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The Cohesion And Coherence In The Reading Comprehension Texts Of English Language Textbooks For the Third Intermediate Grade In Iraqi Islamic Schools: A Discourse Analysis

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الترباط اللغوي والمنطقي في نصوص استيعاب القراءة في الكتب المنهجية لمادة اللغة الانجليزية للمدارس الاسلامية للمرحلة

الثالثة : تحليل الخطاب

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Abstract

This paper reveals the range of cohesion and coherence of the written texts found in English language textbooks for the third intermediate grade in Islamic schools in Iraq. This study seeks to distinguish exciting texts from prosaic ones, so to speak, as the student's understanding of the linguistic text depends better as long as it is cohesion and coherent at the same time. One of the most important components of the linguistic texts that are presented in Reading Comprehension subjects is that they should be cohesive and coherent according to a specific linguistic and scientific mechanism that cannot be skipped; otherwise these texts will not have the rhetorical, linguistic and logical sense required to be understood and comprehend by the students. Accordingly, the basic goal of the research that mentioned previously is to analyze these texts found in the English language textbook for the third intermediate grade to determine this cohesion and coherence according to the tools of discourse analysis, as they are within its umbrella. To achieve the above-mentioned goals, the paper assumes that in terms of linguistic analysis, texts can be analyzed according to known cohesion tools. In terms of logical analysis, coherence is analyzed according to completely different tools. A multimodal analysis is adopted.

Keywords: Discourse Analysis, Cohesion and Coherence. Reading Comprehension.

الملخص

يكشف هذا البحث عن مدى التماسك اللغوي والترابط المنطقي للنصوص المكتوبة والموجودة في كتاب اللغة الانجليزية للصف الثالث المتوسط في المدارس الإسلامية في العراق. ان هدف الدراسة يتمثل بتمييز النصوص المحبوبة عن النصوص الركيكة إن جاز التعبير، إذ يعتمد فهم الطالب للنص اللغوي بشكل أفضل ما دام متماسكاً لغوياً ومنطقياً في نفس الوقت. ان أهم مقومات النصوص اللغوية التي تقدم في مادتي القراءة والاستيعاب هي أن تكون متماسكة لغوياً ومنطقياً وفق آلية لغوية وعلمية محددة لا يمكن تخطيها؛ وإلا فلن تتمتع هذه النصوص بالحس البلاغي واللغوي والمنطقي المطلوب لفهمه واستيعابه من قبل الطلاب. وعليه فإن هدف البحث الأساسي المذكور سابقاً هو تحليل هذه النصوص الموجودة في كتاب اللغة الانجليزية للصف الثالث المتوسط لتحديد هذه الانواع من الترابط وفق أدوات تحليل الخطاب كونها ضمن مظلته. يمكن تحقيق

الأهداف المذكورة أعلاه من خلال عدة فرضيات، إذ تقتض الدراسة من حيث التحليل اللغوي أنه يمكن تحليل النصوص وفق أدوات الترابط النصي المعروفة. يتضمن التحليل المنطقي تحليل الترابط المنطقي وفقاً لأدوات مختلفة تماماً، توجد هذه الأدوات ضمن نماذج تحليل الخطاب. الكلمات المفتاحية: تحليل الخطاب، الترابط اللغوي والمنطقي، استيعاب القراءة.

Introduction

best best HALA Islamic schools in Iraq are distinguished by their diverse and comprehensive curriculum in all scientific and literary aspects. English language is considered one of the most important subjects that receive a great deal of importance in Islamic schools. A suitable curriculum has been prepared for students from the first intermediate grade to the sixth secondary grade, in a scientific manner, including topics on reading, comprehension, grammar, phonetics, etc. Recently, the Section of Curriculum and Development in the Religious Teaching and Islamic Studies Directorate made an exceptional effort in issuing a new educational book with a different curriculum that is compatible with the components of education in Islamic schools in terms of social, cultural and religious aspects. Within these efforts, this study aims to display the texts on the topic of Reading Comprehension in the third intermediate grade book of English language in Islamic schools and analyze it according to discourse analysis, if they are cohesive, then coherent. In order to fulfill this goal, this paper has set itself to expose the following:

1. Some texts contain poor textual cohesion between passages.
 2. Some texts lack coherence between passages.
 3. Coherence is missing between the text and the general content of the unit in which that text is found.
- This paper is hypothesized that: In terms of the cohesion and coherence strategies used in the texts under investigation, certain problems are exposed.

2. Literature Review

1.2. Discourse Analysis

According to Paltridge (2012: 3) **discourse analysis** is an approach to the analysis of the written and spoken language that looks at strategies of language across texts within the cultural and social contexts in which the texts occur. This range focuses on language structures of texts, to more socially concern with views of **DA** which reflect the effects of that text in the cultural and social situation in which it occurs. Every text, whether being simple or complex, is a definite use of language which is formed to refer to something for some purpose. It is easy to match this goal to the interpretation in simple texts, but in more complex articles such matching proves to be very problematic. Discourse refers to the meaning of the text to the writer on the one hand and to the receiver on the other (Widdowson, 2007:6-7). Wooffitt (2005: 15) states that **DA** is originated in the sociology of scientific knowledge which is accompanied with the work of Nigel Gilbert and Michael Mulkay. This was done through their technique in gathering data of scientific interviews, which are organized and studied later on by some sociologists and psychologists as a kind of **DA**. Halliday's and Hassan's contribution (1976: 22-25) on **DA** is reflected as a great influence as they state field, tenor and mode as Metafunctions of language that consists of phonology lexicon- grammar and semantics. They regard that a specific text is a process as well as a product which is created, embedded and interpreted in a social context. Zhang states (2018: 4-5) that **DA** developed through many steps as academics took constructions beyond the sentence level in frequent directions, however; he (ibid: 7) suggests that discourse is not tightened to face-to-face interaction but instead, covers text and conversation transported across a diversity of technologies and platforms. Furthermore, discourse is not tightened to language but contains various semiotic incomes such as artifacts, body movements, gestures, gazing, and the material setting.

2.2. Cohesion

Halliday and Hasan (1976: 48) define Cohesion as the set of linguistic means that every language has for connecting one part of a text to another. This approach is of substantial similarity in linguistic features to de Beaugrande and Dressler's considering of cohesion, as they (1981:3) states that cohesion concerns the way in which the constituents of the surface text, i.e. the actual words we receive or read, are mutually connected within a system. Cohesion occurs when the interpretation of some elements of a discourse depends on other elements. One presupposes the other i.e. one cannot be effectively understood except by resorting to the other. When this happens, a relation of cohesion is set up and the presupposing and the presupposed are thereby at least possibly united into a text. (Halliday and Hasan, 1976: 4). Cohesion is classified into four main ties: reference, substitution, ellipsis and conjunction, while lexical cohesion is shown by ties of lexical items:

1) Reference

Reference as the first type of cohesion is explained by Bloor & Bloor (2004:93) as the tie that is occurred by grammatical elements. In this case, the referring item cannot be understood semantically by its own, there is a necessity to find its referent somewhere in the context.

Reference is divided by Halliday and Hasan (1976: 31) into two main types, the first one is called **exophoric** which does not play part in textual cohesion. The second is **endophoric** which is regarded as cohesion-relevant. Moreover, endophoric reference is divided into: anaphora and cataphora. Anaphoric relations occur when the element under emphasis is interpreted through definite previous element, while cataphora is the element which is interpreted by what follows.

2) Substitution

Substitution is a grammatical relation aims to avoid needless repetition of lexical items, thus it is a relation in syntax rather than meaning. It is accomplished by replacing the grammatical constructions with suitable reduced items. Three types of substitution in English are categorized: **nominal** (one, ones, the same), **verbal** (do, did) and **clausal** (so, not) substitution (Halliday and Hasan, 1976, 88).

3) Ellipsis

Ellipsis is introduced in by Halliday and Hasan (1976, 92) with substitution together under the same title, their main tenacity is to make a text cohesive across the opportunity of replacing one item by another. While substitution is done by replacing one or more items with another, ellipsis fills its place with nothing leaving the element out i. e. One of either identical linguistic item should be omitted.

4) Conjunction

Conjunction is a semantic relationship. It is achieved by relating subsequent sentence or clause to the previous or next ones. It is concerned with how the indicators in the text possibly may be linked. The conjunctive elements such as (then, for this reason, etc.) are not tools for accessing the text, whether preceding or following, by themselves, although they are used to describe the relationship between sentences and sections in the text, they express specific meanings that assume the presence of other components in the discourse. (Halliday and Hasan, 1976:226)

5) Lexical Cohesion

Lexical cohesion deals with semantic links rather than with grammatical ones. It includes the use of expressive connections by selecting the appropriate lexical words. In lexical cohesion, cohesive influence is achieved by the assortment of vocabulary, rather than the use of grammatical cohesive connections. (Halliday and Hasan, 1976:274)

Two main categories are linked with lexical cohesion; the first is **collocation** which can be said that two or more words go together in the sense of their repeated occurrence. The second category is **reiteration** of the same item either directly or by the use of synonyms and other related words. (Bloor and Bloor, 2004: 99-100)

2.3.Coherence

Oshima & Hogue (1999:40) state that the origin of the word cohesion is the Latin verb cohere which means 'hold together', thus to have coherence in text, the sentence must hold together; so the flow from a sentence to the next and from a paragraph to the next must be reasonable and smooth i.e. No sudden jumps must be occurred. Each sentence must move smoothly into the next one Coherence in texts, written or spoken, is the relation of all sentences or utterances in a text to a particular global proposition. The formation of a global meaning is an essential part of both expression and interpretation and makes it possible to interpret the individual sentences that construct the text (Savignon, 2002: 9) Cohesion and Coherence are considered as independent but tangled as the grammatical and lexical features on the surface of a text build cohesion, coherence is the result of the relationship of the interacting text. In the textual environment, there are two major notions of relationships that make the text coherent: causality relations and time relations. According to Halliday and Hasan (1976: 48) Coherence is purely semantic as a coherent text is a semantic whole that expresses temporal, spatial, causal, and other relationships. When there are semantic connections in the text, the receiver can realize a text as being coherent. Coherence is the result of a series of interconnected relations throughout parts of a text. Van Dijk (1977, p.95) claims that coherence of discourse is characterized at two levels: linear (sequential) coherence and global coherence. Linear coherence refers to coherence connections holding between propositions expressed by combination sentence and sequences of those sentences while global coherence exemplifies a discourse as a whole or a grander fragment of a discourse. Moreover, there are several elements that subsidize to coherent: cohesion, unity, and flow. Thornbury (2007: 34) provides a significant comparison between **cohesion** and **coherence** as he states that a text is cohesive if its components are connected together while text is coherent if

it is logic and makes sense. That is, a text may be cohesive, i.e. connected together, but incoherent, i.e. senseless. **Cohesion** is a proper feature of texts, while **coherence** is the range to which the reader is able to understand the author's communication purposes. Thus, cohesion is objectively provable, while coherence is more subjective. A text can be coherent to one, but incoherent to another.

3.About the Book.

In 2008, the Section of Curriculum and Development in the Religious Teaching And Islamic Studies Directorate, in cooperation with a group of English language specialists, composed a book specialized in learning English language skills to students of Islamic schools for each grade separately. In 2023, the curriculum have been changed and composed in a diverse technique, based on developing listening, reading, and conversation by adding advanced methods that had not been used in Iraq's curricula before at all. Nevertheless, the new book retains the old texts that presented within the subject of Reading Comprehension. In this study, obviously, these retained texts will be separately under investigation.

4.Text Analysis

In addition to the context and situation, in writing any text the audience, medium, and purpose must be taken into consideration. The audience includes their cultural, traditional and intellectual background

Text (1)

The First Muslim Man

Abu Bakr (May Allah be pleased with him) was a man of a noble character. He was a friend of Muhammad (Peace and blessings be upon him) before Islam. He was of a great influence in Mecca and of a high reputation.

Abu Bakr, Ali, and Khadija were the first Muslims.

When the Prophet told **Abu Bakr** about Gabriel, he accepted what he heard, and declared his belief in the Oneness of God, and the Prophethood of Muhammad (Peace and blessings be upon him). Abu Bakr's Islam was very important. He accompanied the Prophet in the Hijra and fought with him side by side. He served Islam faithfully and sacrificed his life sincerely

Analysis

Cohesively, in the first paragraph, obviously, an exophora reference can be used since the receiver temporally and spatially has a general idea of the character that the writer wanted to talk about in the text. In addition, the passage contains anaphoric references through the use of the pronoun *he* at the beginning of each sentence, except the first one, to refer to *Abu Bakr*. Also ellipsis used in the sentence '**He was of a great influence in Mecca and of a high reputation**' that seems cohesively effective. In the lexical cohesion reiteration is used in repeating the name of '**Abu Bakr**'. In the second paragraph, in addition to anaphoric reference by using the pronoun 'he', 'him' and 'his' to refer to Abu Bakr and Muhammad (peace and blessings be upon him), The phrases '**what he heard**', '**the Oneness of God**', and '**the Prophethood of Muhammad**' can be considered cataphoric references to Gabriel. Moreover, lexical cohesion in its appearance as a collocation is used in the verbal phrases like 'accompaniedthe Hijra' and 'served Islam faithfully'. In the entire text, no conjunctions are used except and. Accordingly, with deference of opinion, cohesion can be achieved on these levels:

Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion
√	-	√	Poor	√

Inform:

It is more obvious for the sentences in one paragraph to be short, but it is better to use conjunctions to convey ideas and information more smoothly through logical divisions and chronological order. Substitution is actual influential in the text, as its use enhances the Arab recipient's thinking in English. Compared to the title of the text, the last sentence in the first paragraph does not seem appropriate or influential, even if the receiver has a knowledge in advance that Ali was a boy when he converted to Islam so it can be 'After the ten-years-old Ali and Lady Khadija converted to Islam, Abu Bakr was the first Muslim man' or 'Abu Bakr was the first Muslim man after the ten-year-old Ali and Lady Khadija'. In the sentence '**When the Prophet told Abu Bakr about Gabriel**' it can be better using the word revelation than Gabriel. In the same sentence **When the Prophet told Abu Bakr about Gabriel, he accepted what he heard**, for fresh learners it is better to use a cataphoric reference to avoid confusion and to provide them novel structure.

When the Prophet told Abu Bakr about Gabriel, he accepted what he heard	When the Prophet told him about Gabriel, Abu Bakr accepted what he heard
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Coherently, first of all cohesive ties as exposed before includes some weaknesses in some aspects, thus, it has a particular influence on coherence especially the lack of using transitional expressions, signal connections, or

parallel structures to emphasize links between ideas. Nothing wrong with the unity of the topic is appeared, as there is no distraction in the information. Everything that has been said relates to the basic idea. Considering that the text is a biography, the topic sentence is related to the supporting sentences constantly with the presence of several colorful vocabularies, yet, the text lacks a satisfied concluding sentence. The flow of the sentences and the paragraphs is natural and modest but it can be better using some of the transition structures. Accordingly, coherence can be achieved on these levels:

Cohesion	Unity	Flow	Logic	Comprehension
Average	√	Average	√	√

Since the recipient is not a native speaker but rather a learner, it is better for the text to contain a variety of styles that are more closely related to the English language so that the recipient gets more linguistic enrichment.

According to the linguistic content of the first unit of the book in which the text under investigation is located, it is better to transfer the text to the third unit because it contains many linguistic rules that pertain to that unit.

Text (2)

The Second Caliph: Omar Bin Al-Khattab

He was Omer Bin Al-Khattab, bin Nafeel. His family relationship met with the Prophet's family relationship with his grandfather Ka'ab Bin Lua'y Bin Ghalib AlQurayshi. His surname is (Abu Hafs). The Prophet (Peace and blessings be upon him) named him (AL-Farouk) because Allah (Glory be to Him) differentiated by Omer between Islam and Kufr.

His birth: He was born after (Aam AL- feel): the Elephant's year by thirteen years.

His overlooking: He was a long, white, red colored man. He was strong in character, brave and very respected.

His life in Islam: He was rigid (strict) in following the Prophet's Sunnah. The Holy Quran agreed with his opinions in many ideas and attitudes. The Prophet (Peace and blessings be upon him) praised him highly saying that he was genius.

Analysis

Cohesively, apparently, an exophora reference can be used since the receiver has a situational idea of the character that the writer wanted to talk about in the text. Furthermore, the whole text contains anaphoric references through the use of the pronoun 'he', 'his' and 'him' in almost all sentences.

In the entire text, no ellipsis, no substitution, and no transition structures have been used. No conjunction tools have been used except 'because' in the sentence 'The Prophet (Peace and blessings be upon him) named him (AL-Farouk) because Allah (Glory be to Him) differentiated by Omer between Islam and Kufr'.

For Lexical cohesion, on a hand, no reiteration has been used; on the other hand two collocations have been exposed in the phrases 'agreed ... opinions' and 'praised ... highly'.

Taking into account that punctuation is a significant feature of the written text since it substitutes the pauses and intonations that distinguish the types of sentences in the spoken text; misuse of punctuation has been observed in the first paragraph; there is no need to place brackets with the phrases 'Abu Hafs and AL-Farouk'. Also in the sentence 'He was born after (Aam AL- feel): the Elephant's year by thirteen year' the brackets and the colon are incorrectly used. Accordingly, with deference of opinion, cohesion can be achieved on these levels:

Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion
Average	-	-	Poor	Poor

Inform:

Excessive use of anaphoric references 'he' in the text greatly detracts from its eloquence, instead it is better to procedure reiteration of the basic nominal expression Omar. It makes no sense to enhance a heading to each paragraph in the text (*His birth*, *His overlooking*, and *His life*), since this provides neither cohesive nor coherent character to the text; using conjunction or transitional expression will be adequate and reasonable. In the sentence 'His family relationship met with the Prophet's family relationship in his grandfather Ka'ab Bin Lua'y Bin Ghalib AlQurayshi', it can be better to use ellipsis:

His family relationship met with the Prophet's <u>family relationship</u> in his grandfather Ka'ab Bin Lua'y Bin Ghalib AlQurayshi'	His family relationship met with the Prophet's in his grandfather Ka'ab Bin Lua'y Bin Ghalib AlQurayshi'
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Coherently, Considering that the title of the text is not a fragment of the first paragraph, no logical meaning is recognized in the first sentence at all. It can be composed as below:

He was Omer Bin Al-Khattab, bin Nafeel

Omer Bin Al-Khattab was the second Caliph of Ummah.

To unify the idea of the first paragraph, rearranging the sentences can be satisfied: Omer Bin Al-Khattab was the second Caliph of Ummah. His full name was Omer Bin Al-Khattab Bin Nafeel and his surname was Abu Hafs. His family relationship met with the Prophet's in his grandfather Ka'ab Bin Lua'y Bin Ghalib AlQurayshi. Logically, Reorganizing the second paragraph also can be satisfied: He was born after Aam AL-feel (the Elephant's year) by thirteen years. In the third paragraph, no logical connection is originated between the overlooking and the sentence 'He was strong in character, brave and very respected' in addition no register within the sentence itself is exposed as the adjectives '....strong in character, brave and very respected' are arranged inconsistently. Considering that the text is a biography, The topic sentence has not been formulated satisfactorily to build appropriate consistency with the supporting sentences, yet, the text lack a satisfied concluding sentence. The flow of the sentences and the paragraphs is not rich due to the use of paragraph titles, which are essentially useless. No logical relation is found between the title and the body of the text. Accordingly, with deference of opinion, coherence can be achieved on these levels:

Cohesion	Unity	Flow	Logic order	Comprehension
Average	√	Poor	√	√

At most, the text requires rephrasing, adding an appropriate topic sentence, and taking into account adding a number of transitional devices to organize the ideas adequately

Text (3)

Great Muslim Scientists

Among the astronomers who took part in the scientific study of astronomy was Al-Khawarezmi, one of the great scientific minds of Islam. He wrote the oldest work on arithmetic and algebra, which was translated into Latin and used until the sixteenth century as the principle mathematical text- book in European universities. The father of Arabic alchemy was Giber (Jabber Ibn Haiyan), who lived in Kufa about 776. He recognized and stated the importance of experiments more clearly than any other early alchemist. He made great progress in both the theory and practice of chemistry. Those Arab scientists opened the door widely for the western nations to learn and develop.

Analysis

Cohesively, apparently, an exophora reference can be used since the receiver has a situational idea of the characters that the writer wanted to talk about in the text. Likewise, the whole text contains anaphoric references through the use of the pronoun '**he**', '**his**', '**him**', and **those** in almost all sentences. In the entire text, perhaps the use of ellipsis is not necessary, but in a rich text like this, the use of substitution and ellipsis will make it more coordinated and eloquent. Conjunction tools have been used regularly. In lexical cohesion, both collocation and reiteration are used moderately. Accordingly, cohesion can be achieved on these levels:

Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion
√	√	-	√	√

Inform:

In the first sentence of the first paragraph, it would have been better to rearrange the sentence in a way that prepares the student to absorb subsequent information in a way that is appropriate to the title of the text. It would be convenient if the text began with an appropriate topic sentence.

Coherently, the topic sentence that connects the text directly with the title is lacked, so obviously that the text begins directly with the supporting sentences, as the basic idea is concentrated in the first paragraph about *Al-Khwarizmi* and in the second paragraph about *Jabir Ibn Hayyan*, without a straightforward introduction leading to them, so a gap between the title and the text is exposed. A suitable concluding sentence can be observed. The topic sentence can be formed like that: *Muslim Scientists were considered as the most significant figures in all scientific fields*, thus, the first sentence in the first paragraph becomes logically acceptable to begin with, and then transitional devices are used to enhance the flow to the second paragraph.

Accordingly, coherence can be achieved on these levels:

Cohesion	Unity	Flow	Logic order	Comprehension
Average	√	Poor	Average	√

Considering that the text is a historical essay, although the topic sentence is lacked, the supporting sentences constantly reflect the presence of several colorful vocabulary and transition structures.

Text (4)

Hatim the Generous

Hatim Al-Tai was a very generous man who gave to all who asked him. One day, he had a beautiful horse that could run faster than any other horse in the country. Many people had wanted to buy the horse, but Hatim would never sell it because he loved it so much. A king of another country heard about Hatim and his horse. He wanted to know if Hatim was truly generous or not. The king sent one of his Emirs to Hatim and told him "Tell that man, Hatim, that I want to have his horse" So, the Emir visited Hatim in his house. Hatim told his servant to prepare the dinner for the guest, but the servant came to his master and said something quietly in his ear. Hatim went out of the room for a little time, but soon came back again. Later, the servant brought in the dinner. After dinner the Emir told Hatim about the king's request. Hatim stood up and said "Why didn't you tell me when you came in? Gladly I would have given it, but now I have no horse. The servant told me that there was no meat in the house. So, I slaughtered the horse, and that was the meat you ate. Why did not you tell me earlier? "The Emir went back to his king to tell him that he had never seen a generous man like Hatim before.

Analysis

Cohesively, obviously, an exophora reference can be used since the receiver has a situational background of the characters that the writer wanted to talk about in the text. On one hand, the whole text contains a good practice of anaphoric references through the use of the pronoun 'he', 'it', 'him', and 'this', on the other hand cataphoric references are constantly presented. Substitution and ellipsis are used smoothly and harmoniously throughout the narration of the story using short, compact sentences. Despite the suitable procedure of using conjunctions, the compact of transitional expressions and logical order devices is poor.

Lexical cohesion, in both reiteration and collocation, is exposed eloquently.

Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion
√	√	√	Average	√

Inform:

The text needs to be further enriched and formatted by dividing the text into consistent paragraphs

Coherently, as a narrator text, the topic sentence presents the supporters sentences evidently, thus, the theme of the anecdote is clear from its title to the concluding sentence. Although the body of the text is enriched with convinced vocabulary and phrases, it needs more transitional tools and logical order devices. unity in topic and flow between sentences and paragraphs are displayed. Accordingly, coherence can be achieved on these levels:

Cohesion	Unity	Flow	Logic order	Comprehension
√	√	√	Average	√

Considering that the text is a historical assay, although the topic sentence is lacked, the supporting sentences constantly reflect the presence of several colorful vocabulary and transition structures.

Text (5)

Tariq bin Ziyad

The Moslem armies reached what is called now Morocco in the year 681. They were not able to go further west because of the Atlantic Ocean. They decided to go towards the north. The Arab leader Tariq bin Ziyad led the Arab armies across the Strait of Gibraltar. They captured Toledo which was the capital of Spain at that time. The Moslems ruled Spain for several hundred years. Cordoba was as beautiful as Baghdad and Damascus when it was ruled by Abdul Rahman Al-Nasir. He built a great mosque there which is visited by many people today. The Moslems made beautiful gardens and farms; they made good roads which were clean and lit at night. They set up the first paper factories in Europe. The University of Cordoba became a famous center of learning. The Moslem guided the world to progress and civilization.

Analysis

Cohesively, obviously, an exophora reference can be used since the receiver has a situational background of the character that the writer wanted to talk about in the text. On a hand, the whole text contains a good practice of anaphoric references through the use of the pronoun 'they', 'it', and 'he', on the other hand cataphoric references are not presented. Substitution and ellipsis are used poorly throughout the narration of the historical events using short, compact sentences. As a historical narration, the text needs more of conjunction, transitional expressions and logical order devices, making the textual division poor chronically.

Lexical cohesion, in both reiteration and collocation, is exposed correctly but insufficiently. Accordingly, cohesion can be achieved on these levels:

Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion
√	-	-	Average	Average

Coherently, The text lacks unity and logic, as through the title '*Tariq bin Ziyad*' the recipient thinks that the text is a biography, yet, there is nothing that talks about this character except a line in the middle of the text, which is a one-paragraph text. After the first sentence, which is considered the topic one, the basic theme is lost and the recipient becomes confused if the text is about '*Tariq bin Ziyad*', '*The Moslem armies*', '*Cordoba*', '*Abdul Rahman Al-Nasir*', or the Islamic civilization in Spain. In the same context, the recipient is confused as to whether '*Toledo*' is the same as '*Cordoba*' or whether '*Abd al-Rahman al-Nasser*' is another leader. Moreover, the recipient does not find any information about the character of *Tariq bin Ziyad*, under whose name the text is titled. If the first line can be accepted as a topic sentence, the other sentences are not considered supportive as much as they are dispersed among several themes, thus, the flow is lacked, especially due to insufficient use of transitional expressions and conjunctive devices. Accordingly, coherence can be achieved on these levels:

Cohesion	Unity	Flow	Logic order	Comprehension
Average	-	-	-	Average

Considering that the text is a historical essay, The text lacks unity and flow, in addition to the dispersion of the main theme among other side ideas. At most, the text requires rephrasing, changing the title, and adding an appropriate topic sentence, taking into account adding a number of transitional devices to organize the ideas adequately.

Text (6)

Islamic Etiquettes

Islam has attached great importance to the issue of bringing up the Muslims upon high morals, lofty etiquettes, and beautiful characteristics. These etiquettes help to enhance their behavior. The Prophet (Peace and blessings be upon him) has explained to his nation the etiquettes of everything; even that of warfare. He (Peace and blessings be upon him) also explained to his nation the etiquettes of eating, drinking, dressing, sleeping, marital relations etc. Islam is the only religion which gives a complete way of life and organizes all the affairs and aspects of it. It is not a man-made system which is faulty, but rather a divine system which takes its followers to prosperity and good.

Analysis

Cohesively, evidently, an exophora reference can be used since the receiver has a situational background of the topic that the writer wanted to talk about in the text. On a hand, the whole text contains a good practice of anaphoric references through the use of the pronoun '*these*', '*it*', '*their*', and '*he*', on the other hand cataphoric references are not presented as it is not necessary. As an expository article, the text is written clearly and simply using rich and arranged sentences, so the text does not need to use ellipsis and substitution strategies. The impact of transitional expressions and logical order devices is clear and adequate. Lexical cohesion, in both reiteration and collocation, is exposed eloquently.

Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion
√	√	-	√	√

Coherently, as an objective text, the topic sentence presents the supporters sentences evidently, thus, the theme of the composition is clear from its title to the concluding sentence. Moreover, the basic idea is stated simply and clearly, and the logic required by the topic is restricted in the presentation, introduction, and conclusion. The body of the text is enriched with convincing vocabulary and phrases, and it is supported with sufficient transitional tools and logical order devices. Unity in topic and flow between sentences and paragraphs are displayed adequately and clearly. Accordingly, coherence can be achieved on these levels:

Cohesion	Unity	Flow	Logic order	Comprehension
√	√	√	√	√

Text (7)

Islamic Schools in Iraq

Islamic schools, or Madrasahs, have been an integral part of the education system in Iraq for centuries. These schools are centered around the teachings of Islam and the study of the Quran, but they also offer courses in subjects such as Arabic language, mathematics, science, and history. The madrasahs in Iraq have a long and rich history, with some of them being established as early as the 8th century. During the Abbasid caliphate, the Islamic capital was in Baghdad, and the city became a hub of intellectual and cultural activity, attracting scholars and students from all over the Muslim world. Today, the madrasahs in Iraq continue to play a crucial role in

providing quality education to the youth and helping to preserve the rich cultural heritage of the country. They serve as an important institution for passing on the knowledge and traditions of Islam to future generations.

Analysis

Cohesively, manifestly, an exophoric reference can be used since the receiver has a situational background of the topic that the writer wanted to talk about in the text. On a hand, the whole text contains a good practice of anaphoric references through the use of the pronoun 'these', 'them', 'the', and 'city', on the other hand cataphoric references are not presented as it is not necessary. As an Introductory article, the text is written clearly and simply using rich and arranged complex and compound sentences, so the using of ellipsis and substitution strategies is sufficient. The impact of transitional expressions and logical order devices is clear and adequate.

Lexical cohesion, in both reiteration and collocation, is exposed eloquently.

Reference	Substitution	Ellipsis	Conjunction	Lexical Cohesion
√	√	√	√	√

Coherently, as an introductory text, the topic sentence presents the supporters sentences evidently, thus, the theme of the essay is clear from its title to the concluding sentence. Moreover, the basic idea is stated simply and clearly, and the logic required by the topic is restricted in the presentation, introduction, and conclusion. The smooth historical shift from the first paragraph to the second one and the integrated grammatical assembly add a rhetorical feature to the text. The body of the text is enriched with convinced vocabulary and phrases, and it is supported with sufficient transitional tools and logical order devices. Unity in topic and flow between sentences and paragraphs are displayed adequately and clearly. Accordingly, coherence can be achieved on these levels:

Cohesion	Unity	Flow	Logic order	Comprehension
√	√	√	√	√

5. Conclusions

This study has extracted the following conclusions:

1. In terms of cohesion, some texts need to be reformulated because they lack some cohesion strategies, thus, that leads to weak linguistic structure.
2. Weakness in cohesion strategies affects the strength and stability of coherence directly, thus, some texts contain global coherence generally but lack linear one in some aspects.
3. Moreover, although some texts appear to be cohesive, they clearly lack coherence at both the linear and global levels.
4. Some texts, especially subjective articles, are cohesive and coherent clearly and consistently.
5. The texts vary as biographical, thematic, introductory, and narrative articles.

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