



## THE IMPACT OF TEACHING REFERENCE CATEGORY AS A SUBDIVISION OF GRAMMATICAL COHESION ON IRANIAN EFL CONTEXT

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### Abstract

Based on recent studies on cohesion, some scholars believe that there is a positive relation between teaching cohesion, reference, in this case and learners writing quality. Therefore, this study aims at investigating the relationship between teaching reference through simple prose to Iranian intermediate EFL learners and their writing improvement in terms of the correct use of this cohesive tie. Sixty Iranian intermediate EFL learners were selected to participate in this study. A pretest was also administered on the writing ability of participants prior to the treatment. Twelve sessions of instruction each lasting for about 60 minutes comprised the whole treatment to the learners. After the treatment, a post-test was conducted to determine learning improvement compared to pre-test. The results of the study through independent t-test revealed that, there was no significant relationship between teaching of reference as a cohesive device and the writing quality of Iranian intermediate EFL learners before and after the treatment. The findings of the present study although did not reveal any statistically significant results, they showed an indication of the efficacy of the treatment. Therefore it is suggested that definitely more emphasis should be placed on teaching of reference during the practices of TEFL.

**Key Words:** Cohesion, Reference, EFL Learners.