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Some of them need to understand what happens, for example, when `but` is used instead of `and`, or when `although` is used instead of `because`.

It is, therefore, necessary to give our students training in the contextual behaviour of these various cohesive ties and their meanings as this will help in understanding texts themselves.

Nevertheless, when one considers the compositions of some of these students one cannot fail to be impressed by the variety of cohesive devices used.

10. Ellipsis.

Nine students used ellipsis . The frequency in each of the nine compositions ranged from 1 - 4 instances. In the majority of these instances, as the students were mainly using the simple past tomaccount for the journey, only the subject was elided.

There were, however ,. two instances where the subject and auxiliary were elided. For example one student wrote:

' We`ll have to stat and find it '.

It is probably not surprising to find so few instances of ellipsis, for ellipsis occurs more frequently in dialogues of which there was very little in these narratives.

11. Conclusion:

The overwhelming impression one gets from the results of this study is the extent to which the students in the sample vary in their use of cohesion in writing . It does seem that they use each type of cohesive device though only to a limited extent.

The lexical cohesion they use consists of ties among items that tend to collocate. They tend not to extend their use of logical connectors, for example, beyond those of `so` and `then`.

They seem to restrict, too , their use of tense, aspect and modality. Though they use clauses of time, i.e, adverbials, they are very limited. Many of them rely on the use of `and` heavily as a coordinator more than a connector. Some of the students` writings seem to be troubled by the use of these cohesive ties.

due to a failure to consider the reader`s point of view. We find such examples as:

` At last (he?) found it.`

` We came to a big house which was like a hotel and we had to pay then (they?) opened the door.`

Three students also made a mistake by choosing the wrong pronoun or by not being consistant in their choice of pronouns.

For instance one wrote:

`The luggage fell off for he (?) used the horn and the boy picked them (?) up.

The wrong chioce of `them` is probably caused by the fact that this student did not know that `luggage` , being a collective noun, requires a singular prnonun to refer to it.

Another student also wrote:

`I saw the dog run to save `his` master but `it` fell on top of his master.`

9. Substitution.

There were a few instances of the students using substitution to form cohesive ties. Three of the pre - verb `do` ; seven of `did`; and two of the complex pro - form `do so` :

` some of the girls hurried to the village in which there was a wedding party, as they did so .....

8. Reference.

Here the students used pronouns and determiners and their reference was only anaphoric ! there was no single instance of cataphoric reference.

8.1. There were a few instances of demonstratives being used with anaphoric reference . Five students used them in this way:
`this time`, atthat moment`, `that minute`, `that one`, those birds`, ...ect.

8.2. These students prefer to use the definite article or third person pronouns. In fact they were extensively used to make anaphoric reference rather than the demonstrative. One reason for this is that, probably, they do not have to consider the problem of proximity and choose between the nearer and the farther form.
Another reason for this is that demonstratives " are not used ferquently with anaphoric reference to nouns except in a few specialised varieties of English. " (Halliday & Hasan: 1976: 66)

8.3. It is interesting to note here that the students in this study made various mistakes. Notable among these are those related to pronouns and reference . The mistakes theymade fell into two main categories:

1. Using a pronoun without a referent.
2. A wrong choice of pronoun or inconsistency in the choice of personal pronouns.

The frequency of mistakes of type (1) was larger / higher than that of type 2. Five students used pronouns with no referent. This may be

" In the afternoon most of the students who went to the village came back, meanwhile two students were asking the bus driver to take them to the town to look for tablets ".

when one considers the range of adverbials used for `subsequent` time relationships, one finds a wide rang of relationships expressed. The students used `then` very frequently which Halliday & Hasan (1976: 261) say it is the simplest form of expressing the temporal relation between sentences. However , they point out that " the temporal relation may be made more specific by yhe presence of an additional component in meaning , as well as that of the succession in time ". (cf: Crystal: 1966:29) The students did this by using `soon`, `later`, `again`, `this time`, `a few minutes / hours later`, `the next hour / day / week, `in the morning`, `still` . They also used `at last` which Halliday & Hasan note is " cohesive in a conclusive sense because it marks the end of some process or series of processes (1976: 263).

7.8. Place relationships: The adverb `there` was extensively used by the students under study. As a place relator it was there in all the papers. One student wrote:

" I invited Khamees and his two cousins to the restaurant. There we had a nice dish of Kebab with different kinds of salads. "

Here the relationship between `restaurant` and `there` is emphasized because it is put as the focus of the sentence.

week`, `next time`. In fact there were 37 instances of `next ... `being used in these 12 compositions.

Quirk et al (1972:657) state that there are three major types of time relationship that one can make once a time reference has been established in the text:

1. previous to given time reference.
2. simultaneous with given time reference.
3. subsequent to given time reference.

Because of the nature of the topic (journey), it is not surprising to see that most of the adverbials used indicated a sequential temporal relationship between the events described in the papers.

There were many instances of students using `as` , `when`, `at the same time`, and `meanwhile` to refer to a simultaneous time relationship. Examples:

> " As I didnt like the game and as the bus was going to the petrol station I decided to go and buy some fruit and I bought a flute. "
>
> "Some students were dancing and others were singing when suddenly one of the girls came crying ..... "

But one has to make a point here that most of the students were using these adverbials more as coordinators than connectors. The adverbial `meanwhile` was used as a connector by one student only. He wrote:

7.5. Comparative sentences: There were 8 instances of comparative sentences being used by the students. One of them wrote:

" Some of the girls were more intresed in going to the village and watch the dancing there than in going with other students to the cave and water falls ".

Another wrote:

"When I heard the noise I came back running as fast as I could ".

" We asked the driver to drive as slowly as possible because it was dark and foggy."

7.6. In these compositions there were two instances of a comment clause where the comment was addressed to the reader.

One student wrote:

" We had a nice time there. I wish you were there to enjoy beautiful nature and the many types of food ".

Once again, because of the nature of the nature of the topic of these compositions only one student used direct speech, the use of which is classified by Quirk et al (1972: 785) under comment clauses. He wrote:

After he gave him the licence the driver said to the policeman: `I promise you not to drive like that again` ".

7.7. Time relationships: There are many instances of an adjective being used to establish a time relationship. In most cases `next` was very frequently used: `next morning` , `next day`, `the next hour`, `the next

7.3. In the compositions under analysis it is clear that the students` use of adverbials other than those of time and reason was resticted. We find that only seven used `although` to express concession. `Though` was only four times used . Like `or` and `but` they express adversative relations.

7.4. All the students used nominal clauses. In all but two instances the nominals functioned as a direct object. Six students used `that - clauses: two of them used four such clauses each, the others used one or two.

There were four instances of a dependent wh - interrogative clause. Two students used two such clauses functioning as direct object in reported speech. One wrote:

" When the teachr came back with some students I decided to tell him what had happened to me ".

Another student used a nominal relative clause functioning as a subject complement:

While I was walking I saw a group of tourists coming to the area to see the cave and to buy souvenirs from the local shops and thats what they did. "

In this example there is a complex use of cohesion. The student uses `that` to refer to an extended part of his text from " to see and ..... to ..... local shops ", then there is the pro - verb `did` and the reference word `they` functioning within a nominal relative clause which is the subject complement of `that`.

the trap of the oral narrative style where AND is more frequent than in writing.

It is also evident from the above example that AND was used as acoordinator rather than as a connector. (For the difference between the two see paragraph 2., p.2 above) . In fact the use of AND as a coordinator is very frequent in the compositons under study. But some students did use AND as a connector. Here is an example:

" On the day of the picnic my mother who was not feeling very well was busy preparing food and other things And my father gave me a lift to the university where many students were waiting, the bus which we hired came at 9 oclock AND we had to wait for other students who came later.

7.1. It is interesting to see that only four students used `or` as a connective . This may be due to the subject matter where `replacements` or `alternatives` are not much expected. (Quirk et al: 1972: 671; Crystal: 1988: 188 repectively).

7.2. `But` was used more as a coordinator than a connector. Of the 34 occurrences in 12 compositions `But` was used 8 times as a connector. The same is true for `Because`, though its recurrence is more frequent as a connector or coordinator than `But`. Actually, it occurred 49 times in the papers but only 11 times as a connector. One reason for this , probably , is that adversative relations appear less adopted by those students than causal relations in their thinking.

paragraph), and then move on to the next. Another observation one can make as far as lexical items are concerned is that the students used the items that are more useful to them like our example above. One would have expected them to use more synonyms or antonyms to enrich their writings, There are, however, instances of pairs of synonyms that were tied together: light, lamp, leaving - set off , were going to - heading for, arrived - reached, the driver - the man of the bus. Similarly, four students had some instances of antonyms . One student used the following ties between opposites: went out - stayed in, leaving - comoing, picked up - fell off .

7. Conjunction.

All the students relied on AND in joining sentences. Eight of them did so heavily . AND is useful in joining language units of all sizes like words, phrases and sentences. This fact is early realized more in spoken than in written English. So when studentscome to write, the use of AND has become a powerful habit which gives way only slowly to the many means of cohesion and connection in English. One student wrote the following :

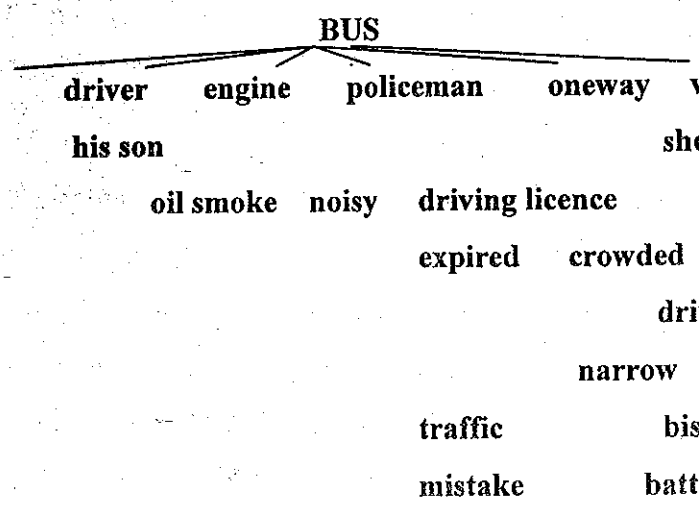
" We looked everywhere AND we continued in the afternoon AND we want on till the evening AND three of us were feeling ill AND the driver had a headache AND asked for tablets. "

This example came towards the end of one the compositions and may de it is an unfair example to judge the student`s linguistic ability. One wonders whether he was not hurying to finish it and so he fell into

The students` use of cohesion under each of the five categories listed above will be considered in turn.

6. Lexical Cohesion.

The lexical items that the students used as ties were very much determind by the kind of topic they writing about i.e. vobabulary related to travels. Many of the items they used formed ties because of their tendency to occur in collocation with one another. For example, one student could set up ties among the following lexical items:



Four students formed lexical ties by repeating nearly the same items more than once. One of them, who wrote the longest composition over all, used much more cohesion as a whole and repeated nine items once, the word `driver` six times, `luggage` three times and `village` three times also.

Generally speaking, the students writings do not have long chains of lexical equivalence, but rather they seem to deal with one topic (in a

Two types of cohesion are sometimes distinguished: `Linguistic cohesion` and `Pragmatic cohesion` (Aziz: 1986: 73). The difference between the two types may be illustrated by (1) and (2) below:

1. a. John and Mary are at the university.

   b. He is an art student and she is studying medicine.

2. a.A cup of tea, please.

   b. with or without sugar.

In 1.b. `he` and `she` are interepreted by referring them to the previous setence: they acquire their meaning from the text . In 2. the relation between a. and b. depends on one`s knowledge of the world outside.

This paper is concerned with examining the first type of cohesion in students writings, i.e. Linguistic cohesion.

5. The model of cohesion used here is that of Halliday & Hasan (1976:ch.8) who mention five types of cohesive devices: (a) Lexical cohesion, (b) Cconjunction, (c) Reference, (d) substitution and (e) Ellipsis. Examples are given below:

a. Aman was waiting outside. The man seemed quiet.

b. He worked very hard. He therefore felt tired.

c. I saw a man. He was wearing a hat.

d. The chair is broken. I must get a new one .

e. How did you see the students? Many (of the students) were not interested.

" ..... " a text is best regarded asa semantic unit: a unit not of form but of meaning . Thus it is related to a clause or a sentence not by size but by REALIZATION. " (Op.cit:1)

Halliday & Hasan mention the concept of `texture` as " entirely appropriate to express the property of being a `text`. A text has texture, and this is what distinguished it from something that is not a text. " (IBID). They give the following example:

`Wash and core six cooking apples. Put them into a fire proof dish`.

Here the texture is provided by the cohesive RELATION that exists between `them` and ` six coring apples` " . (Ibid)

4. Halliday & Hasan Talk about cohesion as a semantic concept. " It refers to relations of meaning that exist within the text , and that defines it as a text . Cohesion occurs when one item presupposes the other. In our example above the word `them` presuppose for its interpretation something other than itself. This requirement is met by the ` six coring apples ` in the preceding sentence. " (1976:4).

The lastquotation ends with the word `sentence`. It is worth nothing that Halliday distinguishes between the terms` `sentence` and `clause complex`. The first he uses to refer to as a`unit of writing`, while the second he uses to refer to as a unit of grammar `above the clause`, i.e. a clause complex is two or more clauses in coordination or subordination, which he calls `paratactic` and `hypotactic` respectively. (1976: 222, 985: 193).

COHESION IN STUDENTS` WRITINGS

***Mohamed - Basil Al - Azzawi**

1. This paper examines the nature of cohesion in the writings of fourth year students reading for the B.A. degree in Translation with regard to English at the college of Arts, University of Mosul.

2. The reason why fourth year were chosen was because by this stage they have had some experience in composition writing and have overcome some of the mechanical problems in writing more than first year students.

Twelve compositions were obtained. They were selected as representative samples of ability in the class by their "composition" teacher. The compositions were analysed into sentences. They were analysed in order to determine the cohesive `ties` being used to link sentnces.

Although " the length of a composition is not necessarily correlated to linguistic ability " (Yang: 1989: 238) there was a wide range in the length of these compositions. They varied in length from (346) words to (187) and from (28) sentences to (17). The ties used in these compsitions also varied in number from (7) to (23).

3. The composition under analysis are written `texts` according to the definition of `text` by Halliday & Hasan (1976:3). It is " any passage , spoken or written, of whatever length, that does form a unified whole

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