mejora los dispositivos cohesivos en el proceso de escritura de los estudiantes de A2. Una de las principales era si el uso del patrón problema-solución lograba una mejora de los dispositivos cohesivos en la interacción escrita de los estudiantes de A2. Para esta investigación se expuso a los estudiantes una página de blog virtual con una imagen en la que debían narrar lo que había sucedido con respecto a la imagen, esto sin conocer el patrón problema-solución, posteriormente se contabilizó cada dispositivo cohesivo que se utilizó. Para continuar con la investigación se realizó una clase en la que los alumnos han explicado el patrón problema-solución y se les pidió que escribieran un nuevo blog (con la misma imagen) o reescribieran la versión anterior utilizando la información dada en clases, para analizar los datos se creó una tabla comparativa del conteo de los dispositivos cohesivos de ambos textos para contrastar la información y responder a las preguntas planteadas y verificar si es consistente con corresponder a la hipótesis que planteamos al inicio, cabe señalar que toda esta investigación se realizó bajo la modalidad que nos permite debido al Covid 19.

**Palabras claves:**

**Alumnos de A2, Dispositivos de cohesión, Patrón problema-solución, Covid-19.**

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## **Chapter I: Introductory Framework**

### **1.1 The Chilean context.**

In 2014, in Chile, the "new guiding standards" for the English pedagogy programs were released, developed by the Ministry of Education on July 14, 2014 (taking into account that this version has been modified in March 2019), which postulate that the future English teacher upon graduation of his university career must possess a set of competencies aimed at personal skills and attitudes oriented in one of the aspects towards the capacity that the professional uses for written and oral communication, in an effective way around communication, both in the mother tongue as in the second language such as learning English as a Foreign Language (EFL) (Ministry of Education, 2014).

During March 2020, specifically on March 03, 2020, the first positive case of Covid-19 was announced (MINSAL, 2020) in Chile. This fact modified every aspect of human life, including the area of learning, and the meaning of education, starting the necessity to adjust the guiding standards of education so as the teaching methodologies broadly, establishing curricular prioritization which directly affected Chilean schools, colleges, and universities (MINEDUC, 2020). It is important to mention that curricular prioritization is defined as that action that determines the essential and minimum objectives for the teaching and learning process both students and teachers from Primary and Secondary Education, High School and at University Level in Chile, presenting as fundamental characteristics to assign a specific and limited period with respect to "the Covid-19 health pandemic (MINEDUC, 2020)".

## 1.2 Research questions

This study aims to analyze how Cohesive Devices in A2 Students' Written Texts by the Problem-Solution Pattern improve the students' performance, postulating two hypotheses to guide the research which are as follows:

1. The use of the Problem- Solution Pattern improves cohesive devices in A2 students' writing.
2. The use of the Problem- Solution Pattern does not improve cohesive devices in A2 students' writing process.

This study answers the question "How the use of the Problem- Solution Pattern improves cohesive devices in A2 students' interaction?", being structured in a total of 5 chapters, in which chapter I, corresponds to an introductory framework, where the current Chilean educational context and the reality it is facing are presented. Similarly, chapter II of this research is associated with the theoretical framework, presenting the theoretical elements that were taken into account before the drafting of this document, such as the concept of Problem Solution-Pattern and literature consulted and analyzed in relation to the Cohesive Devices. In addition, chapter III of this research work comprises the methodology, which covers points under research designs, in which the activities or actions that were carried out to collect information are depicted, so as participants, being this point the one that gives the descriptions of the participants of the study, age, quantity, gender, and knowledge that they possess from a general perspective. In the same chapter, we describe the intervention which contemplates a writing of the actions that were carried out to collect qualitative and quantitative data obtained by the students; finally, The gathered data was analyzed the information in Data Collection, Data Analysis, Results of Table 1 (Figure 1), Results of Table 2 (Figure 2) and comparative table (Figure 3). Continuously, in chapter IV, the results discussed. To finish up, chapter V, includes Conclusion and Implications, being this section the one that delivers the conclusions of the interventions, and detailed analysis of the theoretical framework, giving a value judgment. In addition, the subtitle Limitations is presented, addressing all the constraints that influence the development of this research, whether physical, social, or participatory in nature. Additionally, the subtitle Implications for teaching within

this article contemplates the learning visualized by the students when carrying out the tasks that are contemplated in the research, as well as this subtitle within chapter V, includes a relation of the contents of the theoretical framework with the results of the information gathering tools (Figure 1- Figure 2- Figure 3). Furthermore, in chapter V, The researchers deepen on Implications for Research, addressing as a content, the position of the hypotheses that were worked on in this research were correct according to what was seen previously in the students' interventions, in association with the theoretical framework of the present research. Finally, this chapter and research ends with the subtitle References, in which all the articles, websites, papers, consulted to theoretically support the statements of this thesis are located.

## **Chapter II: Theoretical framework.**

### **2.1 The Problem-Solution Pattern.**

The problem-solution pattern is characterized as the most commonly used method in writing texts from written and oral production. As postulated by Hoey, (1983), he says that the problem-solution pattern is made up of two main fundamental parts which are defined as Problem and solution, but nevertheless. On analyzing the texts that apply the problem-solution pattern, the result is that there are elements that make up the text production strategy such as 1) Situation, 2) Problem, 3) Solution and finally 4) evaluation. According to studies carried out by Hoey, (1983, 1986, 2001) it is indicated that this model of writing is quite useful for producing text types that have a specific purpose, such as research articles, among others. In addition, the problem-solution pattern helps to foster critical and analytical thinking. In addition, from Hoey's perspective (1983), every author of a written text should aim to achieve an effect on his readers. Although reaching this goal is not simple, given that when a writer writes his text, he does so based on a structure that is increasingly common within his civilization. It is this character that makes the activity of reading and producing texts a captivating and complex process. Therefore, the pattern-solution model comes to facilitate this event called text production and reception.

The fundamental idea of Hoey and Winter (1986) fundamental idea for examining the problem-solution pattern is to consider how the coherent presence of clauses, defined by Hoey as a series of mental steps developed by the reader in response to the inferential clues the writer uses in creating his product, is carried out, but this clause relationship is not addressed in a single term like coherence. By way of contrast, this clause concession can be directed to the connection between paragraphs of a text (Hoey 1983). Additionally, it is fundamental to take into account that, in general, texts make the presence of consistent traces in relation to the way in which the reader of a text perceives the ideas expressed by the author does not always indicate a successful capture of the author's essence, manifestation a panorama of understanding before what the reader reads, but they will allow the receiver of the

message to infer a way of receiving the message supporting the mental process with the aim of finding the clues and understanding them as the author proposes. (McCarthy, 1992). These components named above by McCarthy's quotation refer to the similarities of the above clauses by (Hoey 2001) alluding to factors such as tense, the author's position on a theme developed, assumptions, cause-effect relationship, including concessions including opposition. Adding that these elements form part of the starting point for applying the problem-pattern solution to the reading of a text in order to understand more easily what the author does not want to communicate and how each reader takes ownership of the reading of a written product by making his or her interpretation known, according to Hoey and Winter. (1986)

### **2.1.1 Problem-solution pattern and the use of connectors**

When interacting, the sender of a message must follow certain organizational patterns taking into account what the sender wants to communicate and the situational contexts this in order for the receiver of the message to achieve an understanding of the latter mentioned, because in such a way that if the message is Present in a disorganized way or without mentioning key situations or events to the receiver will make it difficult for him to understand. Three key points that play a fundamental role within this pattern are cohesion, unity, and coherence. (Coulthard, 1977)

The secret of a great written text in addition to the informational concepts is the organization of the article, its formal and academic language, and its academic terminology. However, the fact that the points or ideas are articulated intelligently and concisely is essential and in order to achieve it there must be a proper and effective use of verbs. Verbs are one of the most important parts of the sentence and they indicate an action or this of the person. Within the texts, the participant or protagonist of this written element are the words and the elements that provide the reader with help to understand what is being said, MacCarthy and Carter (1994, p. 105). The vocabulary that people may or may not choose when elaborating sentences by the use of the problem-solution pattern generally indicates its structure in advance.

By using the problem-solution pattern (Hoey, 1984), we obtain an effective aid to facilitate the reader's understanding of the ideas provided by the author. Supporting what has been established above by what Coulthard (1994) maintains, referring to the fact that all the elements stored in our thoughts are not adequate. Therefore, it is essential to have textual organization strategies, with the aim of organizing the reader's knowledge, in order to understand and infer what the writer of the written product wants to offer us as a reader, according to Coulthard (1994). In this way, according to Hoey (1986), he maintains that the way in which readers understand and internalize the ideas expressed by the author in a piece of writing correlates with the application of the ordering of the ideas and concepts that the reader comes up with, to each thought or message that the writer gives throughout his written production. Ordering these thoughts in the 4 structural parts that shape the problem-solution pattern, being conformed by 1) Situation, 2) Problem, 3) Solution, 4) Evaluation as it is raised by (Ratanakul. S. 2017, P 29) written in his investigative essay.

Hoey (1989) in posing his model of the problem-Solution pattern establishes a satisfactory way to facilitate readers' comprehension, either in producing texts, according to how the message is received by the receivers of the written message. From Hoey's perspective, the problem-solution pattern is a proposal that seeks to put an end to develop a scheme or script by the reader, when reading a text, which Hoey, (1984) postulates that with the application of this approach people who are in the task of reading a text, can make a contribution of two types of knowledge: the first being a more defined or specific knowledge, and the second corresponds to the expectations that the reader collects according to the readings they have read, according to (khanjani.J. 2011, P.3)

### **2.1.2 Development of Higher Cognitive Skills through Simulation.**

Education can be seen as a prison where the teacher is the one who dictates what the students should do, as a form of assimilation of pressure as the school and the students as prisoners in which their ideas are imprisoned to not come out and only listen to what the teacher wants to say as Ken Bain (2006) puts it. Education should be a reciprocal process where both students and teachers face an enjoyable process. In addition, Ken Bain states that university education is written on papers that are the domain of the educator, which then become part of the students' notebooks, having as a product that neither of the two participants are involved in the learning process. Acquiring as a product a passive attitude of the student who does not give fruit to understand the contents, as stated by (Santos Guerra, 2014a, 2017).

Before the university practice of teachers, they find the application of Bloom and Aderson's taxonomy, which (Krathwohl, 2002) states that it is a process of organization through hierarchizing cognitive skills into levels, which are called lower levels and higher levels, where the thinking skills such as remembering, understanding, applying, analyzing, evaluating and creating are part of. The objective of this taxonomy is to visualize the students' skills in order to be able to determine whether the learning objectives were achieved or need to be further worked on in order to fulfill them, therefore. Reed (2007) defines cognitive skills as the capacity and mental development with the purpose of finishing an action or task which makes knowledge to be acquired. The aforementioned is raised to make known that most of the cognitive skills such as critical thinking is immersed in institutional educational projects, in university careers such as medical careers, as stated by (Anders et al., 2019). Additionally, this concept of critical thinking is defined by Vejar (2019) as a series of higher intellectual successions that uses abstract thinking and imagination, being considered as a skill. Carrasco (2017) states that a person who manages to obtain cognitive mastery is able to store content, arguing according to these issues, having as a product a critical thinking that facilitates the revaluation of information, to result in a coarse solution to problems, and making choices, acquiring as a product the ability to stipulate solutions or options, being manifested in the simulations within the university practices.

### **2.1.3 Problem-Solution Pattern in NNS**

There has been some very interesting research on the problem-solution pattern use by NNS comparing them with NS. One of these was "The effect of M. Hoey's Problem Solution Pattern on Comprehension of Readers" (Hoey, 2001) which identified a notorious inequality in the use of the Problem-Solution Pattern between native and non-native speakers of English as a foreign language in articles written in English. This research analyzed ninety articles, in order to find out if there were many dissimilarities between products that were written by non-native speakers and those that were developed by Americans (native speakers), checking if what Michael Hoey said was true, referring to the fact that the pattern adapts to the culture of the people who develop a written text.

The study revealed that articles were understood differently depending on their culture, showing that the reader is as important as the writer and that there is an important relationship between language and writing.

Another study about the Problem-Solution Pattern in NNS was "The Problem-Solution Pattern in no native of the language Argumentation" By Tahara Nobuko (2020) which was focused on comparing articles made by Japanese students with others made by American students. In contrast to the previous study, Japanese students did not use the Problem-Solution Pattern very often, but rather frequently used a pattern that followed the Introduction-Body-Conclusion steps which had different characteristics than the PS pattern but its objective was the same. The study focused on the use of metadiscursive pronouns in the different articles written by students of the Japanese Sub corpus of the International Corpus of Learner English (JICLE) and students of the US sub corpus of the Louvain Corpus of Native English (US). This research resulted in Japanese students having a lot of influence from the native language in their writing, which quite differentiated both types of articles (those belonging to Japanese students and American students). Also, something to note is that Japanese students used fewer signaling nouns than American students.

The similarity between the two studies is that the articles are written and understood differently depending on the student's attachment to their knowledge in relation to their personal and social space and native language, so in order to write an article in the English language with the problem-solution pattern, we must have to take into account that the native language (L1) does not influence what someone will write, also when reading an article there must take into account the culture of the author, to better understand the background of the writing.

## **2.2 Cohesive Devices.**

### **What is a cohesive device?**

After the process of producing a piece of writing, it is considered fully legible when the elements that make up the writing are harmoniously connected, in order to obtain a fully coherent text as a product, thanks to the help of the illative (Cambridge, 2017). Taking into account that it is necessary to have a harmony of meaning, before the use of each cohesive element, so that it obtains the meaning that the author wants to give it.

Cohesive devices are words or phrases that help us better understand a text, connecting ideas in a way that we can understand them. These cohesive devices facilitate the understanding of language and therefore communication. Cohesive devices are words that directly support the reader's comprehension, facilitating the reader's understanding, in order to obtain as a product a discourse that fully adheres to coherence as postulated by Halliday and Hasan (1976). Similarly, these elements of linguistics can be considered as a means of transport that lead directly to the meaning of a text (Halliday and Hasan, 1976).

Examples of cohesive devices are elements which link ideas within a text, which postulate contrast, and which reduce the repetition of words such as transitional words, illatives, among other elements. (J. Sedita 2020).

-Transitional words are words that are used to join sentences, words like yet, but, because, also, therefore, etc.

-Synonym substitutions prevent a word from being repeated unnecessarily, which makes the reading much clearer and more bearable.

-The pronouns that refer back to a previously mentioned noun also make the reading less repetitive, more constant, and much more understandable.

It is beneficial for teachers to focus on this type of structure since students with difficulty understanding cohesive devices often make mistakes by not understanding the questions that use them.

Cohesive devices join ideas and details to understand clearly and make the sentences coherent for these will be easier to understand.

### **2.2.1 The importance of cohesive devices when learning a new language**

When we are learning a new language, cohesive devices help us so that the native people of that language can understand us in a better way. If we write an article or a book without cohesive devices, the native speakers of the language would be confused and could not decipher what the article or book says. At the same time if we speak without using those cohesive devices, maybe the native speaker could understand but it would be hard for him, according to O'Regan D. (2002)

Developing proficiency in a second language requires the use of coherent speech, as it facilitates communication by integrating information fluently and clearly. To help the listener follow a narrative, the speaker uses cohesive devices to link sentences, paragraphs, or other parts of speech. (Campos D. Gilliland B. & Palma C. 2021)

According to Hameed F. (2017) there are many disputes about the connection between the congruence and the adherence of a text. Halliday and Hassan (1976) said that cohesion is what creates coherence, while Gramley and Pätzold (1992) proposed that coherence is what leads to cohesion.

The appropriate use of conjunctions within an essay allows readers to better understand the author's idea, this indicates that it is coherent and cohesive writing. Cohesive devices are those that give coherence to what we write (O'Regan D. 2002). When ideas or details fit together perfectly, they allow readers to gain a better understanding of what they are reading. It is important for L1 students to use cohesive devices as this allows for consistency in writing., therefore it should be used at all times, the correct use of conjunctions leads us to the readers of our writing to be able to read our ideas and sentences in a coherent way. This makes it easier for what it is trying to express to arrive in the way that corresponds to them, since if conjunctions are used in the wrong way we can create a fusion, and thus the message or idea that we are trying to present is understood in a totally different and wrong way.

### **2.2.2 L2 to L1 learners' writing:**

L1 users, when writing texts in the target L2 language, have to take into account the intention of the text they are going to write in relation to the purpose, and that the ideas are coherent and cohesive, but for this they must have knowledge of both languages in order to formulate a written text that makes sense to the reader as Kroll (1991) states, making correct use of cohesive devices to avoid errors in the interpretation of the written message. In addition, L1 learners should take into account the interpretation of discourse analysis when producing written texts, such as analyzing songs, reading letters, reading newspapers in the second language, in order to identify the main content and the message that this textual element wants to convey, as stated by (Cohen, Manion, Morisson, 2007). Similarly, when writing texts, learners may consciously or unconsciously try to internalize words and their uses, establishing similarities between L1 and L2 words in order to facilitate the process of writing a text in the target language, according to Ringboom (2007, in Ellis 2012). In this way, there will be the visibility of Positive Transfer or Facilitation, where concepts in both L1 and L2 will have the same connotation, referring in a way to cohesive devices, which are usually used in a conversation either in the learners' mother tongue or in the second language, as Ellis (2012) states from his position. In contrast, when an L2 user makes use of elements of the L2 language, he or she may generate or fall into Negative Interference by using elements of the second language,

for example, a misunderstanding and inference of conjunctions in a written discourse, revealing 5 types of errors which can be organized as declassification, incorrect mechanism, L1 interference, incorrect forms of conjunctions and grammatical error. In the same way, there is interference in an incorrect mechanism where learners who make use of a second language may make errors in punctuation, commas, ellipses, among others. As an example, we can consider the case where the L1 learner when writing because he/she uses commas, declined to L2 interference, thinking that the rule can be applied to the second language, but in the same way, this type of error can be known as incorrect use of conjunctive words. Therefore, the L2 user should realize that the target language relation he/she uses may favor his/her written production in a text, but it may also harm it, as stated by Nugraheni, Ratnasari (2015). Therefore, when analyzing, elaborating, and producing texts in L1, learners should take into account the factors that favor and may harm their written productions both positively and negatively in L2. To do this, they must be familiar with concepts such as cohesion, coherence, positive and negative transfer, cohesive devices so that the written text fulfills the interpretation desired by the reader without confusion or misinterpretation of the message the author wants to express.

## **Chapter III: Methodology**

### **3.1 Problem definition**

Every learner of a foreign language faces intelligibility when trying to communicate ideas. In doing so, the use of cohesive devices is paramount to achieve coherence and cohesion both in oral and written discourse. Due to the loss of track of purpose, especially in longer texts, learners can confuse cohesive devices resulting in concepts that not support the main idea or a disorganized discourse in which points are not made clear. As starters, A2 students lack of knowledge of how to use cohesive devices appropriately so we think that integrating the use of a pattern in a language class may be of a great help.

### **3.2 General Objectives**

Analyze if the use of the problem-solution pattern improves cohesive devices in A2 student's writing.

### **3.3 Specific objectives**

3.3.1 Describe the use of cohesive devices in A2 student's writing

3.3.2 Identify if the use of the problem-solution pattern improves cohesive devices in A2 student's writing.

### **3.4 Research Design.**

In order to check the hypotheses raised in this degree work, two activities were implemented to collect information in relation to how the study participants made use of the problem-solution pattern, which is a first observation activity, the students through a virtual class on the meet platform, they were instructed to visit a blog, in which they would see an image of a crashed car. Before this blog presentation, the study participants had to write a short story with a minimum of 300 words, applying the standard problem solution and use of cohesive devices without previously

knowing them. In order to appreciate how students at level 102 of the Bachelor's degree in education and pedagogy in English perform their level A2-B1. Identifying the situation, the problem, solution, and evaluation of the problem. The objective of the activity presented was to analyze how people of the same level of communication in English A2, of a Level 102, from the University of Atacama, located in the third Region of Atacama, use different solutions in front of the same situation, Illative or connectors, to support their solutions to a situation and problem, to give greater cohesion and coherence to their discourse. The result of this activity had as a product in the analysis of the texts written by the study subjects, revealing how many cohesive devices were used, how these words were used, and if the development of the problem pattern solution was fulfilled, identifying its 4 parts as established (Hoey, 1986), without any previous approach of the pattern.

In order to guide this research work, the following questions were raised:

1. How the use of the Problem- Solution Pattern improves cohesive devices in A2 students interaction?.
2. How the use of the Problem- Solution Pattern does not improve cohesive devices in A2 students interaction?.

The questions posed in this research seek to be answered after increasing the theoretical and practical support of this dissertation.

### **3.5 HYPOTHESIS**

For the development of this research, the following hypotheses were raised with the purpose of orienting and concluding if what was postulated was congruent with the postulations of this dissertation, being the hypotheses:

Hypothesis:

1. The use of the Problem- Solution Pattern improves cohesive devices in A2 students' writing.

2. The use of the Problem- Solution Pattern does not improve cohesive devices in A2 students' writing process.

### **3.6 Participants.**

The participants of this research correspond to 4 men and 7 women, out of a total of 11 students that make up level 102 of the Bachelor's degree and pedagogy in English, of the Chilean University of Atacama, located in the third region of Atacama, Chile. This class group corresponds to the second semester of the university course of a total of 9 semesters, four and a half years of duration, according to the Curriculum. The students were asked to voluntarily participate in this degree work research. The study subjects present an A2 level of the CEFR, level A2 corresponds to the competences held by learners of English as a foreign language, in relation to which a learner who possesses this language proficiency can establish simple conversations according to everyday topics, according to familiar contexts; also they can be a participant in conversations that are easy to infer from a prediction. Established according to the common European framework (CEFR, 2021) by which the University of Atacama is subject to the teaching of English as a foreign language (EFL), as established (Government of Chile, 2016) that the EFL allows meaningful experiences and in an authentic context, focusing the English Language teacher as a guide to learning the second language. Which during their training as future professionals, they must be highly trained to solve problems, with the ability to apply critical thinking, as established by the graduation profile of future professors graduated from the University of Atacama in the "Bachelor of Education and Pedagogy in English" career (University Academic Commission (2010) Atacama University Educational Model. Society of graphic and advertising services KUNTURI Ltda.)

### **3.7 Intervention.**

The intervention of the research design was carried out after developing two activities, through the virtual context that the Covid -19 implied in education to continue with the teaching and learning processes, in which the Ministry of Education defined "Learning Communities" as a group of people within a

community, who share knowledge, dialogues based on their lives lived through an intangible or tangible scenario, referring to face-to-face education as virtual education. Learning from exchanges of what people know to learn equitably (MINEDUC, 2020).

The objective of the activity presented is to analyze how people of the same level of communication in English A2, of a Level 102, from the University of Atacama, located in the third Region of Atacama, use different solutions in front of the same situation, Illative or connectors, to support their solutions to a situation and problem, to give greater cohesion and coherence to their discourse. The result of this activity had as a product in the analysis of the texts written by the study subjects, revealing how many cohesive devices were used, how these words were used, and if the development of the problem pattern solution was fulfilled, identifying its 4 parts as established (Hoey, 1986), without any previous approach of the pattern.

With the aim of explaining to students how the problem-solution pattern works. The research participants are presented with the problem-solution pattern through a virtual PowerPoint presentation, the ideas and the correct connectors are used through the use of the problem-solution pattern when trying to organize the ideas, and the correct connectors the problem-solution pattern is used. Additionally, a definition of the problem pattern solution was presented, in relation to the fact that this is a pattern used in magazines, newspapers, among others, (Hoey, 1984) which can improve critical thinking by promoting more arguments, presenting the four elements that make up the Problem Solution Pattern as:

| 1. Situation:  | 2. Problem:   | 3. Solution:   | 4. Evaluation:   |
|--|---|--|--|
| The information that provides context (what time, place, people, etc.) | The situation causes people difficulties that they must attempt to resolve. | This can be defined as actions or processes that prevent, reduce, overcome, or end a problem. When | The evaluation entails commentary about the success (or lack thereof) of the |

|  |  |   |                          |
|--|--|---|--------------------------|
|  |  | the implementation of any solution does not solve the problem, a new, more effective solution must be applied | solution to the problem. |
|--|--|---|--------------------------|

Research participants are asked to carry out the following activity in a group of two or individually:

“Given this situation, create a short story following the problem-solution pattern, using cohesive devices” the situation presented is “Once upon a time, in Bahia Inglesa, there was a young American tourist”

Students are sent an additional presentation where they can see the cohesive devices to help level 102 participants, who have an A2 level.

In order to verify the hypotheses set out in this thesis, a second activity was carried out for the participants of the study, a second forum where the students could visualize the image of a car that had crashed. The students of level 102, on seeing this image through the platform “www.Blogspot.com”, responded to the question posed by the guiding teacher of our study, Deisy Campos, "What could have happened to this car?" The students, on hearing this question, in response to the situation presented, look for the problem and possible solutions to resolve the situation. At the end of the analysis of the image, the participants of our degree project were asked to write a second paragraph in the forum, with a maximum of 300 words, where they presented the situation, the problem, and the solutions, with the aim of applying the problem as a solution pattern with a previous explanation of it, with the intention of identifying how the participants of the study applied the knowledge they had about the pattern problem solution, transition words, before the development of this activity and how the use of these elements of language give

cohesion and coherence to the written and oral discourses of the students, who study English as a foreign language. The aforementioned concepts were presented in a class prior to the activity, where students were introduced to the definition of the problem-solving pattern postulated by Hoey by means of a PPT presentation.

### **3.8 Data collection.**

For data collection, a total of (22) texts written by the students who agreed to participate in the research were reviewed, after completing the research questionnaire (Annex 1.1), which were first analyzed (13 texts) corresponding to the first exercise developed by the participants of the study, in a virtual blog, which is called Blogger, located on the website "www. Blogger.com", on the other hand, (9) texts were analyzed in relation to the second participation of the students, after the teacher's intervention on the problem-solving guideline, which was also developed through the website "www.Blogger.com" at another address "www.Blogger.com". On the other hand, (9) texts were analyzed in relation to the students' second participation, after the teacher's intervention on the problem-solving guideline, being equally developed through the website "www.blogger.com" at another web address, within the same site.

### **3.9 Data Analysis**

In this thesis, two methods were developed to analyze the data. In the first instance, organizational charts (Figure 1-Figure 2) and a comparative chart (Figure 3) were used to rate and count the cohesion devices that the study participants used after the development of the first intervention of this work. The study was carried out by a group of people, which consisted in the development of the first and second forum, through the website "www.Blogger.com". The first one (Figure 1) was elaborated without previous explanation of concepts such as cohesion, coherence, problem-solving patterns, and illogicality. The second table (Figure 2) was elaborated according to the second forum on the same web page which had the

purpose of visualizing how the students made use of the relevant concepts of the study before the problem-solving pattern and cohesive devices, after a previous explanation. On the other hand, a comparative table was made, associating the results of Figure 1 and Figure 2, making connection with the percentage of use of the connectors, to demonstrate in a quantitative and percentage way the use of the connectors to demonstrate the degree of use of each Illative after the previous knowledge and the contrast of the results in Figure 3.

A table is presented below (Figure 1), in which the connectors or illatives that the study participants used are classified, in addition to the number of times that the students of the University of Atacama, who study level 102 of the career of Bachelor's degrees in education and pedagogy in English used illatives.

**Figure 1. Classification of illatives or connectors used in the “First Blog”.**

| Illative or connector used: | Number of times used |
|-----------------------------|----------------------|
| Because                     | 10 (6.0%)            |
| And                         | 87 (52.4%)           |
| But                         | 32 (19.3%)           |
| As                          | 18 (10.8%)           |
| Although                    | 1 (0.6%)             |
| So                          | 16 (9.6%)            |
| Then                        | 2 (1.2%)             |

**Figure 2. Classification of illatives or connectors used in the “Second blog”.**

| Illative or connector used | Number of times used |
|----------------------------|----------------------|
|----------------------------|----------------------|

|          |            |
|----------|------------|
| Because  | 19 (13.3%) |
| And      | 86 (60.1%) |
| But      | 11 (7.7%)  |
| As       | 10 (7.0%)  |
| Although | 1(0.7)     |
| So       | 13 (9.1%)  |
| Then     | 3 (2.1%)   |

This table (Figure 2) shows the connectors used by the students, after the development of forum 2, which were positioned in the following data table, transforming the use of the connectives into a percentage.

For the analysis of the texts written by the students through the virtual platform "Blogger", two tables were made (Figure 1 & 2) in which the connectives or connectors that the students used in the first and second instance were specified, likewise in the same table there is the percentage of the connectives most used by the students according to the development of the first blog and the second blog (where the students had a notion of what a transitive word was and how to apply the pattern of problem-solving after the development of their texts requested for their subsequent analysis). Thus, in the analysis of the tables, the quantitative type of study is applied because the table was analyzed and studied with respect to the use and number of times the students used the illatives, in order to show the students' understanding relevant to the previous knowledge they had of the problem-solving pattern (Figure 1. Figure 2), and with respect to the quantitative data collection was developed, giving relevance to the percentage of use of the connectors in relation to the performance of the students, participants of the study used, and yielding data transferable to percentage.

**Comparative Table (Figure 3) connectors used in Figure 1 and Figure 2**

This comparative table (Figure 3) uses the results of the use of the Illatives, obtained in Figure 1 and Figure 2, to contrast and compare results.

| Illative or connector used | Number of times used<br>(Figure 1) | Number of times used<br>(Figure 2) |
|----------------------------|------------------------------------|------------------------------------|
| <b>Because</b>             | 10 (6.0%)                          | 19 (13.3%)                         |
| <b>And</b>                 | 87 (52.4%)                         | 86 (60.1%)                         |
| <b>But</b>                 | 32 (19.3%)                         | 11 (7.7%)                          |
| <b>As</b>                  | 18 (10.8%)                         | 10 (7.0%)                          |
| <b>Although</b>            | 1 (0.6%)                           | 1(0.7)                             |
| <b>So</b>                  | 16 (9.6%)                          | 13 (9.1%)                          |
| <b>Then</b>                | 2 (1.2%)                           | 3 (2.1%)                           |

Figure 3, shows a comparison between the data obtained in the first intervention (Figure 1), and those given from the use of illatives used in Table 2 (Figure 2). Classifying the connectors used in both cases as Because, And, But, As, Although, so, then. Comparing the number of times these connectors were used, transforming the results into percentages. To determine and infer the possible causes of the variation in the use of connectors before (Figure 1) and after (Figure 2) having a notion of the problem-solution pattern and cohesive devices.

### 3.10 Results (Figure 1-Figure 2).

After analyzing Figure 1, it can be affirmed that the students, after the first participation in the first blog in which the students, upon seeing the image of a crashed car, had to write a text of at least 300 words, the participants of the study without previous explanation showed that they had knowledge of connectors such as: Because, And, But, As, Although, So, and Then. To which the connector that had the

most use was And, an illative of addition of ideas, which as can be seen in Figure 1, and it was used a total of 52.4% of the time in the first intervention. Similarly, the students made use of the other connectors such as "Because" being used a 6%, "But" occupied a 19.3% of the time, being a cohesive contrasting device most used after "and". They also made use of the other connectors such as "As" used in a 10%, "Although" a small percentage of 0.6%, "So" a 9.6% of the time, and "Then" a 1.2%.

As a result in Figure 2, it can be stated that the students, after the first participation in the first blog in which the students, upon seeing the image of a crashed car, had to write a text of at least 300 words, the participants of the study without previous explanation showed that they had knowledge of connectors such as: Because, And, But, As, Although, So, and Then. To which the connector that had the most use was And, an illative of addition of ideas, which as can be seen in Figure 1, and it was used a total of 60.1% of the time in the first intervention. Similarly, the students made use of the other connectors such as "Because" being used a 13.3%, "But" occupied a 7.7% of the time, being a cohesive contrasting device most used after "and". They also made use of the other connectors such as "As" used in a 7%, "Although" a small percentage of 0.7%, "So" a 9.1% of the time, and "Then" a 2.1%.

## **Chapter IV: Discussion.**

### **4.1 Discussion of the results:**

In this research study two questions were posed to guide the degree work in relation to:

1. How does the use of the Problem- Solution Pattern improve cohesive devices in A2 students interaction?.

2. How does not the use of the Problem- Solution Pattern improve cohesive devices in A2 students' interaction?.

In response to the first question, it can be argued that students using the Problem-Solution Pattern in the creation of an image-oriented text that can deduce a problem, demonstrated full competence in the knowledge and application of the 4 parts of the Problem- Solution Pattern. Persuading the reader in a totally creative and unusual environment, since each text in front of the same image, presented a situation, a problem, solutions, and evaluations totally different mind, proving that the interaction of students with a command of A2 language, significantly improves the communication of the ideas that each participant of the study wanted to convey in front of the development of their texts. It is worth noting that in the first instance of written production in front of the blog, the students omitted steps of the problem solutions, for example, a clear situation was shown, but the problem was not noticeably defined in some cases presented by the participants of the study. On the other hand, the texts concluded with a solution to the problem.

As mentioned above, the students, without a prior explanation of the problem-solution pattern, created texts that totally reflected the experience and creativity of each participant, disengaging the fundamental parts that the problem-solution pattern should contain. In contrast, students omitted in some cases the evaluation or fully developed the problem without a prior explanation of the situation, yet students working with the prior explanation of the cohesive devices and the definition of the problem-solution together with its parts, demonstrated texts that inferred an improvement in writing, reduction of redundancy, and a broad connection between cohesion and coherence.

One of the advantages that the students of Level 102 at the University of Atacama, Chile, demonstrated was that they were able to apply critical thinking to the creation of unique and original texts, since in this research, the participants of the study had the opportunity to express their identity and discernment in the use of connectors that

provided the opportunity to reduce the repetition of words, and to give a sequence of the actions of the logical narratives respecting a chronological order in relation to the narrative presented.

As the students receive an explanation of the problem solution and use cohesive devices, the study participants were increasingly competent to explore within their thinking, ideas, and consequences of a problem, capturing a complex thinking activity such as evaluation according to Bloom's taxonomy, in a more visible way than in the first instances when the students expressed themselves in writing about a problem presented in an image.

## **Chapter V: Conclusions and Implications**

### **5.1 Conclusions**

This activity carried out before the study participants implied a great contribution for the students from the point of view of the development of competencies before the writing ability of the English language, studied as a foreign language in the context of Chilean students, allowing students to apply connectors to the production of text, giving visibility to the creativity of each individual in the career of Education and Pedagogy in English. Also, the creation of a text with a length of 300 words through the Blogger platform ([www.blogger.com](http://www.blogger.com)) gave the students the opportunity to share

their work so that they could be reviewed instantly online by the group of researchers that made up this research, as well as by the students themselves quickly and clearly, providing the opportunity to correct or highlight the structure of the texts that each student elaborates. Providing students knowledge through a virtual platform to those who are studying the Bachelor's degree and Pedagogy in English, in order to enrich the knowledge of ICT, taking into account the pandemic context that students are experiencing in the current year 2021. Alluding that virtual teaching can be a pleasant experience that allows the connection between teaching and learning, as long as it is used in a concise and correct way. Increasing students' knowledge of the English language, in order for the L1 student to cross their linguistic border and interfere with L2 in a written way.

Through the study carried out in this thesis we conclude that through the teaching of the problem-solution pattern in conjunction with cohesive devices, students have a better performance when writing a story, since when using the same image in order to write a text that agrees with that image whose limit is 300 words before and after the teaching of the aforementioned concepts, you can notice the increase in cohesion when reading the texts. Having a more varied use of cohesive devices allows those texts to be easier to understand due to their low redundancy and alliteration of the words. Also along with the omission of repetition of words, students advance in a better way in their critical thinking, since they follow a series of steps that allow them to get to identify the situation, problem, solution, and evaluation, sometimes using tools such as bloom's taxonomy.

Investigating on this topic has lead us to pay attention to make coherent writing and to look at the frequent mistakes that are made when trying to use the cohesive devices or when learners confuse their use. Learning this pattern has given us indications to be able to take measures or remedies on the use of cohesive devices so that students or learners of a foreign language can communicate and unite their ideas in a coherent way and thus their readers achieve better understand what you are trying to express.

For this reason, we invite teachers of the English subject to incorporate activities such as blogs in their pedagogical practices, and that they teach their students the use

of the problem pattern, in conjunction with cohesive devices with the purpose of increasing the cohesion of the students' writings from their own experience in the classroom, encouraging the development of critical thinking, in order to constantly improve the virtual pedagogical practices that we have been experiencing since March 2020.

## **5.2 Limitations**

Given that the research was developed under a virtual-hybrid classroom, where students attended face-to-face classes on certain days designated by their home university, Universidad de Atacama, Chile, they also attended virtual classes according to a defined schedule, following the context of the COVID-19 pandemic. The researchers did not have the opportunity to visualize how the students carried out the activity of creating their texts on the website. This prevented them from being able to analyze how the student felt about working with this problem-solving pattern in conjunction with the use of Cohesive Devices. As a consequence, we obtained qualitative data on the use of cohesive devices, in relation to how they were used in their writing, inferring comprehension, in terms of whether they were used well or were mostly repetitive. For future research it is necessary to implement tools to analyze results in a quantitative way such as a Likert scale, to visualize the students' appreciation before and after applying the problem-solving pattern in conjunction with the cohesive devices in their texts to be developed, to validate a broader assessment in relation to the collection of results for future research. It is also necessary to emphasize the commitment of the students in the research, after having signed the consent letters, in order to include all the students in the class and to think about each writing activity according to the number of students attending the research exercise, without this being an obligation, but rather a commitment. On the other hand, after the research carried out on the sphere graphs, they can be edited and developed in relation to the type of cohesive devices and quantity of illatives that the students use, with the aim of finding out if the student makes correct use or not of the cohesive devices, due to the fact that in the present study, it was observed in an overlapping way, the use and quantity of connectors used by the students, so that the texts created on the basis of their higher thinking skills were perceptible in the eyes of the reader since the structure of the tables presented only evoked the quantity and

not the type of use, or whether the way in which the cohesive devices were used was the neatest.

### **5.3 Implications for teaching**

Students before the completion of their requested texts, before the application of the problem-solution pattern, and knowing the illatives and after a previous explanation of the function and contextual definition of the concept as defined by Hoey (1984). Demonstrate understanding of the four fundamental parts of the problem-solution pattern which are developed in, A) situation, b) Problem, c) Solution. Finally d) evaluation. In this exercise, the students identified the illatives depending on their function, for example, the use of and, to bring ideas or similarities together, or use idea conclusion illatives like Finally, in conclusion. Demonstrating clarity in the face of cohesion and coherence, making it easy to deliver the L1 reader or students of a second language such as English as a foreign language as it is oriented before Chilean legislation. Similarly, students apply critical thinking skills when breaking down an idea in relation to an image of a crashed car. Shaping a correct application of abstract and critical thinking, since they, when seeing the crashed car, discern and create a basis for their previous knowledge as students and rational people, the possible situations, problems, solutions, and evaluations to solve this problem that they elaborated from their creativity, through internal interrogation. In the same way, the students in the second blog mark a trend in connectors of ideas and connectors of progression, which allows the reader of these texts, imagining in a better way the context that is embodied in letters, following a progression that has a beginning and an end, giving at all times how to resolve that situation posed in the 9 texts prepared by students at level 102, who are taking the subject of competencies communicative four, from the University of Atacama, corresponding to the Bachelor's degree in education and pedagogy in English, which are included in a level A2 and B1 of language management in relation to the common European framework.

### **5.4 Implications for Research**

The written texts that the students developed in the tasks assigned to carry out the objective of the investigation in relation to "Identify if the use of the

Problem-Solution Pattern improves cohesive devices in A2 students interaction", gave these relevant results around quantitative results According to the sphere and qualitative graphs in relation to the number of Illatives, and the way in which the student understood his idea when identifying the cohesive devices, applying structures focused on the nation with respect to the problem-solution pattern. Providing perspectives of how students face their lived experiences, previous knowledge, and visual support (Image of a crashed car), improves the use of cohesive devices after the use of the problem solution in written interactions, by students who acquire an entire linguistic performance. A2 and B1, from the English language as a foreign language. Postulating that the analysis of the activities that make up the research revealed an improvement in the performance of each participant of the study, compared to the identification of the problem as a solution, and the use of connectors to guarantee a good linguistic design for writing skills.

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## APPENDIX

### Blog 1 Pictures

← **Create a story** 🔍

You have to create a story using the image writing at least 300 words

agosto 17, 2021 🔗



The image shows a blue car that has crashed into a sign. The sign is tilted and has the text "Thank you for driving carefully through the village" written on it. Below the sign, there is a logo for "CIRQUE AGRICOLE". The car is parked on a grassy area next to a wooden fence. The background shows a green field and trees.



Unknown 31 de agosto de 2021, 16:00

Enough.

Every time she felt the phone ring that way her body would become angry and a slow but painful torture would begin. A sign, a law, campaigns, she didn't know what else to do to make people aware, 10 deaths this year, including her daughter's, wasn't that enough? the victim this time was the driver, a 42-year-old man. She thought of the three children he left, of the helpless wife, from whom she could already hear her screams. As she drove to the scene she thought she could do more to make people aware of how dangerous it was to drive at high speed but nothing could occur to her, didn't their lives and that of innocent people seem to be enough? It seemed not.

When she arrived she was not wrong, the screams of the wife, the children in pajamas disoriented with the tear marks stuck on their cheeks, squeezed her hand and he put her face harder, although inside it was shattered, she walked to the wife and put a hand on her shoulder

"I'm so sorry" whisper looking at the woman into her eyes "Now you don't think about help, but in a few weeks it will become more and more difficult for you and the children," she said and she passed the typical leaflet "I went through the same thing a few years ago, you can find comfort with us" the woman looked down and read "help victims of traffic accidents" she gave a sarcastic laugh and returned to the police officer, asking to get her husband out of the place, that was inhumane to have him there for so long, that her pain and of their children was enough. He refused saying they had to finish seeing the evidence, as if their pain didn't matter.

Of course it didn't matter, it was just another case on his list, the tears, the screams, the blows were another experience. She looked around and she saw the morbid people muttering to them, creating rumors, laughing with a cup of coffee in his hands, as if there was no pain, as if it were a normal day.

Her work was finished, she had nothing else to do, she got in the car and cried: she cried for the woman, for the children, for the victims, for her daughter.

She started the engine and made her way home, asking someone to stop, that was enough, enough was enough.



Unknown 31 de agosto de 2021, 20:03

—Please don't go, the rain is too heavy, you might have an accident- my sister said. If I had listened to her at that moment, everything would have been different.

Sorry my sister, sorry for leaving you alone, sorry for not paying attention to you... sorry.

It was on September 11, 2009, when the accident happened, that would end my life. I was about to go to college when the rain began to fall, I had to take a very important test which I could not miss.

—Wrap up warm if you are going to college- says my mom

—Laura, don't go, the rain is too heavy, you might have an accident.

—Shut up Sophie, I have to go, bye mom, bye Sophie.

When I took a cab, I asked him to drop me off as close to the university as possible, since it was a bit far away. I get out of the cab and I start to cross towards the university when I feel a gust of wind in my face, a tranquility that can't be explained...

---

Mom was preparing hot chocolate for when Laura would arrive, as it was cold and Sophie was watching her series but at the same time worried about her sister...

Five hours passed and Laura didn't arrive home, Sophia was worried about her sister. Eight hours and nothing. Ten hours...

At about 3:00AM, two officers arrived to report that their daughter's body had been found dead in the middle of the road. When my mother was told about it, she laughed... Until they handed her blood-stained purse. She couldn't believe it, then Sophie came downstairs and saw her sister's bag and knew immediately that something had happened to her. She never saw her again.

A car accident, the person who was driving was drunk, hit Laura and crashed into the street railings, leading to her death as well.

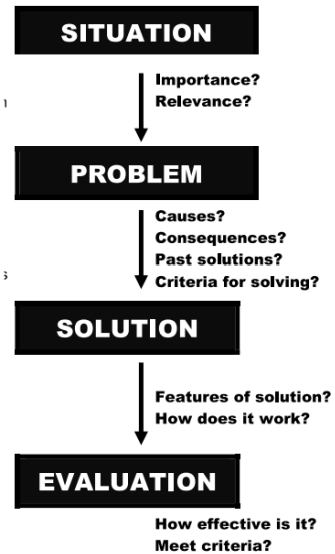
**Pictures of PPT in PDF:**





## The Problem-Solution Pattern.

The Problem-Solution pattern is one of the most important organizational structures in *scientific* and *engineering* texts, but is also found in *newspaper* and *magazine* articles. The problem-solution pattern reflects a form of critical thinking that tends to be more argumentative and evaluative. You may find this pattern useful in writing *introductions*, research reports, proposals, and essay answers to examination questions. In its simplest form, the Problem-Solution pattern consists of two parts: a *problem* and a *solution*. However, most problem-solution texts involve four steps.



## Situation

The first sentence in a paragraph, often referred to as the **Situation**, provides *background information* and the *setting* for the problem. In this step, the writer attempts to orient the writer by showing the **importance** or **relevance** of the current situation to the reader's world. The words below are frequently used to emphasize the relevance of the topic:

*major, important, popular, common, and many*





## Problem

The second or topic sentence states the **problem**. In science texts, the problem is commonly signaled using the following types of words:

**contrast** (*However, despite, unfortunately, although, but*),  
**negative connotation** (*limited, few, little, no, not, none*),  
**synonyms for "problem"** (*danger, drawback, disadvantage, weakness, need, shortcoming, obstacle*).

Sometimes, the present situation may be presented as the problem, or these first two steps can even be presented in reverse order. Describing a problem also entails commenting on the **history**, possible **causes and effects** of the problem, the limitations of any **current/previous solutions**, as well as the **criteria** for a good solution.



## Solution



Once the reader understands the **importance/relevance** of this topic and the **problems** arising from it, the next step introduces a **solution** to the problem. This step is often signaled using the words below:

**Nouns** (*solution, answer, approach, strategy, improvement*)  
**verbs** (*solve, address a problem, work out and develop*)  
**causative connectors** (*therefore, as a result, thus*).





## Evaluation

When presented with a possible solution, readers naturally wonder whether this solution is effective in light of the criteria described in the problem step. Therefore, the final step should *evaluate* the solution. If the evaluation is **negative** (i.e., the solution is ineffective), then your reader will expect an *explanation* as to why it will not work. Alternatively, a **positive** evaluation supports a successful solution, and the positive features of the solution would be signaled by **positive language**:

**Nouns** (benefit or advantage)  
**verbs** (provide, offer, enable, allow)  
**Adjectives** (effective, efficient, reliable, safe, useful)



## Activity

- ❖ Given this situation, create a short story following the problem-solution pattern. Use cohesive devices.
- ❖ “Once upon a time, in Bahia Inglesa, there was a young American tourist.”
- ❖ Highlight in **red** the **problem**, **green** the **solution** and **blue** the **evaluation**. Use **orange** for **cohesive devices**.

## Blog 2 Pictures

← **Create a story**  
You have to create a story using the image writing at least 300 words

- noviembre 08, 2021



The image shows a blue car that has crashed into a sign. The sign is tilted and reads "Thank you for driving carefully through the village". The car is on a grassy area next to a road. In the background, there are trees and a fence. A small sign on the ground near the car reads "CINQUE PORTS".



**Unknown** 22 de noviembre de 2021, 6:45

### The evil signal

Once upon a time in a very small town, there was a road by the side of it, and in that road was a strange signal, a signal which everyday seemed to say something different.

One day I was driving through that path and the signal said "If you want to live, go back, go back" but I ignored it. Later that day I received news about an incident, three people died in a car accident and all of the witnesses had different stories, nevertheless they all had one thing in common, the signal, it changed the road's way and speed limit, needless to say that the cursed signal did it on purpose, and it is because I ignored the warning.

So I decided that no one else would die because of me and my skepticism, I was going to take down that bloody signal even if it was the last thing I ever do. I tried many, many things I tried to dig it out with a shovel, I tried to cut it off with a chainsaw, and I even used a hammer to break it up, regardless of which method I used with it, nothing worked, however, I had one more trick under my sleeve. I went home and got in my car, I drove as fast as I could right into the signal, and I finally destroyed it forever. Turns out that along with the signal, I destroyed my legs, my vehicle and my spine, ending my ability to walk and when I looked down at the signal it said "Thanks for driving carefully through the village".

¿Funny story isn't it? Well, to this day I am stuck in a wheelchair inside a mental institution, known as the crazy old man who thought that a signal was killing people, except I don't "believe it", I know it, and someday the evil signal will take more victims.

The car crash is included at the solution to the problem.

**RESPONDER**



Unknown 22 de noviembre de 2021, 7:20

December 20, 1988, it was four o'clock in the afternoon in Alaska if I remember correctly, it was cold as you could not even imagine because of the snowfall, I think it was one of the worst date in my life that I had and which has cost me to overcome, at that time I was 12 years old, I remember we were about to get in the car because my dad wanted to take us to a park to play in the snow, my dad, my mom, my 2 little brothers and me, we had everything ready to go, we got in and left for the park. When we got to the road, I saw my father in the rearview mirror, and he made a worried face, my mom asked him what was wrong and he said that the road was frozen and we didn't have the chains to put on the wheels of the car, this meant that we had to go back, we were all sad because we were not going to play with the snow. When my dad was about to turn right to turn us back, a very big truck passed by.

It flashed in front of my eyes and from there I didn't know what happened. When I woke up, I was lying in the snow... I was covered with blood, I got scared and started to call my mom and dad, when I saw them, I was paralyzed... my mom was face down and my dad was covered with blood also lying in the snow, I looked for my brothers and they were not there, I could not see them; until I looked at the car, they were trapped, but they did not show any signs of life. After that, I remember that I called my grandmother to come and get me. Since then, I feel afraid to get into a car, every time I try to do so, memories come back, and I cry because I was the only one who survived. For this reason, I have been giving lectures on how to be careful when driving on icy roads, I don't want another family to die.

My conviction and purpose are that I don't want someone to go through what I went through, I don't want them to be alone.

**RESPONDER**



Unknown 22 de noviembre de 2021, 7:39

The detective, a 45 years old lady, was on her way home to see their daughter who was on vacations from collage, they haven't seeing each other after a long time because of the pandemic and the high cost of plane tickets, something that her salary couldn't afford; when she was almost four blocks from her home she receives a text from her lovely daughter – Mom! I'm starving, can you please buy me something to eat on your way home? – Mom, the detective, as soon as she read the message she set out on her way to the store and she eventually ended up far from her home, near the forest, as it was the closest store. After buying some comfort food to her only child she started her way home again. Unfortunately, on her way home, she spotted a small animal trying to cross the road and with it a small (and somewhat hidden) sign with a message "thank you for driving carefully through the village" ironic isn't it? She preferred to crash her car instead of running over the poor animal, so she moved her handlebars and got out of the way, going into a ravine, but she had not damaged the animal. The sign was far from the road and the drivers could not see it for the same reason as a result this caused many accidents in the city, she knew it but she was so hurry that she forgot about it. She called the cane to take her car and when she got home she took it upon herself to talk to the mayor of her city, explaining the situation demanding better signs, less dangerous; She suggested bringing the signs closer to the road, making them more eye-catching, make a bump in the road to slow down and explaining that there were animals out there in the forest, so then the people would drive with caution or otherwise animals could be hurt. All the solutions delivered by the detective were taken into account by the mayor, as they were realistic and quite easy to implement along the way. These implementations significantly reduced accidents in the city and frequency of these, had a major change in citizenship, especially for the lives of animals that used to die from these accidents.

## Research Consent:

### Universidad de Atacama

#### Consent to Participate in a Research Project

Rubén Arce, Osmán Contreras, Catalina Guerrero and Deisy Campos  
Investigators

*Project title: "Improving Cohesive devices in A2 student interactions by the Problem-Solution Pattern: a study case"*

Dear Student,

We would like to invite you to take part in our study. The purpose of our project is to try a new teaching approach for students in the English Pedagogy program. We are asking you to participate because you are a student in the program.

**Activities and Time Commitment:** This project is to analyze an activity that you will do as part of your normal assignments for your course, "Competencia Comunicativa II" In the assignment, you will write two stories using a picture.

If you choose to participate in this project, we will ask your permission to analyze your writing. You will be one of about 12 students who will be asked to share their stories for this study.

**Benefits and Risks:** There will be no direct benefit to you for participating in this research. The results of this project may help improve the English pedagogy and translation program to benefit future students. We believe there is little risk to you for participating in this research project. If you decide later that you do not want to allow us to analyze your stories, you can withdraw from the project.

**Privacy and Confidentiality:** We will keep all study data encrypted on a password protected computer. Only Osmán Contreras and Catalina Guerrero will have access to the information. Other agencies that have legal permission have the right to review research records.

When we report the results of this research project, we will not use your name or any other personal identifying information that can identify you. We will use pseudonyms (fake names) and report our findings in a way that protects your privacy and confidentiality to the extent allowed by law.

**Voluntary Participation:** Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you. Your choice to participate or not participate will not affect your rights as a student at UDA.

We realize that we may have dual roles: Ms. Campos Galdames is both a researcher and your teacher, and you are potentially one of our research participants as well as her student. We assure you that your decision to participate or not participate in this research project will not impact our relationship as teacher and student, nor your grade or status in the UDA program.

**Questions:** If you have any questions about this study, please call or email +56967198613, ruben.arce.18@alumnos.uda.cl

If you agree to participate in this project, please sign and date this signature page and return it to Ms. Campos Galdames.

Keep a copy of the informed consent for your records and reference.

**Universidad de Atacama**  
**Consent to Participate in a Research Project**  
Rubén Arce, Osmán Contreras, Catalina Guerrero and Deisy Campos  
Investigators

*Project title: "Improving Cohesive devices in A2 student interactions by the Problem-Solution Pattern: a study case"*

**Signature(s) for Consent:**

I give permission to join the research project entitled, "Improving Cohesive devices in A2 students interactions by the Problem-Solution Pattern: a study case"

Please check either "Yes" or "No" to the following:

Yes     No    I consent to allow the researchers to analyze the stories I for my class assignment.

**Name of Participant (Print):** \_\_\_\_\_

**Participant's Signature:** \_\_\_\_\_

**Signature of the Person Obtaining Consent:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**This thesis entitled:**

**"Improving Cohesive Devices in A2 Students'Written Texts by the Problem-Solution Pattern: a Study Case"**

**Written by:**

**Rubén Alberto Arce Contreras**

**Catalina Beatriz Guerrero Cortes**

**Osmán Segundo Contreras Saavedra**

**has been approved for the Department of Languages**

**(Thesis Collaborator: Deisy Campos Galdames)**

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**(Thesis Evaluator: Rosana Seguel Cabezas)**

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**(Thesis Evaluator: Katterine Pavez Bravo)**

**Date: December 23rd, 2021**

**The final copy of this thesis has been examined by the signatories, who ascertain that both the content and the form meet acceptable presentation standards of scholarly work in the above mentioned discipline.**