Psychological Reality of Discoursal Hypotheses in Texts Written by Iraqi EFL Learners

Sadiq Mahdi K. Al Shamiri[1]
[1] Dept/ of English/College of Education for Human Sciences/ University of Babylon, Iraq
sadiq.hum2016@gmail.com

الحقيقة النفسية للفرضيات الخطابية في نصوص كتبت من قبل متعلمين عراقيين للغة الانكليزية كلغة أجنبية

م. د. صادق مهدي كاظم الشمري

قسم اللغة الإنكليزية/ كلية التربية للعلوم الإنسانية/جامعة بابل/ العراق

الملخص:

لقد تم تكريس البحث الحالي لمناقشة دور الحقيقة النفسية لبعض الفرضيات الخطابية, وعلى وجه التحديد الترابط المنطقي والتماسك اللغوي لنصوص كتبت من قبل بعض المتعلمين العراقيين للغة الانكليزية كلغة أجنبية. وقد أخذت التساؤلات الآتية بنظر الاعتبار: (1) ما هو نوع الخطاب الذي يمكن تطبيق الحقيقة النفسية عليه؟, و (2) ما هي الفرضيات الخطابية التي من الممكن أن تكون ذات حقيقة نفسية؟, و (3) كيف يمكن للحقيقة النفسية أن يتم إثباتها من خلال بعض الفرضيات الخطابية؟ ولغرض إجابة هذه التساؤلات فقد وضعت الدراسة لنفسها الأهداف الآتية: (1) تشخيص نوع الخطاب الذي يمكن أن ينطبق عليه مبدأ الحقيقة النفسية, و (2) التعرف على الفرضيات الخطابية التي من الممكن أن يتم إثباتها نفسيا, و (3) التحري عن الكيفية التي يمكن معها إثبات الحقيقة النفسية بواسطة بعض الفرضيات الخطابية, و (4) تطوير وتطبيق نموذج تحليل خاص بالدراسة. ومن اجل تحقيق هذه الأهداف فقد تم تبني الفرضيات الآتية: (1) الحقيقة النفسية يمكن تطبيقها على الأسلوب الوصفي للخطاب, و (2) الترابط المنطقي والتماسك اللغوي هما الفرضيتان الخطابيتان اللتان يمكن تطبيق مبدأ الحقيقة النفسية عليهما, (3) الحقيقة النفسية يمكن إثباتها إذا تضمنت البيانات بعض أدوات الترابط المنطقي. وقد تبنت الدراسة الإجراءات الآتية من اجل تحقيق أهدافها: (1) تقديم دراسة مقتضبة للمفاهيم المتعلقة بمبدأ الحقيقة النفسية والترابط المنطقي والتماسك اللغوي, و (2) تحليل عشرون خطابا لغويا وصفيا كتبت من قبل الطلبة العراقيين المتعلمين اللغة الانكليزية كلغة أجنبية في المدارس الثانوية. وقد توصلت الدراسة إلى مجموعة من الاستنتاجات من بينها إن الفرضيات الخطابية المستهدفة بالدراسة (الترابط المنطقي والتماسك اللغوي) لهما حقيقة نفسية بقدر تعلق الأمر بالخطاب الوصفي للطلبة العراقيين المتعلمين اللغة الانكليزية كلغة أجنبية.

الكلمات المفتاحية: حقيقة النفسية, فرضيات خطابية, ترابط منطقي, تماسك لغوي, اكتساب لغة أجنبية.

Abstract:

This paper is dedicated to discuss the role of psychological reality of some discoursal hypotheses, namely coherence and cohesion, in texts written by some Iraqi EFL learners. Thus, the following questions are taken into consideration: (1) What is the type of discourse that psychological reality will be applied on?, (2) What are the discourse hypotheses that may be psychologically real?, and (3) How is psychological reality proved by some discourse hypotheses? To answer the above mentioned questions, the paper aims at: (1) identifying the type of discourse that the psychological reality will apply on, (2) recognizing the discourse hypotheses that may be psychologically real, (3) investigating how psychological reality is proved by some discourse hypotheses, and (5) developing and adopting a model for analyzing the data. To achieve the above aims, the following hypotheses are put forward:

(1) the psychological reality can be applied on the descriptive discourse, (2) cohesion and coherence are the two discourse hypotheses that may be psychologically real, (3) psychological reality can be proved if the data has some of the cohesive devices. In order to achieve the aims, the following procedures are followed: (1) presenting underpinnings about the concept of psychological reality, cohesion and coherence, (2) analyzing "20" descriptive discourses of some Iraqi EFL high school students. The study has reached some conclusions, among which is that the targeted discourse hypotheses (coherence and cohesion) are psychologically real as far as the Iraqi EFL learners' descriptive discourse is concerned.

Keywords: psychological reality, discoursal hypotheses, coherence, cohesion, foreign language acquisition

1. Introduction

Psychological reality plays a significant role in the field of psycholinguistics. It has the most linguists' and psychologists' interests. One may ask how speakers can understand and produce unlimited number of words and sentences, and how language is utilized in our brains. Thus, psychological reality has been introduced to explicate how language works. Based on a psychological data, any theory is considered as a real psychological theory. That is, a theory is psychologically real if it makes claims and it proves its claims true (Newmeyer, 1983: 42). Actually, most of the works and investigations of psychological reality are related to grammar and phonology. De facto, there are some diffident studies regarding the psychological reality of stretches longer than a sentence. Consequently, the present paper investigates the psychological reality of some discourse hypotheses. It takes the consideration of answering the following questions: (1) On which types of discourse that psychological reality can be applied?, (2) What are the discourse hypotheses that may be psychologically real?, (3) How is psychological reality proved by some discourse hypotheses? To answer the above mentioned questions, the paper aims at: (1) identifying the type of discourse that the psychological reality will apply on, (2) recognizing the discourse hypotheses that may be psychologically real, (3) investigating how psychological reality is proved by some discourse hypotheses, (4) shedding light on the effect of the mother tongue language on learning the second language, and (5) developing and adopting a model for analyzing the data. To achieve the above aims, the following hypotheses are put forward: (1) the psychological reality can be applied on the descriptive discourse, (2) cohesion and coherence are the two discourse hypotheses that may be psychologically real, (3) psychological reality can be proved if the data has some of the cohesive devices. In order to achieve the aims and their hypotheses, the following procedures are followed: (1) presenting underpinnings about the concept of psychological reality and cohesion and coherence, (2) analyzing "20" descriptive discourses taken from high school students' writings.

2. Literature Review

2.1. Psychological Reality

The starting point of psychological reality has begun at the late of the nineteenth century by the structuralists. At the beginning, the structuralists have tried to examine and analyze the content of human consciousness. After then, the psychological studies, regarding language, have expanded to include "(a) utility of consciousness and the adaptive function of mental activity under the influence of the functionalists and (b) the formal observation of organismic behaviour under the stimulus of the classical behaviourists." Till that time, the psychological reality was not created since the attempts were not enough to develop a reliable model of this very issue. As far as the interests of scientists and linguists, Skinner 1974 has denied any existence to such mental activities or processes claiming that it is the psychologists' responsibility, except some private and response events that can be studied through observation and behaviour (Hillner, 1985: 4-6). As for Sapir, he was not able to introduce an abstract theory to the psychological reality of the phonological system for his belief that there was a need for some evidences, i.e. evidences provided by the phonetic data and behavioural evidences. Looking on Sapir's proposition, it was implicitly there a theory of psychological reality. That is, he was investigating the phonetic data of the American Indian language and he was able to display an abstract phonological structure with rules of different kinds. Thus, his investigation was an

investigation of phonological reality but in another sense; meaningful sense. To put it differently, he was looking for a theory about human's minds and mental organization of the phonological system of the language speakers (Rieber, 1983: 42-5). After that, many studies tried to answer the question "what is the evidence for the psychological reality of some linguistic constructions?". Actually, the most prominent figure who has tried to study this aspect is Chomsky.

2.2. Chomsky's Psychological Reality

''Psychological reality- that is, truth of a certain theory.''
 (Chomsky, 1980: 191)

At the early and mid 1960s, most psycholinguistic researchers were based on the transformational grammar. All those researches were based on one idea which states that rules and structures of transformational grammar are psychologically real (Carroll, 2008: 37).

Smith (1999: 93) proposes that the notion of psychological reality is simply shown through the idea that grammars and linguistic constructions are existed in human's minds. Yet the complexity of such proposition is that how to make an account of what is there in our minds, for instance:

1. John onions eats.*
2. John eats onions.

According to the notion of psychological reality, there are rules specifying in our heads that verbs precede their objects. Thus, sentence (1) is not psychologically real since it comes to contradict those specifying rules in our heads; whereas sentence (2) is psychologically real for its truth (ibid).

Furthermore, Chomsky (1983) tries to question the reality and mental processes of grammatical rules and linguistic constructions. On his view, the notion of psychological reality contributes to the explanation of linguistic judgment and other behaviours studied by linguists. Yet, such view has much weakness that linguists do not agree with (Kintsch, Miller and Polson, 1984: 106).

Additionally, Davis (2001:15) indicates that Chomsky, through his redefinition of psychological reality, is trying to defend his early proposition (1965) that linguists should concentrate on developing a linguistic theory of knowledge rather than that of usage. Then, he claims that there is no difference between the concepts of "truth" and that of "psychological reality" referring to the importance of the idealized system. Thus, idealization is invoked by him in studying a mental lexicon.

Field (2004: 230-1) mentions that Chomsky's claim comes to be in contrast with reality. That is, Chomsky claims that his model, i.e. psychological reality, can describe how the mind performs in constructing and comprehending utterances. Yet, it seems that his model can describe only how language operates. For example, a phoneme is recognized as a unit of language, but it is a category used by mind when processing language.

Generally speaking, syntax and grammaticality do influence perception, memory and production of sentences. That is, sentences are kept in mind and memory. Those sentences are forgotten along time. Thus, they are recalled through transformations by using memory. Linking the notion of psychological reality to deep and surface structures, the deep structure is considered as the storage mode; while the surface structure can be referred to as the mode that allows the deep structure extraction. Further, surface structure information requires time lesser than deep structure information to be memorized (Lachman R., Lachman J. and Butterfield, 2015: 347).

Moreover, Carroll (2008:37) mentions that the starting point for comprehension is the surface structure; whereas the deep structure is the end point. In production, the roles can be reversed.

Many studies have shown that negative sentences are more difficult to comprehend than the affirmative sentences (ibid), e.g.,

3. The sun is not shining.
4. The sun is shining.

Regarding passivation, it has been shown that active sentences are more easier to comprehend than the passive ones (ibid), e.g.,

5. The wolf bits the boy.
6. The boy is bitten by the wolf.

Though the main stress that Chomsky is after regarding psychological reality is on syntax and grammars, yet it gives raise to have interests in another field which is language acquisition (Hillner, 2006: 370).

2.3. Second Language Acquisition/Learning

For many children whose parents speak different languages, the opportunity to acquire a second language comes to be in circumstances similar to those of the first language acquisition, while the vast majority of adult have not exposed to a second language until late. Thus, this section is dedicated to those who acquire or learn a second language until late with reference to the notion of psychological reality.

Crystal (2008:34) defines the second language acquisition as the process of learning a second/foreign language other than the mother tongue one. In this context, he distinguishes between learning and acquiring. In other words, acquiring is an environmentally natural process that a child unconsciously does. Whereas learning is an instrumental process that takes place in teaching context and a learner does it consciously.

For its great importance, many approaches, in this regard, have been developed. Consequently, there are two second-language teaching methods: the synthetic approach and the analytic approach. The grammatical, lexical, phonological, and functional units of language are stressed by the synthetic approach. In other words, it can be described as a bottom-up method, a learner tries to synthesize the smallest elements that make up the language. An example of this approach is the grammar translation method. On the other hand, the analytic approach is described as a top-down method. According to this approach, some topics or texts of the target language are selected by the instructor, and the learner's job is to discover the rules and grammars of the language. An example of this approach is content-based translation. The main purpose of this approach is to develop communication among the foreign speakers of a language. The recommended texts for this approach are taken from sources that were not created specifically for language teaching, yet they have to be in interests to learners (Fromkin, Rodman, and Hymas, 2007: 351-2).

The notion of psychological reality has been involved in many branches of linguistics and in language acquisition in particular. Many studies have tried to investigate how different types of information are integrated during real-time of comprehension by language learners. Anyway, involving psychological reality in language acquisition evolves a linguistic theory that linguists try to present (Slabakova, 2016: 75).

2.4. Psychological Reality of Coherence and Cohesion

To make a text more organized, coherence and cohesion are used. They help in structuring and linking elements of a text to make a complete picture. This section is devoted to show the differences between these two terms and to develop a model for the analysis.

Generally speaking, coherence is defined as the logical connection between sentences, while cohesion is defined as "ties and connections which exist within texts" (Yule, 1996: 140). Coherence is a property of text that has functional connectedness. In coherence, language users' knowledge, inferences, and assumptions are involved. On the other hand, cohesion is a property of units smaller than a text; it is a property of words which are seen as grammatical units. However, in Hallidayan approach, cohesion refers to those elements that link sentences or larger units of discourse (Crystal, 2008: 111). Furthermore, the relationship between elements at concept level is referred to as coherence; whereas the relationship between elements at the linguistic level is referred to as cohesion. To put it differently, coherence refers to the ideational level and to the logos appeal; while cohesion refers to textual level and to the ethos appeal (Helder, 2011: 174). Additionally, coherence is considered as a comprehensive process. Yet cohesion is considered as a syntactic phenomenon (Conte, Petöfi and Sözer, 1989: 218).

According to Halliday and Hasan (1976), cohesion can be classified into five types. They are reference, substitution, ellipsis, conjunction, and lexical cohesion.

1. Reference

Tying sentences to each other, one has to use reference. Reference is established via using pronouns, demonstrative, and/or comparatives for grammatical reference (Hatch, 1992: 223).

a. Pronouns

Pronouns may be used in a text as a cohesive tie. They are used in a way that may link them to the previous nouns or phrases, i.e. anaphoric (ibid). For example,

7. If <u>the buyer</u> wants to know what is covered by the guarantee, <u>he</u> has to read the fine print and consult a lawyer.

Sometimes, the pronouns may refer forward to the nouns, i.e. cataphora (ibid), e.g.,

8. Jack asked <u>him</u> to sing and so <u>Bill</u> sang.

b. Demonstratives

Demonstratives can also be used as cohesive ties. Like pronouns, demonstratives may be used cataphorically or anaphorically (ibid), e.g.,

9. Magic Motor's special sale is February 14. If you are buying a car, you should know about this. (anaphoric)

10. This is why Esprit is a leader in sports fashion. (cataphoric)

c. Comparatives

As a cohesive tie, most comparative words are used anaphorically (ibid: 224), e.g.,

11. I'd like more.

2. Substitution

Substitution may be used as a cohesive tie by replacing words that have already been used in the text. Words like "so", "do", "one" are examples of substitution (McGregor, 2015: 189), e.g.,

12. First you make pile with the coloureds. Then you should make a new one with the whites.

3. Ellipsis

As a cohesive tie, ellipsis is used profusely. It can be described as discourse process when words and phrases are omitted from the text without changing the meaning (Frawley, 1982: 328), e.g.,

13. a. Do they pay you for the work?

 b. Yes, they do. (Quirk et al., 1985: 82)

4. Conjunctions

Conjunctions, in discourse analysis, are used cohesively. They are used to keep the smooth transitions between words, phrases, and sentences (Nero, 2006: 256), e.g.,

14. Robert has studied so hard, yet he has not passed the exam.

5. Lexical Cohesion

Finally, cohesion may be achieved through lexical words or a selection of vocabulary. Lexical cohesion is of two types: reiteration and collocation. Reiteration is a lexical cohesion that involves repetitive patterns, synonymy, superordinate and a general noun (Web source1), e.g.,

15. I turned to the ascent of the peak. The climb is perfectly easy. (synonymy)

On the other hand, collocation is the association of lexical words that regularly co-occur, e.g., door/window (ibid).

3. Data Analysis

3.1. Texts Analysis

This section is dedicated to analysing about 20 texts written by Iraqi students studying English as a foreign language. All of the students are asked to write a descriptive composition about parents love. [11]

Text (1) is written by Ayat Kareem. Investigating coherence, nearly coherence is existed since the link of the idea of parents love is kept through the sentences of Ayat's text. Regarding cohesion, reference is presented through using the pronouns (I – my), (my parents – they). Then, Ayat makes a shift in using pronouns as in "my father and mother love me and I love **him**" and "**I** very love **me**."Demonstratives and comparatives are absent in Ayat's text. Moreover, her text lacks using

substitution and ellipsis. Ayat somewhat succeeds in using conjunctions especially (because and and) as in:

(1) "I love my parents **because** they was very kinds."

(2) "My father and mother love me **and** I love him."

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(3) "My mother and father works all day **because** we live."

The last cohesive tie that Ayat uses is lexical cohesion. In other words, she uses the expressions "my parents" and "my father and mother" to refer to the same persons.

Text (2) is written by Fatima Ali. As regards coherence, text two keeps stick to the main idea that is parents love. That is, all of the sentences express love, sacrifice, and thankfulness. On the other hand, Fatima nearly fails in using cohesion. Her text contains shift of pronouns using as in "my parents taught me everything except how to live without her", "I'm crazy to him." Fatima does not use neither demonstratives nor comparatives as cohesive ties. Also, substitution and ellipsis are not existed and that may weaken the connection between the sentences of her text. Regarding conjunctions, Fatima uses only one conjunction, i.e. and. The lexical cohesion that Fatima uses is represented in the synonymy (live- life), while collocation occurs in (my parents- mother).

It seems that text (3) includes both, i.e. coherence and cohesion. In other words, Hawraa Kifah, i.e. the writer, makes her best to make the text more cohesive via linking the sentences and phrases to the main idea which is parents love. Examining cohesion in Hawraa's text, it is found that reference is well achieved through the constant use of personal pronouns like (my parents – they), (all parents – they), (they – they), (some adults – their – they), (we – our parents), and (our parents – us). Then, the use of demonstratives is mastered like "in this world all parents…", "all this good for us…", "but this false…", and "we feel lost in this world". Substitution is exemplified in (my parents/ they), (all parents – they), and (their parents – they). Hawraa does not use ellipsis in her text, while she succeeds in linking her sentences through certain conjunctions like (and, although, but, so, and when):

(4) "They courage us to be successful and do not be failure."

(5) "Although sometimes they become angry and violent but all this good for us to be successful."

(6) "When our parents feel good for us, my God will feel good for us."

The last cohesive tie that Hawraa uses is the lexical cohesion. She uses synonymy in linking the ideas to each other as in (angry – violent) and (illusion – fade out). Collocation is also made use of like (bless – God), and (courage – successful).

Having text (4) which is written by Hawraa Muhammad, it is found that coherence is violated. In other words, Hawraa tries to talk about parents love at the topic sentence, yet she violates the unity of the text by talking about a trip to Baghdad. On the other hand, cohesion is weakly presented. That is, reference is achieved, through using pronouns, only at the first two sentences (I – I). Then, she makes a shift in using other pronouns that do not match the previous pronouns (we – my – her – we – my). Furthermore, neither demonstratives nor comparatives are used. This reflects the weakness of this subject's style. Regarding substitution, she fails in using such device as in "my mother can't sleep in the room and my father too can't sleep in the room." She is supposed to use "too" only. Also, she does not use ellipsis in her text. Though she uses many conjunctions to link the sentences of her text, yet that does not change the fact that her text is connected weakly. In other words, she uses conjunctions to talk about English in an Arabic style, e.g., "one day we go to the Baghdad but in the street the car broke."In the above sentence, the use of "but" is incorrect since there is no sense of contrast between the two ideas. The final cohesive tie is lexical cohesion. She uses synonymy as in "I love my parents because the parents are <u>fantastic</u>, <u>beautiful</u>, <u>nice</u>." Nearly, the three expressions (fantastic/beautiful/nice) have the same sense. As for collocation it is used to reflect the sense of connection within the text, like (street/car), (arrive/late), and (parents/father and mother).

Investigating coherence in text (5), Kawthar Alaa succeeds in keeping her text relevant to the main idea which is parents love. That is, she keeps talking about parents' love, kindness, and sacrifice. Then, it is obvious that she has a problem regarding the use of reference. In other words, she does not succeed in using pronouns, i.e. she uses the objective pronoun "them" where it is preferable to use

the possessive form, i.e., their. Such defect belongs to the effect of the student's mother tongue language. Additionally, she does not use neither demonstratives nor comparatives in her text. This affects the connection among the sentences of the text. Furthermore, substitution and ellipsis are not existed either, while conjunctions are used more than is needed along the text, as in:

(7) "The love it's so nice and people complete them life without it's."

(8) "The parents who give us love and soul from them."

(9) "The father someone who you was wear his shoes and fell it's so big on your foot…and now you big…"

Finally, this subject uses the cohesive tie "lexical cohesion" in linking the ideas of the sentences to each other. She uses synonymy as in "The parents two persons", "the father someone", and "mother woman". The collocation that she uses is presented in the words like (wear/shoes) and (read/novel).

In text (6), Ibtisam Kamil has set herself to the main idea which is parents love. Thus, coherence is existed through her text. Her text is connected cohesively via certain cohesive ties. First, she makes use of pronouns to achieve reference. That is, she keeps to the first personal pronoun "I" and its versions like (my – me – my – I – my – I – my). As with the previous texts, Ibtisam does not use neither demonstratives nor comparatives. Secondly, substitution is used in the sentence "if don't see my parents I'm feel very sad because hope in the life. I respect them."That is, she substitutes "my parents" by the objective pronoun "them". Ellipsis has not been existed in this text. Finally, Ibtisam uses "and", "if", and "because" as conjunctions to link the sentences of her text as in:

(10) "My parents is vary good and love me."

(11) "If don't see my parents, I'm feel very sad because hope in life."

The last cohesive tie, i.e. lexical cohesion, is present through synonymy like (my parents/father and mother).

Coming to text (7), it is noticed that Mariam Ali has kept herself to the main idea of the text, i.e. coherence, except the last sentence which violates the unity, "I don't have another person love me just my father, mother, my sister, my brother and my bastfriend Sarah." On the other hand, cohesion is nearly achieved through using pronouns as a part of reference. That is, Mariam keeps using the pronoun "it" to refer to parents' love or love in general and sometimes she uses the first personal pronoun "I" as in "it is so nice and beautiful" and "I respect them and love them." Actually, she fails in using demonstratives, i.e. she uses the singular demonstrative 'that' with the plural noun 'types' as in "that types of love". Furthermore, substitution is employed through substituting phrases by pronouns like (parents love – it), (the love – it), (the people – they), (my mother and father – they). Actually, she tries to use ellipsis as in "the love parents and love friends and …". She uses dots as an attempt to refer to some elliptic terms. Moreover, "and", as a conjunction, is used heavily in her text. The last cohesive tie used is lexical. She uses synonymy as in (nice – beautiful). Though those two words have not exactly the same meaning, yet they carry nearly a similar meaning. Also, the word "parents" has the expression "my mother and father" as a synonymy.

In text (8), Mariam Waleed achieves coherence through her text since all the sentences are revolving around the same idea, i.e. parents' love. On the other hand, to achieve reference, she uses pronouns. That is, she keeps repeating the possessive pronoun "my" in her text as in (my parents, my mum, my dad). Then, she uses the subjective form "I" like (I cried – I love – I can – I respect). Furthermore, comparatives and demonstratives are not existed in her text. She substitutes the expression "my parents" by the pronoun "they" as in "my parents are very good and help me in homework. They give me the presents in my birthday."Ellipsis is not explored either. "And", "when" and "if" are used as conjunctions, e.g.,

(12) "My parents are very good and help me in homework."

(13) "I cried when I did not see them."

(14) "I cannot live if I don't see them in my life."

Collocation, as a lexical device, exists in this text, as in (present/ birthday), while synonymy is exemplified in (parents/ my dad and mum) and (hopes/ wishes).

In text (9), Noor Jawad keeps talking about one idea which is parents love. As such, coherence is realized through this text. Regarding cohesion, to achieve reference, this subject uses personal pronouns successfully in that she uses the possessive form of the first pronoun (I), as in (my parents – my life – me – my heart – my God). Also, she uses the plural form of the second personal pronoun as in (they – them). The demonstrative "this" and its form "that" is used twice in this text, as in "… and gave me all this love" and " I don't know how to return all that." Actually, Noor uses substitution effectively, like "… and gave me all this love so I don't know how to return all that."This example shows that the expression "all this love" is substituted via the demonstrative "that". Ellipsis has not been used in this text, while there is a use of some conjunctions like (because, and and so), e.g.,

(15) "My parents are my life because they who taught me how to be love."
(16) "…all love in my heart is for them and how I do not love who taught me walked one step…."
(17) "I learned from them that love is given not taken. So I promised them I do anything to see their smile."

 The last cohesive tie that Noor uses is lexical when she makes use of collocation in order to link the ideas of her text together, as in (love/heart), (walk/step) and (sorry/pain).

Having text (10), Zahraa Khalid nearly does coherence since most of her sentences discuss the same idea which is parents love. To achieve reference, she uses only pronouns excluding demonstratives and comparatives as in (my- my – my – I – my – he – my – I). Furthermore, substitution is utilized through substituting the expression "my mother" by the singular pronoun "she". However, ellipsis has not been used. The conjunctions used are "because" and "and", as in:

(18) "My parents are my love the life because they are gives a lot of things to become someone of the world."

        Though the above mentioned example is understood with the correct use of the conjunction "because", yet it lacks cohesion for the missing grammatical ties. Lastly, she uses collocation as a device for lexical cohesion in words like (love/heart).

 Reflection on **text (11),** reveals that Zahraa Salim does not keep coherence. That is, she includes a sentence which does not have a relation to the main idea of the text, "they are study literature and research." Concerning cohesion, reference is realized through the use of pronouns like "they". Demonstratives and comparatives have not been used in this text. Additionally, substitution is utilized when the writer has substituted the expression "my parents" with the plural personal pronoun "they", as in:

(19) "My parents are very nice. They are friendly heart…."

 Regarding conjunctions, Zahraa uses only "and". She uses it more than once in linking the sentences of her text. The final cohesive tie that Zahraa uses is lexical cohesion. That is, she uses synonyms (nice/friendly), (a world/ a big city) and collocations (heart/love), (school/study).

Generally speaking, **text (12)** is incoherent in that the writer Zahraa Haider talks about her parents' jobs and that does not work with the main idea of the text, i.e. parents love. Regarding cohesion, she has violated reference through the inappropriate use of pronouns, e.g.,

(20) "They are very kind with our."
(21) "I love they so much."
(22) "I made a very thinge for they."

 Furthermore, comparatives and demonstratives have not been exploited at all. Opposite to that, the writer has succeeded in substituting the expression "my parents" via the plural pronoun "they", as in:

(23) "My mother is working teacher and my father is businessman. They are very kind…."

 The above mentioned example shows another cohesive tie that is conjunction. In other words, the subject connects her sentences to each other by means of "and" and "so", e.g.,

(24) "They are very kind… so I love they so much."

 The final cohesive tie that that writer used is lexical cohesion. That is, (lovely/kind) and (birthday/present),which are examples for both synonymy and collocation respectively.

Zahraa Ali, **in text (13),** sticks herself to one idea, i.e. parents love. As such, coherence is realized. Related to cohesion, reference is achieved through the appropriate use of pronouns like,

(25) "We are felt inside our hearts…."

(26) "Our parents are the best people in our life."

As it is with the previous texts, this subject does not make use of comparatives nor demonstratives. Additionally, substitution is exemplified through the use of the singular personal pronoun "she" instead of the expression "my mother"; "them" instead of "my parents"; and "it" instead of "parents love". Furthermore, ellipsis is presented through the use of the expression "many things" in the following sentence:

(27) "It is not money but many things."

That is, she elides things that she could mention and uses the form "many things" instead. She employs "because", "and", "for" and "but" as conjunctions, as in:

(28) "Our parents are the best people in our life because love them for us is a preferable thing happened in our life."

(29) "It is not money but many things."

Lastly, lexical cohesion is realized through the use of collocation, as in (learning/lesson).

In text (14), Zaineb Kadhim has achieved coherence through keeping herself to talking about one idea, i.e. parents love. With regard to cohesion, reference is not occurred since the use of pronouns is defaulted and comparatives and demonstratives are not existed neither. In other words, this writer has a problem in using personal pronouns, e.g.,

(30) "She cooking for we."

Moreover, she tries to use substitution in her text through the use of the singular pronoun "she" instead of the expression "my mother". Concerning ellipsis, she elides the subject "she" in the sentence "my mother is difficult but loves me". Then, she makes use of "and", "but" and "because" as conjunctions, as in:

(31) "My mother is difficult but loves me."

(32) "She cares about me and my father and sisters."

The last cohesive tie used by Zaineb is lexical; namely collocation, as in (live/home) and (clean/ house and clothes).

Having text (15), Tabark Ridha violates coherence by talking about her family in general. In other words, she talks about her father, mother, brother and sister; while she has to stick herself to her father and mother only. Touching cohesion, reference is nearly violated in this text because of the default use of pronouns. That is, she mixes between the Arabic structure and the English one as in the use of double subjects as in:

(33) "My mother she is very nice."

Also, the grammatical concord is absent in her text, as in:

(34) "He have one boy and one girl."

(35) "She have one day."

In addition, comparatives and demonstratives have not been existed in her text. Similarly, substitution and ellipsis have not been existed either. Whereas "and" is the most used conjunction in that subject's text, as in:

(36) "My mother she is very nice and my father he worked a long time four days a week."

The final cohesive tie, i.e. lexical cohesion, is also not used in text 15.

Investigating text (16), it is found that Yamamah Talib keeps coherence in that she talks about one idea that is parents love. Unfortunately, that subject's text is not cohesive for missing many links. The writer fails in achieving reference in that she abuses personal pronouns, as in:

(37) "Parents are my love the life because he gives love."

(38) "My father and my sister she is cooking for we."

As usual, Yamamah neither makes use of comparatives nor demonstratives, and she uses substitution randomly, e.g.,

(39) "Parents are my love…they forgive me I love father."

Ellipsis has not been used in her text. With regard to conjunctions, she uses "because", "and" and "so" as links to connect her sentences to each other and to show them more cohesive like:

(40) "Parents are my love the life <u>because</u> he gives love."

(41) "Parents give love <u>and</u> they forgive me I love father."

(42) "My father works for us<u>so</u> we must help and respect."

Lastly, collocation – as a device of lexical cohesion – is utilized in Yamamah's text such as (clean/ home and clothes), (buy/shop), (present/ watch and jewelry).

Saja Ahmed makes **text (17)** coherent in that she holds talking about the same idea, i.e. parents love. Examining cohesion, reference is nearly existed through the use of personal pronouns like (my – they – she – I – we – he – him). Also, demonstratives are utilized in this text, e.g.,

(43) "My mother is the best in <u>this</u> world."

(44) "<u>These</u> things make us very near to each other."

This subject succeeds in substituting the word "parents" via the personal pronoun "they" as in:

(45) "<u>Parents</u> are very good. <u>They</u> are important to boys and girls."

She does not make use of ellipsis. However, she utilizes some conjunctions in her attempt to connect her sentences to each other, like "and", "too" and "because":

(46) "My parents are very good <u>and</u> they are important to boys and girls."

(47) "I love my parents <u>because</u> I am promoted to the same aim that is to be great."

(48) "My father is good <u>too</u>."

Finally, collocation is made use of by Saja, as in (feel/worried), (watch/TV).

Tiba Mousa, **in text (18),** seems to be able to make her text coherent since all the sentences revolve around one idea, i.e. parents love. Examining cohesion, Tiba has achieved reference through the correct use of pronouns and comparatives like:

(49) "Love is between two or more people. <u>They</u> used to love each other."

(50) "<u>We</u> love <u>our</u> parents so much."

(51) "We should love them and respect them <u>more</u> than one may expect."

(52) "Parents are the <u>greatest</u> in the world."

Furthermore, the writer has substituted the expression "my parents" by the pronoun "them" and the expression "two or more people" by "they". However, she does not employ ellipsis. The main conjunctions used in this text are "because", "to" and "and", e.g.,

(53) "We love our parents so much <u>because</u> my father works all the day … <u>and</u> my mother also works at home or at another job."

(54) "My father works all the day <u>to</u> improve our life."

Synonyms like (bad/boring) and collocations, like (love/ so much) are utilized as lexical cohesive ties by this subject.

Investigating text (19), Shaimaa Ali has preserved coherence in that she keeps herself talking about the same issue. With regards to reference, she makes use of only pronouns excluding demonstratives and comparatives like:

(55) "<u>They</u> are always careful about <u>my</u> education, health and other things of life."

(56) "<u>They</u> are kind for <u>me</u>."

As with the previous texts, this subject has substituted the expression "the parents" by the plural pronoun "they"; "my mother" by "she"; and "my father" by "he". However, she does not make use of ellipsis. As for conjunctions, "because" and "and" are exploited, e.g.,

(57) "I love the parents <u>because</u> the they are always careful about…."

(58) "My mother is lovely and small <u>and</u> she accepts me in all my horrible cases."

Lastly, collocation is used as a device of lexical cohesion, e.g., (take care/health), (forgive/mistake) and (love/so much).

The final text is text (20) which is written by Tabarak Ameer. Generally, Tabarak has achieved coherence through keeping to the same idea which is parents love. Regarding cohesion, the writer uses only personal pronouns and neglecting comparatives and demonstratives, as in:

(59) "<u>I</u> love father and mother."

(60) "<u>I</u> am always working to help <u>them</u>."

As most of her colleagues do, Tabarak has substituted the expression "father and mother" by the personal pronoun "they". Ellipsis has not been invested in this text. The writer limits herself to only "and" and "to" as conjunctions to link her sentences to each other, as in:

(61) "Father is very kind <u>and</u> mother is very friendly."

(62) "My mom can work anything <u>to</u> help us in life."

The last cohesive tie that is used by this subject is lexical cohesion as she uses both synonymy (kind/friendly) and collocation (cook/food) as connectors.

3.2. Results of the Analysis

Tables (1) and (2) summarize the results of analyzing these 20 texts concerning coherence and cohesion, respectively.

Table (1) Occurrences of Coherence

Coherence	Texts	Frequency	Percentage
	20	15	75 %

Table (2) Occurrences of Cohesion

N. of Texts	Reference			Substitution	Ellipsis	Conjunction	Lexical cohesion
	Pronouns	Demonstratives	comparatives				
1	/					/	/
2						/	/
3	/	/		/		/	/
4	/					/	/
5						/	/
6	/			/		/	/
7	/			/	/	/	/
8	/			/			/
9	/	/		/		/	/
10	/			/		/	/
11	/			/		/	/
12				/		/	/
13	/			/	/	/	/
14				/	/	/	/
15						/	/
16				/		/	/
17	/	/		/		/	/
18	/		/	/		/	/
19	/			/		/	/
20	/			/		/	/
F	14	3	1	15	3	19	20
P	70%	15%	5%	75%	15%	95%	100%

3.3. Discussion of the Results

Through analyzing the texts which are written by students from a secondary fifth class, it is noted that most of students have succeeded in keeping their texts coherent. That is, the percentage of coherence in their texts is about 75%, while those who have missed coherence are about 25%.

Regarding cohesion, it is found that reference is existed in most of the text which is about 90%. In other words, the percentage of reference is divided into pronouns, demonstratives and comparatives which are amounted (70%, 15% and 5%) respectively. Actually, most of the students have proved to know the appropriate use of pronouns, yet they occasionally fail in using the right concord. Those who use demonstratives in their texts are very few. Comparatives are rarely adopted by those students. About 75% of the students tend to use substitution in their texts to avoid redundancy. Similarly, the students fail in using ellipsis, hence it is amounted to 15%, and that has affected the cohesion of their

texts. That is, sometimes they tend to repeat the same expression just to make the idea clear, whereas they can present it clearly with ellipsis. Such failure belongs to their lack of knowledge in using such technique. However, the students succeed in using conjunctions and lexical cohesion since they are amounted to 95 % and 100 % respectively. Regarding conjunctions, it is found that most of the students employ "and" and "because" to link their sentences. Furthermore, some of the students write their texts in a form of one sentence; having more than one conjunction.

 To sum up, coherence is used more frequently than cohesion. To put it differently, coherence is amounted to 75 %, while cohesion is amounted to 69 % in the students' texts.

These results show how students psychologically respond to the discoursal hypotheses, i.e. the tendency of language users to make their language as coherent as cohesive as possible. In other words, some students have rules in their minds for their mother tongue language and try to apply them on the English language- the foreign language.

As far as cohesion is concerned, the following findings and results have been identified:

a. Lexical cohesion is the only cohesive tie that is used by all the students which is amounted into 100 %.

b. Conjunctions, as a lexical tie, is used by the majority of students in their texts in that it is amounted into 95 %.

c. Most of students tend to use substitution in writing descriptive texts to avoid redundancy, as it is amounted to 75 %.

d. The appropriate use of pronouns is nearly achieved since it has 70 % percentage.

e. Demonstratives, ellipsis and comparatives are the less used cohesive ties by the students as they are amounted into 15%, 15 % and 5 % respectively.

3. The notion of the psychological reality has been proved to be true since the selected data has the required discoursal hypotheses, i.e. coherence and cohesion.

4. Through analyzing the data, it has been noted that some of the students' writings are affected by the mother tongue language.

5. The adopted model has proved to be useful in conducting a discoursal analysis of psychological reality.

5. Conclusions

The study has reached the following conclusions:

1. Through analyzing the targeted texts, it has been proved that psychological reality can be applied on descriptive discourse written by Iraqi EFL learners.

2. Coherence and cohesion are psychologically realized in that most of students' texts are coherent, i.e. coherence is amounted to 75 %, whereas more than 50 % from students' texts are cohesive, i.e. cohesion is amounted into 69 %. This means that although the users of English as a foreign language are beginners, they do their best to make their texts as coherent as cohesive as possible. They appeal to different strategies to achieve these two discoursal tools even sometimes to their mother tongue, Arabic. This means that these two discoursal hypotheses are psychologically real since they, to use Chomsky's perspective of this very issue, are true.

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Appendix

The Analyzed Texts

Text (1)

Ayat Kareem

 I love my parents because they was very kinds. My father and mother love me and I love him. My mother and father works all day because we live. My mother in all day cooking food and lovely and I very love me. I cannot live without them.

Text (2)

Fatima Ali

 My parents tought me everything except how to live without her. I love so much my parents. I could not forget my parents. I am crazy to him. I wish I had to take part of myself to give my parents. I wish I had to prove myself and strong me for them. I am said thankful my God for my mother. She is my life.

Text (3)

Hawraa Kifah

 Love is bliss from God. With love all people lives in good. My parents are good bliss for us. They bring all things for us. My mother always work hard to make us happy. All parents want to see their children happy, successful in future. In this world, all parents do not want to see their children cry. They courage us to be successful and do not be failure. Although sometimes they become angry and violent but all this good for us to be successful. Some adults do not obey their parents and forget all things. They worked for us in the past. But this is false. Life is short, illusion and quickly fade out. So we must obey our parents. When our parents feel good for us. My God will feel good for us. Without parents, we feel lost in this world.

Text (4)

Hawaraa Muhammad

 I love my parents because the parents are fantastic, beautiful and nice. I am always go with parents to the market, park and zoo. One day, we go to Baghdad but in the street, the car broke. Then my

sister become ill and her brother become sad because we cannot go to the Baghdad. We take another car but her brother still sad because we late to arrive to the Baghdad. Finally, we become in the Baghdad at the night we take room in one hotels. The room was dirty, hot and small. My mother cannot sleep in the room and my father too cannot sleep in the room. But my brother and my sister can sleep because was terabel.

Text (5)

Kawthar Alaa

The love it's is a thing so nice and people cannot complete them life without it's. The it's in heart us. The parents who give us love and soul from them. The father someone who you was wear his shoes and fell it's so big on your foot who perepor your falses when you was child and now you are big cannot give him some love from you. You be annoyed when he asked you where you will go. The father someone worked to be him sons comfort and happy. No one can give them from things they give us when we was children. The parents two person who always fill. They do not give us all thing good they want from us be professional in the life. They like a beautiful novel all us life we read it and we learn from it all things good and useful. The mother she a great woman in kichen. She chif and in garden a small girl and near us she be techer. When we ill she dokter when we cray she sit with us and cray in one werdes the parents a beautiful magicians in our life.

Text (6)

Ibtisam Kamil

My parents is vary good and love me. My mother help in the life. I found out with my parents happy life. My mother she is give me life and father help me every thing. If don't see my parents I'm feel very sad because hope in the life. I respect them. My mother every thing to be we successful. I love mum and dad, I when go them in the place I feel very mach happy. My love forever and the end.

Text (7)

Mariam Ali

Parents love is a love when the parents gave to their child. It is so nice and beautiful and all… that types of love. The 'love' beautiful word and it is give life to the person. It not just that it is an important word in the life. About myself this word are not make me lonely in the live. The people how don't love they are lost in there live because they not understand the love word meaning. My mother and fatherlove me so much. I respect them and love them. I don't have another person love me just my father, mother, my sister, my brother and my bast friend "Sarah". I love them so mach. I don't knew what should to write but love are so beautiful.

Text (8)

Mariam Waleed

My parents is very good and help me in homework. Their give me the presents in my birthday. My mum do everything to be we successful. My mum and dad is the best parents in the world, my dad very lovely and do the best to be happy. I cried when I see one of them ill. I love my mum and dad so much. I want to working hard to see the happiness in their eyes. I can live if I don't see them in my live, I respect them so much. Their give me the hopes and wishes so ever one in the world should respect and love their parents.

Text (9)

Noor Jawad

My parents are my live because they who taught me how to be love and all love in my heart is for them and how I don't love who taught me walked one step and gave me all this love. So I don't know reatun all this because I taught from they "the love is gave no take". So I promise they I do anything for saw their smill and I said them "I'm sorry for all pain causes for they so I asked my God to save my parents and stay with me to last step in my life.

Text (10)

Zahraa Khalid

My parents are my love the life because they are gaves a lot of things to become in one of the world. My mother to help the father in the home to care in the children. Sometimes my mother become angry

and just time back relacs and father so become angry and back relacs. I wish take part from life and give to the father and mother. My mother is have a big heart and she love all. My parents are anice love in our life. I love my parents because our parents help me to become important people in the future.

Text (11)

Zahraa Salim

My parents are very nice. They are friendly heart and love children gives love. They are a world and they are a big city heart. They are tired family and they are happy family. They are study liatracha and resbeacted. They are help answerdiffeclite. They are happy days. They are gives clothes and food. They are help to go to school are study.

Text (12)

Zahraa Haider

I took about my parents. My mother is working teacher and my father is bessnesman. They are very kind with our and lovely, forgiving. So I love they so much. They made anything for see me happy. They teached me the means of life. They cear me when I small chiled to the menet. So I think they are beast parents. Other coause to love them, for example, my mother setprased me in my berthday and buy me the present. And my father took me in the tripe relley I love myparents they are bestes. I made a verythinge for they.

Text (13)

Zahraa Ali

Parents love is feel we are felt inside in our hearts. Our parents is prefer people in our life because love them for us is prefer thing happened in our life and it is first lesson we are leant from it because our parents are learning us many thing for help us in our life. Our parents care in us for become people important in the future. They are help us to make beautiful life for us. I wish take part from my life and give it for my mother because she is all our life and all thing I have. My parents are beautiful love in our life. They are generous and they give us all thing. It isn't money but many things. I love my parents and I will love them all life.

Text (14)

Zaineb Kadhim

My parents it a word mean a love and mean a life. A life don't beautiful if the parents don't been it. I said my parents they are a life because my world don't been perfect if my parents don't been a near. A parents mean a life and a life mean parents. A parents promot your boy to correct a make and ontherpromated. I keep my parents to my life. I can't a live in world if my parents don't near. My mother she always study I and my sister and she always talk about education. My father walk of said the cantry but that don't mean the near they my father he is my friend and I love my parents and I don't a magican to my parents ill. I wish from the God to help my mother and father to help my parents in future of watch me to be a doctor.

Text (15)

Tabark Ridha

I love my family. They are best my life. My mother she is very nice and my father he worked a long day four days at the week. The brother he is married. He have one boy and one gall. My sister also married she have one boy. They are lovely my family. My family is traditional and my father generious and sociable. My mom she is very kind and calm. She is top cooking. She is read food delishes. My family best my life.

Text (16)

Yamamah Talib

Parents are my love the live because he give love. My father is very beautiful. He give love and forgive on some. I love father. I'm love very mum God recommended us with my mum. The father and mother work together. I very mum is love if I asked some thing, give example last I asked to go to the shoping, she go with my father who work for us. So we must help and respect them. My father and sister she is cooking for we and help mother clean the home clothes home present opiset some.

Go the mother day go to the shop and buy present the father clock and my mother jewelry the end I love with my father and mother.

Text (17)

Seja Ahmad

My parents very good and they are impotent to the boys and gilers. My mother she is a bast in the world and my father good too. I love my parents because we are promot to the soon aim the meak and help it him. The gilers keep to the present life all. The father very tired because he work all day to me and my family and we spend in trested long time to weatch TV. These things it very near family. We are have expressed them and we are feel the worred to my future and my brother I wish to the save a love and important to him all life.

Text (18)

Teba Mousa

My parents are best people in my life. Love is two or more of persons love together. They used to love some them. We love our parents so much because the father work all day to improve our life and the mother she also work all day in the home or another job. We should love them and respect them more than one may expect. Life without them becomes bad and boring. Parents are greatest in the world. I wish I live them all my life. We say we love our parents its not word around in our mouth, it's a word we should do in our life. In the end of my essay is to thank God every day because I love my parents so much.

Text (19)

Shaimaa Ali

I love the parents because they are always careful about my education, health and other things of the life. They are kind for me and forget me always if I do something mistake. The parents are love me, accept me and I accept them. They are help me always about something very hard in the life. My mother is lovely and very small and she accepts me in all my horrible cases. My father is forget and love me very much. He is help me about something in the life if he very hard.

Text (20)

Tabark Ameer

I love father and mother. I work always to help. I never work things annoyed them. Father very kind and mother very friendly. I help father to be happy. My mum works all things to help in the life. My mum work cooking food to love. Father and mother working all things to complet dream in the live. I accept parents. My parents very generous.