





لملخص

تتقصى هذه الدراسة أستعمال أدوات الالتصاق النحوي والمعجمي بين طلبة اللغة الانكليزية غير المتخرجين من الجامعة، وجمعت عينة ثم حُللت، وهذه العينة عبارة عن ثلاثين قطعة إنشائية من الباحث لغرض تحديد أنواع الالتصاق اللغوي الأكثر استعمالاً وأنواعه الأقل استعمالاً، وكيفية استعمال الطلاب أداوت الالتصاق النحوي والمعجمي في كتاباتهم أظهرت النتائج أنّ هناك أربعة انواع من وسائل الالتصاق النحوي تم استعمالها من قبل الطلبة كالإشارة بنسبة (٢٩٠٠٤%)، والإسناد بنسبة (٢٠,٠٤%)، والحلف بنسبة (٢٠,٠٤%)، والإسناد بنسبة (٢٠,٠٤%)، والمترادفه بنسبة (٢٠٠٠)، والمتطابقة بنسبة (٢٠٠٪)، والمصاحبة بنسبة التكرار بنسبة (٢٠٠٪)، والمترادفه بنسبة (٢٠٠٪)، والمتطابقة بنسبة (٢٠٠٪)، والمصاحبة بنسبة سيما التكرار والإشارة، أثر بشكل واضح على تباين الكلمات المستعملة من قبل الطلبة. كما أظهرت النتائج أنّ هذين النوعين من وسائل الالتصاق اللغوي (التكرار والإشارة) جعلت الالتصاق النصلي على نحو قريب من الأفكار المنقولة من الطلبة في الكتابة تضمنت هذه الدراسة الاشارة إلى أنّ المتصاق اللغوي هي عن طريق التمارين، مع تجنب الإفراط في استعمال أنواع محددة من وسائل الالتصاق اللغوي؛ وذلك لغرض تعزيز أفضل انتاج نصبي في الكتابة.

Abstract

The present study measures the use of English cohesive devices among undergraduate students in academic writing. 30 undergraduate students' composition writing were collected and analyzed by the researcher to identify the types, the most and least usage of the types and how students used grammatical and lexical cohesive devices in their writings. The results showed that there were four types of grammatical cohesion used by the students such as reference 40.31%, conjunction 40.29%, substitution 12.20 and ellipsis 7.20%. The results also showed that there were four types of lexical cohesion used by the students such as repetition 67% synonymy 20% antonym 12.7% and collocation 0.29%. The results revealed that there was overused of certain types of cohesive devices which were repetition and reference in the analysis apparently effect the variety of the words chosen by the students. The results also showed that those types of cohesive devices created cohesiveness towards the ideas conveyed by the students in writing. The implication of the present study indicates that grammatical and lexical cohesive devices are better taught through exercises and avoid overused of certain types of it to enhance better flow in writing. Keywords: writing, coherence devices, cohesion, coherence, text





1. Introduction

Historically, writing became least important language skill due to the challenge in the audiolingual method of language teaching in the 1960s and 1970s. However, writing skills continuously rose in the mid – 1970s to present due to benefits of second language learners in the developments of writing skills and the explanations of its intervening in academic contexts (laki,2003:23). Aligned with Laki (2003) issue of writing in the historical perspective, Matsuda (1999:13) claimed that albeit this issue began to attract serious attention in 1960s from the specialist, however, the second language writing instruction did not become a sudden issue during that time based on the historical evidence. In addition, according to Crossley (2010:41), writing produces a substantial challenge for students and a crucial importance for achievement in an extensive diversity of circumstance and professions.In discourse researches, text processing always has a noticeable status, and researchers are interested in the textual cohesion's mechanism where they formed hypotheses of the possibility of coherence in the reader's mind (Crossely, 2004:51). Based on Halliday and Hasan's (1976), a text is a passage of discourse which is coherence in regards to the respect of the context of the situation which is consistent with the register, and also with the respect to itself and therefore cohesive. In term of coherence, Carrel (1982: 23) claimed that the text cohesion is not necessarily a written property manifested by grammatical or lexical connective ties, but cohesion is an outcome of coherence where the readers are able to connect ideas from their schemata. Carrel proposed that in teaching writing and composition in second language, cohesive ties should only act as secondary part to instruction in terms of the organization of the flows of ideas in text.Relating to the teaching of English writing in the classroom, there are two different perspectives. On the one hand, writing is one of the four language skills besides speaking, listening and reading, which is considered to be fundamental skill so that students need to learn it (Tribble, 1997:61). He adds that it can be said that writing is an important language skill because it is a productive skill that shows how skillful the student is in using the language and discovers the talented students in this field. On the other hand, writing as one of the four skills in English is considered as the most difficult and most challenging skill compared to the other skills either for most students or even for teachers. There are many cases in which both teachers and students have difficulties lie in producing good compositions. The difficulties lie not only in generating and organizing ideas, but also in translating these ideas into readable text (Castro, 2004: 31). Castro (2004: 52) showed a good writing requires unity, coherence as the most important factor. He added that the teachers are required to help students in generating, organizing and ordering the content of a text so that the text they produce becomes coherent.





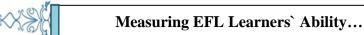
The researcher shows that there has been a grown concern among teachers over the large number of students in universities get very low grades in writing compositions. The researcher has given different reasons for this writing problem. For example, many students had the tendency to write less unified paragraphs. The students were able to find exact words in their writing but were not able to connect them throughout the sentences in the paragraphs, which cause the problem to occur. Another problem is that students focus more on the lexical and sentence level than on discourse level. Although cohesion involves both grammatical and lexical cohesion as mentioned by Halliday and Hasan (1976), however, for the purpose of this present study, the entire focus will be on grammatical and lexical elements which are called cohesive devices. Thus, the purpose of this study is to identify and analyze the types of cohesive devices that the students used in their writing. Moreover, the study aims at exploring the difficulties faced by Iraqi EFL students as they attempt to produce grammatical and lexical cohesive devices in written texts. The above mentioned aims can be realized through investigating the following hypotheses: (1) Many students may tend to produce reference and conjunction more extensively in compared to the other cohesive devices and; (2) students' performance in producing grammatical cohesive devices is better than their performance in producing lexical cohesive devices. The study is hoped to benefit the students, teachers, and other researchers. For students, it will make them realize the importance of using grammatical and lexical cohesion in their writing. Then, it will also enable them to reduce the communication gap within the writing with their readers by producing more coherence writing product.

For teachers, it will a ware them about their students' difficulties in writing and the importance of grammatical and lexical cohesion to reduce the difficulty. Moreover, teachers can also give further attention towards its usage in relation to writing context. For other researchers, those who are interested within the same area of research can use this current study as a guide for their future knowledge. In their classic study of cohesion in English, Halliday and Hasan (1976) defined cohesion as what occurs when the interpretation of some element is the discourse is dependent on that of another. Halliday and Hasan (1976) identified five types of cohesion: reference, substitution, ellipsis, conjunctive and lexical cohesion. The first four types fall under the category of grammatical cohesion. Lexical cohesion on the other hand refers to relations between any lexical item and some previously lexical item in the texts quite independently of the grammatical category of the items in question. For example, lexical cohesion can exist between the noun <u>magistrate</u> and the verb judge.

2. Literature Review

2.1 Different views on cohesion and Coherence







The concept of cohesion was introduced by Halliday and Hasan (1976), whose major concern is to investigate how sentences are linked in a text. According to Halliday and Hasan (1976), the writer is able to hold together meanings in the related sentences in a number of ways, and cohesion is created to establish the structure of meaning. They also claim that cohesion is a factor that indicates whether a text is well-connected or merely a group of unrelated sentences. It should, however, be noted that though involved with meaning between sentences, cohesion does not deal with content of a text. While cohesion is perceived as the overt linguistic signal between prepositions, coherence is viewed by Widdowson (1978: 52) as the relationship between illocutionary acts. The utterances are not considered coherent unless the actions performed by the utterances are recognized. Coherence can be regarded as a connection between utterances with discourse structure, meaning and action being combined (Schiffrin, 1987: 53). In Schifrin's view, cohesion is available in various types of discourse and can be identified as a tool of communication completed by interaction between the speaker and the hearer, such as question/answer pairs. To Schifrin, cohesive devices are clues that help locate meanings and accommodate the understanding of a conversation. Discourse coherence, therefore, is dependent on a speaker's successful integration of different verbal and nonverbal devices to situate a message in an interpretive frame and a hearer's corresponding synthetic ability to interpret such cues as a totality in order to interpret that message. Coherence may be treated as a semantic property of discourses, based on the interpretation each individual sentence relative to the interpretation of other sentences (Van Dijk, 1977: 93). Coherence between sentences, Van Dijk's point of view, is based not only on the sequential relation between expressed and interpolated prepositions, but also on the topic of discourse of a particular passage. Cohesion does not lead to coherence, but coherence does not suffice to make a text coherent while there must be some additional linguistic property (like cohesion) that makes a text coherent.Enkvist (1978: 21) distinguishes between two types of semantic connection: (1) connection through cohesion in the surface level and (2) connection through coherence in the profound level. In this instance, cohesion and coherence do not imply each other. It is, therefore, possible that text can be cohesive but not coherent. For example,

- (1) Have you met Kerry? He was here yesterday. The two sentences above are related through the pronoun <u>He</u> and there is also a semantic relation between them. That is, they are both cohesive and coherent. In two sentence below, there are no cohesive elements but it is semantically coherent. Therefore, it is coherent without being cohesive.
- (2) Liverpool shot a goal. The whistle blew. The following two sentences are cohesive but not coherent. They contain the cohesive element <u>him</u> but they are not pragmatically appropriate.

(3) My grandfather died. I shall see him tomorrow. A text must have surface cohesion as well as overall coherence, and sentence in a coherent text must conform to the pictures of one possible world in the experience or imagination of the receiver (Enkvist, 1978: 12), and a message must provide adequate signals for the listener or the reader to make connection for the understanding of a text.

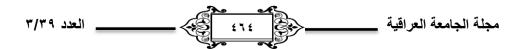
2.2 Text

Halliday and Hasan (1976: 1) state that the world text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole. They (ibid) regard text as a unit of language in use. Text is not unified by its size. It is not something that is like a sentence, only bigger; it is something that differs from a sentence in kind. Halliday and Hasan (1980: 10) define text, in a simple way, by saying that is language that is functional. By functional, we mean language that is doing some job in some context, as opposed to isolated words or sentences I might put on the blackboard.Brown and Yule (1983: 190) emphasize the role of text as the verbal recorder of communicative event. Widdowson (2007: 4) defines a text as an actual use of language, as distinct from a sentence which is an abstract unit of linguistic analysis. Any piece of language is regarded as a text when it is used for communication. Halliday and Hasan (1976) strongly emphasize the view that the primary determinant of whether a set of sentences do or do not constitute a text depends on cohesive relationships within and between the sentences, which create texture. The texture is provided by cohesive relation (Halliday and Hasan: 1976: 3). So, a text does not consist of sentences but it is realized by sentences or encoded in sentences. Texture is that feature of a text which made it a unified whole.

2.3 Importance of cohesion in text

According to Halliday and Hasan (1976) cohesion refers towards how words and various parts of text are associated by the use of devices like conjunction, reference, substitution, ellipsis and lexical cohesion. Cohesion indicates the non-structural text-forming relations (Halliday and Hasan, 1976: 7). The concept of cohesion in text is associated with the semantic links or relationships of meanings which take place within the text. In the text, if already mentioned part of sentence is referred again and is dependent on the original source of information for its clarity, we call it a tie. These semantic ties are very important in sentence making as a sentence without these semantic ties would not be taken as a text. Halliday and Hasan point to this inter-textuality link in form of the presupposing and the presupposed. Let us take one example given by Halliday and Hasan to understand this phenomenon of intertextuality

(4) Wash and core six cooking apples. Put them into a fireproof dish.





The word <u>them</u> presupposes <u>apples</u> and provides a semantic link between the two sentences, thus constructing cohesion. Cohesion produces interdendency in text.

2.4 Classification of cohesion by Halliday and Hasan (1976)

Halliday and Hasan (1976: 6) state that there are two types of cohesion: grammatical cohesion and lexical cohesion. To provide a frame work for studying the cohesion of writing or text, the five types of cohesive devices, namely: reference, substitution, ellipsis, conjunction, and lexical cohesion are used:

2.4.1 reference

It relates one element of the text to another for its interpretation. It is semantic relation and potentially cohesive relation became the thing that serves as the source of the interpretation may itself be an element of text. Halliday and Hasan (1976: 37) divide reference into three types, namely: personal reference, demonstrative reference and comparative reference. Personal reference is a reference by means of function in the speech situation, through the category of person. The category of personal reference includes: (a) personal pronouns, e.g., I, me, you, we, us, him, she, he, her, they, them, and it; (b) possessive determiners (possessive adjectives), e.g., my, you, your, his, her, their, their, it's; and (c) possessive pronouns, e.g., mine, his, theirs.

Demonstrative reference is a reference by means of location, on a scale of proximity. They include the three classes nominative demonstrative (this, that, these, those), circumstantial demonstrative (here, there, now, then), and definite article (the). Comparative reference is cohesion in the form of reference that shows comparison between one thing and another. It is divided into two kinds: general and particular comparison. General comparison means comparison that is simply in terms of likeness or unlikeness without respect to any particular property; two things may be the same, similar or different. General comparison is expressed by acertain class of adjectives and adverbs. Adjective, that are used to express general comparison include identity (same, equal, identical), similarity (similar, such similar) and difference (other, different, else). Meanwhile, adverbs that are used to express general comparison include identity (identically), similarity (so, similarly, likewise) (Halliday and Hasan 1976: 76). Particular comparison means comparison that is in respect of quantity and quality. It is also expressed not by adjective or adverbs of a special class but by ordinary adjectives and adverbs in their comparative forms (Halliday and Hasan, 1976: 77). Adjectives that are used to express particular comparison include enumerative (more, few, less, further, additional and better).

2.4.2 Substitution and Ellipsis

Substitution and Ellipsis create a semantic link at the lexico- grammatical level. Substitution is the use of word or phrase that Substitutes another in the



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same grammatical slot for material elsewhere in the text (Johnstone, 2002: 102). If something is substituted from the text, it is expected that it should serve the function the text as the presupposed item. Basically there are three types of substitution and ellipsis: nominal, verbal and clausal. In nominal substitution the main words one and ones are used as alternative of nouns. In verbal substitution the most frequently used substitute is the verb do. In clausal substitution, the whole clause is substituted by the presupposed anaphoric reference. Let us consider the following example:

(5) A: Did you call your father?

B: I did (called my father).

Though substitution and ellipsis are same in their nature and function; however, ellipsis is different as it is substitution by zero for the sake of economy or style. Ellipsis is of three types: nominal ellipsis where some noun is missing, verbal ellipsis where verb is missing and clausal ellipsis where the whole clause is missing. Redford (2004: 449) explains that ellipsis is a process by which an expression is omitted in the sense that its phonetic feature is deleted and so unpronounced in sentence like:

(6) I will do it, if you will do it.

We can omit the second occurrence of (do it) to avoid repletion.

2.4.3 Conjunction

Crystal (1985: 66) indicates that conjunctions are terms used in grammatical classification of words or morphemes to refer to expressions that link linguistic units. According to Halliday (1985: 352), these elements stand in a particular way to encode semantic relation, which are referred to as conjunction in:

(7) He came but didn't stay.

Conjunction is rather different in nature from the other cohesive relations, from both reference, on the one hand, and substitution and ellipsis on the other. It is not simply an anaphoric relation (Wikipedia, 2006: 34).

Farrokhpey (1999:282) has identified four types of conjunctive meanings:

- A- Additive: It is semantic one. Halliday and Hasan (1976: 8) divided the additive type into:
- 1. simple such as , <u>and</u>, <u>nor</u>, <u>or</u>,... ets.
- 2. Complex such as, <u>in addition</u>, <u>alternatively</u>,... ets.
- 3. Comparative such as, by contrast, similarly, ... ets.
- 4. Eamplificatory such as, <u>for instance</u>, and <u>for example</u>.
- B- Appositive or Adversative. This relation has the meaning contrary to the expectation. This expectation is either derived from the context of what is being said or from the relation that can be expressed by communicative process. For example, <a href="https://however.no.com





C-Causal: notions such as reason, result, and purpose are expressed by this relation. The elements used to express this relation are: <u>so</u>, <u>if</u>, <u>for this reason</u>, ...etc.

D-Temporal: this is a relation of sequence in successive sentences. One sentence is in sequence to the other in time. The elements used to indicate this relation are: then finally ... etc.

2.4.4 Lexical cohesion

Cohesion is maintained not only by grammatical cohesion but also by lexical cohesion. Hoey (1991: 21) insists the importance of lexical patterning and believes that much of coherence as well as cohesion of text is created by lexical ties of individual words with each other. It includes reiteration and collocation.

2.4.4.1 Reiteration

Andrew Ford (2004: 349) shows that reiteration is a form of lexical cohesion which involves the reiteration of lexical item. Accordingly, reiteration includes the following subcategories:

A-Repetition occurs when certain words repeat throughout the text, when an expression is a paraphrased or synonym is used. Take the following example from D.H. Lawrence's short story O dour of chrysanthemums:

The child put the pale chrysanthemums to her lips, murmuring: Don't they smell beautiful. Her mother gave a short laugh. No she said, not to me. It was chrysanthemum when I married him and chrysanthemums when you were born, and the first time they ever brought him home drunk, he had got brown chrysanthemums in his bottom hole. (Lawrence, 1981: 23).

Here, the repeated <u>chrysanthemums</u> have the effect of pounding through the text and showing how they have been repeated and unwelcome feature of the mother's life. So, while substitution and ellipsis avoid repetition, the lexical repetition exploits it for stylistic effect.

B- Synonyms

Instead of repeating the exact same word, a speaker or writer can use another word that means the same or almost the same. Take the following example:

(8)Accordingly, I took leave and turned to the <u>ascent</u> of the peak. The climb is perfectly easy.

The words (ascent and climb) do not have exactly the same meaning. But, in this example, they refer to the same thing or idea. So, they are synonyms.

C- Antonyms

Yule (2006: 104) shows the two forms with opposite meaning are called antonyms. Antonyms are usually divided into two main types: gradable and non-gradable. Gradable antonyms can be used in comparative constructions like the following example:

(9) Iam <u>bigger</u> than you and a pony is <u>smaller</u> than a horse.







With non- gradable antonyms comparative constructions are not normally used such as the pairs: male/female, married/single, true/false.

2.4.4.2 Collocation

Halliday and Hasan (1976) say that collocation is achieved through the association created by habitually co-occurring lexical items. The items occur in similar environments because they describe things or happenings that occur in similar situations. For example, when one sees the noun <u>pipe</u> in a sentence, it is more probable that the verb <u>to smoke</u> will also appear in the sentence. Mathews (2007:93) states that collocation is a relation within syntactic unit between individual lexical elements, for example:

(10) My pen hates me. In this sentence <u>pen collocates with me</u>. It is used especially where words specifically or habitually go together.

3. Methodology

3.1 Sampling

A Sample of fourth-Year students at the Department of English, College of Arts, University of Iraqia, in the Academic Year 2017 are chosen randomly as subjects of the test. Their number is 30 and their age is 22 years. The reason for choosing such subjects is that they have taken two courses in composition and one course in essay writing, therefore, they are expected to be fit for the purpose of the test. The subjects were chosen due to the nature of the present study which addresses the issue of English cohesive devices produced by Iraqi students. The choice was based on the assumption that the subjects had been given the basic knowledge of how to write a composition in English. They were exposed to spoken English mainly through their classes. They had directly or indirectly took some information in the Field of cohesion in the course of their learning process since these English cohesive devices could be Found in testees' book.

3.2 Description of the Test

The researcher used descriptive design with qualitative method. The use of English cohesive devices in the students' compositions were only described as what they were. Qualitative method was used because the problem of this study needed to be measured. In relation to this point, the data analysis in qualitative method is inductive.

A test was given to collect the data about the subjects' use of grammatical cohesive devices and lexical cohesive. The test given to the subjects was a composition writing task in which the test takers were supposed to write a composition. The compositions were supposed to have cohesive devices ensured by the use of English cohesive devices (Appendix I).

A pilot test must precede the administration of the main test. The pilot test is similar in form and content to the main test. The purpose behind constructing the pilot test is to obtain information regarding the length of the test so that sufficient time be allotted to the main test. In addition, the pilot test







motivates students to improve their writing. In the main test, the same steps are adopted greater than that used in the pilot test. According to the main test, the subjects signed a form that confirmed their consent in order to take part in the test. In order to be serious and careful. Some teachers promised to add some credit marks to their averages. The researcher notified the subjects of the instruments administration date (3, January, 2017). After making the subjects aware of the type and purpose of the test, the researcher gave them some instructions on how to write a composition. Some examples both in English and Arabic were given to familiarize the subjects with the nature of the test.

The researcher developed one test to measure the subjects' ability to produce English cohesive devices (Appendix I). The test falls into two types. The first type includes grammatical cohesive devices (see table I). The second type of the test includes lexical cohesive devices (see table 2). In this respect, the researcher was interested in producing English cohesive devices in students' writing rather than specific words or grammatical correctness.

3.3 The Administration of the Main Test

The test is designed to measure the students' ability to produce English cohesive devices in compositions. In order to ensure the validity of the test, the test was examined by a number of experts who specialized in English language and linguistics.

After checking the validity, the test was administrated in the language laboratory of English Department, college of Arts, University of Iraqia at the beginning of the first half of the academic year 2017. The period of time allotted to the performance of the test was limited to two hours. They were given serial numbers before starting to write. According to the test, the subjects are asked to write a composition on one of two topics (see Appendix I). The two topics on which the subjects are asked to write their composition and have their tests are taken from the students' books on compositions. After collecting the students' compositions, the analysis was carried out on each composition which was written by each student. In cohesion analysis, the composition writings produced by the students were analyzed as Follows:

Firstly, students' compositions have been divided in to clauses and sentences. Then they were numbered to discover the types of English cohesive devices within the sentences. Secondly, the number of English cohesive devices was counted in the form of percentage. Thirdly, the result of the identification of cohesive devices would be interpreted based on the realization of cohesive devices in each composition Fourthly, the students' answers were scored by the researcher and statistically calculated. Pearson correlation formula was used to compute the correlation coefficient. With respect to grammatical and spelling mistakes they would be ignored by the researcher.

4. Findings and Discussion





Based on the taxonomy of cohesive devices proposed in the theory of Halliday and Hasan (1976), data analysis showed that the students used five types of cohesive devices to build cohesion in their English compositions: reference, substitution, ellipsis, conjunction and lexical cohesion(repetition, synonym, antonym, and collocation). In the use of reference, personal reference was dominantly used. In substitution, verbal substitution was not found. In ellipsis, clausal ellipsis was not used. While in lexical cohesion, repetition is used most frequently. From the frequency and the percentage of each subcategory, it is concluded that the most students knew how to use the various cohesive devices in their compositions although they were in different frequency and percentage. It also shows that the dominant types of grammatical devices used by the students were reference (40.31%), conjunction (40.29%), substitution (12.20%) and the least ellipsis (7.20%). It could be clearly seen in table (1). it also shows that dominant types of lexical devices used by the students were repetition (67%), synonymy (20%), antonym (12.7%), and collocation (0.29%). It could be clearly seen in the table (2).

The analysis of data also showed some problems made by students in their writing in the attempt to produce coherence texts. They were: the problems in the use of the verb, the tenses, the auxiliary (to be), the infinitive, the gerund and the problem in subject- verb agreement. Also, there were some problems related to the use of nouns, prepositions, and text structures. These problems occurred in students' writing because the students did not have adequate knowledge in grammar and they lacked English vocabulary. They did not know exactly how to apply them in sentences and paragraphs. Besides interference of students first language was the essential factor in making the problems in students' coherent writings. The researcher revealed that they were four types of grammatical cohesive devices which were commonly occurred in the composition writings. This included reference, substitution, ellipsis and conjunction. The types were separated in a table (1).

Table (1) types of grammatical cohesive devices used by students in writing compositions

writing compositions									
Writing	Refere	ence%	Substitution%		Ellip	sis%	Conjunction%		Total
1	17	40.2	1	2.8		0	16	37.21	34
2	16	37.12	1	2.8		0	15	35.2	32
3	16	37.12	5	12.38		0	13	30.31	34
4	17	40.2		0		0	17	40.2	34
5	15	35.2		0	5	12.38	18	41.2	38
6	13	30.13	1	2.8		0	14	32.51	27
7	18	41.2	1	2.8		0	13	30.31	32
8	17	40.2	4	9.33	1	2.8	20	50.31	42
9	13	30.31	4	9.33		0	21	51.2	38

25									15 40 00
Writing	Refere	ence%	Subst	itution%	Elli	psis%	Conju	nction%	Total
10	16	37.12		0		0	14	32.51	30
11	15	35.2		0		0	26	63.2	41
12	15	35.2	1	2.8	6	13.21	20	50.31	42
13	13	30.13	1	2.8		0	17	40.2	31
14	13	30.13		0	1	2.8	16	37.12	30
15	14	32.51		0	3	8.11	16	37.12	33
16	20	50.13		0		0	13	30.31	33
17	18	41.2	3	8.11		0	15	35.2	36
18	21	53.2	7	14.79		0	27	65.3	55
19	16	37.12		0	3	8.11	15	35.2	34
20	18	41.2		0		0	10	20.31	28
21	14	32.51	1	2.8		0	13	30.31	28
22	26	63.2	1	2.8		0	14	32.51	41
23	25	60.7	6	13.21	5	12.38	13	30.13	49
24	20	50.13		0		0	12	27.31	32
25	27	65.3	1	2.8		0	16	37.12	44
26	20	50.13		0		0	15	35.2	35
27	28	67.13	4	9.33	3	8.11	17	40.2	52
28	20	50.13	6	13.21		0	13	30.13	39
29	13	30.13	4	9.33	3	8.11	20	50.13	40
30	14	32.51		0		0	21	53.2	35
Total	540	40.31	51	12.20	33	7.20	537	40.29	1161 59.32
			l		l				37.34

4.1 The frequent and usage of type of grammatical cohesive devices 4.1.1 Reference

Table (1) presents the numbers and percentages of the different subcategories of grammatical cohesions links identified in the compositions under analysis. This table shows a high percentage of grammatical cohesion typically reference (40.31%), but small percentage of ellipsis is (7.20%). It is apparent that reference is significantly more frequently than the other types of cohesive devices. The use of reference cohesive items like personal pronouns and demonstratives is important because they provide the concept of identifiability and establish anaphoric relations. The following example illustrates how reference is used in the composition.

Example: I like the <u>Olympics</u>. <u>They</u> are interesting. (composition 1, paragraph 1, sentence 1)







The high frequency of use of reference as cohesive devices may be attributed to the fact that types of reference are used grammatically as part of a sentence as either subject, object or modifier.

4.1.2 Substitution

Table (1) shows that there is only fifty one occurrence of substitution as a cohesive devices in 30 compositions analyzed. There were twenty instances of nominal, sixteen verbal and fifteen clausal. The following example illustrates how substitution is used by the students' compositions.

Example: If you do not like this <u>book</u>, I will give you another <u>one</u>, (composition 25, paragraph 7, sentence 18).

Under this type of grammatical cohesion, substitution was the third highest grammatical cohesion that can be found in the total 30 compositions. It can be concluded from the results presented in the table (1) that most of subjects fail in using substitution as a cohesive devices in their writings. This indicated that the subjects face more difficulties in using substitution. The reason may be related to the complexity of this area for the subjects.

4.1.3 Ellipsis

The results have shown that without serious practice and extensive instruction the subjects performance is ineffective to text organization in the sense that ellipsis as a cohesive device link is sparely used. The subjects' incompetence in using ellipsis is obvious from the lowest occurrence of use, which is 7.20%, among the types of grammatical cohesion as seen in table (1). There is only thirty three occurrence of ellipsis as a cohesive device in 30 compositions analyzed. There were ten instant of nominal, sixteen verbal and seven clausal. The following example illustrates how ellipsis is used.

Example: My brother went to the garden and collected flowers. (compositions 29, paragraph 8, sentience 1).

4.1.4 Conjunction

The table (1) shows the frequency of use of conjunctions as cohesive device. The data on the frequency of conjunctions as cohesive devices show that adversative type of conjunctions was most frequently used in the students' writings. Data analysis for adversative conjunctions also shows that there is a significantly high occurrence of adversative conjunction 'but' in the students' compositions. While there are instances where there are other adversative conjunctions were used, the high frequency of 'but' may signify that the students' knowledge and use of adversatives were limited.

The casual-conditional conjunction also appeared frequently in the students' writings. The following example illustrates how causal conditional conjunction is used in the composition.

Example: because of this, companies earn more while the major stock holders enjoy the benefit from their company. (composition23, paragraph 23, sentence 24).







The high percentage of reference and conjunction may indicate that the students seen to be aware of the use and function of these cohesion relations. These findings seem to suggest that learners have tendency for depend heavily on specific categories of cohesive devices. This proves the validity of the first hypothesis which states that many students tend to use reference and conjunction more extensively in compared to other grammatical cohesive devices is verified.

Table (2). Types of lexical cohesive devices used by students in writing

compositions

Writing	Repetition%	Synonymy%	Antonymy%	Collocation%	Total
1	20 50.13	4 9.33	3 8.11	1 2.8	28
2	21 53.2	4 9.33	1 2.8	0	26
3	21 53.2	5 12.38	1 2.8	0	27
4	16 37.17	7 14.79	4 9.33	0	28
5	18 41.2	6 13.21	2 4.17	0	27
6	19 45.13	10 20.31	3 8.11	0	32
7	18 41.2	10 20.31	4 9.33	0	33
8	18 41.2	11 23.11	5 12.38	0	34
9	26 63.2	18 41.2	5 12.38	1 2.8	52
10	26 63.2	14 32.51	4 9.33	0	44
11	23 56.1	5 12.38	5 12.38	0	33
12	22 54.2	6 13.21	7 14.79	0	24
13	14 32.51	2 4.17	8 16.33	0	24
14	16 37.12	3 8.11	5 12.38	0	25
15	27 65.3	3 8.11	6 13.21	0	36
16	25 60.7	8 16.3	7 14.79	0	40
17	20 50.13	7 14.79	7 14.79	0	35
18	16 37.12	4 9.33	7 14.79	0	27
19	16 37.12	7 14.79	3 8.11	1 2.8	28
20	14 32.51	3 8.11	3 8.11	0	21
21	28 67.13	4 9.33	2 4.17	0	34
22	25 60.7	4 9.33	5 12.38	0	36
23	20 50.13	15 35.2	6 13.21	0	41
24	24 57.13	15 35.2	8 16.3	0	33
25	25 60.7	6 13.21	3 8.11	1 2.8	34
26	26 63.2	7 14.79	4 9.33	0	31
27	27 65.3	6 13.21	3 8.11	0	33
28	28 7.13	3 8.11	2 4.17	0	33
29	29 70.1	2 4.17	2 4.17	0	33
30	30 72.2	2 4.17	2 4.17	0	35
Total	670 67%	200 20%	127 12.7%	4 0.29	1001

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Measuring EFL Learners` Ability.	••
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Writing	Repetition%	Synonymy%	Antonymy%	Collocation%	Total
					40.68

The researcher revealed that there are four types of lexical cohesion which are commonly occurred in the students' composition writing. This includes repetition, synonymy, antonymy and collocation. The types were separated in a table (2).

4.2 The frequent and usage types of lexical cohesion

4.2.1 Repetition

Under this type of lexical cohesion, repetition was the most dominant one contained in the students' composition. It can be said that the most students used repetition in their compositions, where the difference between the other types of lexical cohesion was quite significant. The number of repetition used by the students was approximately (67%), where there was about (670) words been repeated in students' writing contained in the entire composition. The usage of repetition used in most of compositions was quite redundant as the students repeatedly used the same word over and over again within the same paragraph which made their writing quite boring and lock of quality within it. For example in composition 30, there were almost 30 repetitions of word made by this student. There was lack of versatility or substitution of words used by this student to make his/her writing more lively to read. In this composition, the student kept repeatedly used the word "student", "text", "instructor" eight times approximately without replacing the words by using synonym which made his composition quite bored to read.

4.2.2 Synonym

Under this type of lexical cohesion, synonym was the second highest lexical cohesive devices that can be found in the total 30 composition writing. The total of synonym was around (20%) (table 2). In many compositions, the usage of synonym in the compositions were used together in pair where the usage can be seen more synchronicaly. It appeared as a good cohesive devices to link those words in similar meaning which made the composition more coherent. The subjects were incompetent in using such a type of lexical cohesive device. This was indicated by their low performance in their writings. The subjects poor performance is attributed to the lack of massive practice. For example in composition 9, there was just eighteen frequency of synonym found in students' compositions which were such as:

Cheating/dishonest Collected/gathered Important/necessary Search/look for Misconception/confusion.





4.2.3Antonymy

Under this type of lexical cohesion, antonymy was the third highest lexical cohesion that can be found in the total 30 compositions writings. The total of antonymy was around (12.7%) (table 2). For example in composition 13, there was just eight frequency of antonymy found in students' composition writings, which was such as:

bad/good with/without hard/soft right/wrong do/ don't honest/dishonest

Unlike synonym, the use of antonym in those compositions didn't appear side by side. The students rarely placed them together. The overall results indicate that the students' ability to use antonym is disappointing.

4.2.4 Collocation

In the students' composition, the number of collection used was the least. Collocation has the lowest occurrence of use, which is 0.29%, seen in table (2). Table (2) shows that there is only four occurrence of collocation as a cohesive device in 30 compositions analyzed. The lowest frequency of use of collection as a cohesive devices may be attributed to the fact that students didn't have adequate knowledge in collocation as a cohesive device and they lacked English vocabulary. The researcher thinks that the students didn't know exactly how, where and when to use this lexical cohesive device (collocation) and so they preferred avoiding to use collocation in their writings.

For example in compositions 1, 9, 19, 25, there were just four frequency of collocation, which were such as:

Bridge ———	gap
Insufficient —	knowledge
semantic —	lexical item
drugs -	—— pill

There are also some other types of lexical cohesion which might not be familiar for the learners such as meronmy or hyponymy which are not being used in this present research.

It is worth mentioning that table (1) and table (2) present the numbers and percentages of the different categories of grammatical and lexical cohesive devises identified in the students' compositions under analysis. Table (1) shows a high percentage of grammatical cohesive devices (59.32%), but the percentage of lexical cohesive devices (40.68%). This seems to indicate that students' performance in using grammatical cohesive is better than their performance in using lexical cohesive devices . to sum up, such fluctuation in performance of errors among various types of lexical cohesive devices is due to the students' incomplete awareness of the nature of lexical cohesive devices. It has been found that such lexical cohesion constitutes a great impediment for EFL learners and this proves the validity of the second hypothesis of the present study.







5. Conclusion and implication

All types of cohesive devices were used in students' writings although their uses were in different percentages or frequencies. Reference, conjunction and repetition are dominantly used by students because they were regarded quite easy to apply. While ellipsis and collocation were hardly used in their writing because they were quite difficult to use. The students didn't know exactly how, where and when to use them and so they preferred avoiding to use them in their compositions.

From all ties between presupposing items and presupposed items, it can be seen that most of them were in the form of anaphoric ways. The function of anaphoric relation is to create cohesion in the compositions and also to create the meaning of texts. However, there were also some intervening sentences that occurred in some compositions. These intervening sentences could make the compositions less cohesive and automatically not coherent.

The implication of the present study is that cohesion and coherence are better taught, explicitly or implicitly, either through exercises, classroom instructions or comment to students texts. This also contributes to students in the process of teaching writing because it gives view to the students to write a cohesive and coherent text. The teachers can improve the strategies in teaching writing based on the weakness of the students.

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Appendix 1

Write a composition on one of the following topics:

- 1. A place you visited before.
- 2. Playing football at weekends.