UNIVERSITY OF EDUCATION, WINNEBA

ANALYSIS OF COHESION AND COHERENCE IN PRE-SERVICE

TEACHERS' EXPOSITORY ESSAYS

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# DECLARATION

Student's Declaration

I, CECILIA SEKWO, declare that this thesis, is my own account of my research, and all citations have been duly referenced and acknowledged.

Signature ……………………………………………….

Date ……………………………………………….

Supervisor's Declaration

I certify that, the preparation and presentation of this thesis was in accordance with the guidelines for the supervision of thesis as laid down by the University of Education, Winneba.
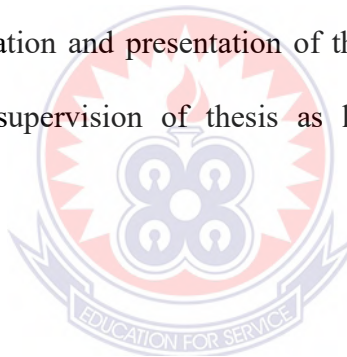
Name of Supervisor: DR. REBECCA AKPANGLO-NARTEY

Signature………………………………………………………

Date……………………………………………………………..

DEDICATION

This write-up is dedicated to my parents in blessed memory and my brother, Roland

Sekwo.

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I acknowledge Dr. Rebecca AkpangloNartey for her immeasurable support, time, insight, and patience, understanding and intellectual inducement. Your commitment, contributions and constructive criticism have enhanced my critical thinking and broaden my horizons in academia under your supervision. The two words, _thank you' are simple in nature, but I say them in their deeper meaning. Thank you.

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I express my intense gratitude to my family of orientation. Their support from childhood provided the solid foundation on which I built on.
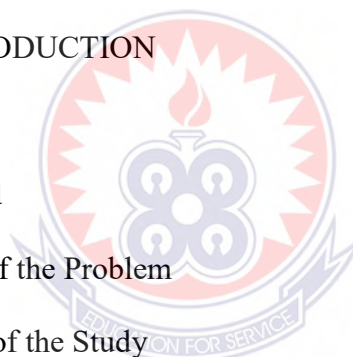
My lovely children, Keziah, Denis, Faith and Favour Atongba, I appreciate you for enduring the loneliness I created during the period of study.

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ABBREVIATIONS

EPCE   Evangelical Presbyterian College of Education

ESL   English as a Second Language

EFL   English as a Foreign Language

ELT   English Language Teaching

L_1 First Language

L_2 Second Language

ABSTRACT

This study explores the way cohesive patterns are distributed in expository essays of students in Evangelical Presbyterian College of Education, Bimbilla, and compares the relationship between the occurrence of the devices and text quality. The study further describes and explains the problems encountered by the students in creating cohesion and the causes of the problems. The current research adopted the sequential exploratory mixed research approach involving text analysis, semi-structured interview, questionnaire and observation as data collecting tools. Sixty essays were analyzed using Halliday and Hasan (1976) cohesion model and augmented with observation of sub-categories of the devices. Ideas were solicited from five tutors while twenty students were granted interview. The results of this study show that the students were able to effect cohesive relations in all the five types of cohesive devices. Statistically, reiteration was the most dominant with38.94%, with repetition as the dominant used sub-category. Conjunction was second with 35.85%, reference 18.74%, collocation 4.87%, Substitution 0.86% and ellipsis was 0.71%.The students achieved text coherence through the deployment of the cohesive devices, the development of themes, and the generic structure. Problems encountered during the use of cohesive devices were overuse of repetition, inadequate use of synonyms and collocation, misappropriating of conjunctions, misappropriating of reference and inadequate mastery of transition of ideas. The causes of the problems were identified as poor reading skills, serial verbs construction, intralingual limitations, interlingual sources: interference and developmental errors. It is recommended that the problems could be minimized with the use of awareness creation strategies coupled with progressive activities, embedded teaching and tutors adhering to students' errors and providing comprehensive feedback to them.

CHAPTER ONE

INTRODUCTION

1.0   Overview

This introductory chapter of the present study begins with the background to the study which gives the importance of cohesion and coherence in English as a Second Language (henceforth ESL) context. How the two concepts interrelate and the problems associated with their usage as well as the causes of the students' problems. The section also discusses issues such as the research objectives, the research questions, the statement of the problem, the significance of the study, definitions of terms and the organization of the study.

1.1   Background

Unquestionably, writing as one of the second language skills is really difficult to develop. This difficulty leads most people to produce sloppy incoherent write-ups. According to Richards and Renandya (2002), the difficulty emanates both from generating and organizing ideas and translating these ideas into a readable text. It indeed requires the writer's conscientious efforts to put a lot of components together. Whatever is the situation, it is incumbent on every writer to produce a readable text that will enable readers to process it without many constraints.

In a quest to ease apprehension associated with writing, a number of important works were published that dealt with the subject of cohesion and coherence in the early seventies. The work by Halliday and Hasan (1976) has to be mentioned in particular among these works. Now it is generally admitted that the publication of cohesion in

English by Halliday and Hasan (1976) is the symbol of establishment of cohesion theory.

In their work, cohesion is described as a semantic concept referring to relations of meaning that exist within a text (Halliday & Hasan, 1976, p.4). Their definition of cohesion emphasizes the relationship between the meanings of linguistics units. They also define a concrete form as a tie, ―We need a term to refer to a single instance of cohesion, a term for one occurrence of cohesion a term for one occurrence of a pair of cohesively related items. This we call a tie." This term ‗tie' refers to a single instance of cohesion or one occurrence of a pair of cohesively related items. The links are called ―cohesive ties" or ―cohesive devices" (Halliday & Hasan, 1976, p.4). Halliday and Hasan distinguished cohesive ties in terms of grammatical cohesion and lexical cohesion in their work. Grammatical cohesion covers four cohesive devices: reference, substitution, ellipsis, and conjunction, while reiteration and collocation fall into the category of lexical cohesive devices.

In Hasan and Halliday's (2013) model, it is believed that cohesion and coherence, as the two important textual elements have received an extensive recognition as important features of quality writing. So, writing coherent and cohesive texts is cardinal among language learners if they wish to prove to be qualified English writers, regardless of their nonnative background. Hence, their notion of a ‗unified whole' refers to the fact that the units of a text are mutually related and that text has a structure. But since text can assume an almost infinite variety of structures and forms, from single words to thousands of words, its meaning depends on the context (Christiansen, 2011).

Similarly, Halliday and Matthiessen (2014) elaborate the idea of text quality by adding that cohesive ties are used overtly in a text to ensure interconnectedness. This interrelationship among the cohesive ties provides the text its texture. The texture of a text is measured by the mutual relationship of cohesive ties in that text to foster the sequence of ideas into a united whole.

Others like Thornbury (2005) also realized how influential the cohesion theory is in text construction and came out with a list of seven criteria for constructing a unified text. He noted that a text must be self-contained, be well-formed, and hang together (i.e. cohesive), make sense (i.e. coherent), have a clear communicative purpose, be a recognizable text type and be appropriate to the context of use. Ostensibly, Thornberry's standard criteria for constructing a text appear to require a reasonable degree of knowledge of technical concepts such as cohesion, coherence and communicative purpose and text types as perquisites skills for creating meaningful texts. His assumptions are more extensive. He judiciously recognized context as an element which determines text type for a particular purpose.

According to Halliday and Hasan (1989) as cited in Lingzhu and Jianyu (2018),cohesion and coherence are very necessary and important in a text, which distinguish a coherent text from a collection of unrelated sentences. They noted that a text is a semantic unit. This implies a text is a consistent whole which fosters continuity resulting in communicative competence.

Furthermore, the concepts, coherence and cohesion are seen to be closely connected. Most often, they co-occur in a text, and are sometimes even regarded as synonymous, however, their distinction can be realized through linguistic means (Brinker, 2010).

Taking de Beaugrande's (1997) account cited in Tanskanen (2006),as a departure point, text is a communicative occurrence instead of just sequences of words or sentences in written or utterance. It ought to serve its communicative purpose by conveying the intended message. Harmer (2004) elaborates this idea by adding that coherence is achieved by the way a writer sequence information to satisfy the discourse community. Brown's (2007) ideas aligned with de Beaugrande and Harmer's ideology regarding a coherent text, pointed out that using cohesive devices is one of the micro skills for writing. Therefore, cohesive devices should be taken into account in text construction.

Nonetheless, de Beaugrande (1997) admitted that due to the vast requirements that text demands, his manifestation about the concept of text and the practicality of his manifestations are divergent. It is hardly possible to employ all the necessary perquisite elements in text construction. It requires a lot of components to distinguish it from just a collection of words or sentences.

Thompson (2001) argued that the audience awareness in writing is affected by the organization of text and the signal of the organization. Based on Thompson's (2001) view, a text can be a record of a dialogue between the writer and the reader. It involves an attempt made by the writer to estimate the background information of the readers on a particular topic before he/she proceeds with the writing task.

Aligned with Thompson's (2001) idea regarding the relationship between the writer and the reader, Crossley, Salsbury & McNamara (2010) also have the same view where they believe that the writer's aim in conveying the thesis of a composition should be aided by linguistic relationship either across or within the text. Based on previous studies reviewed by them, they encountered a lot of contributions that

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attributed to text coherence to be the writer's ability to accurately estimate the reader's background knowledge of the text.

Tanskanen (2006) referred to cohesion as grammatical and lexical devices which connect between parts of the text on its surface to ensure coherence although the two terms are distinctive. He is of the view that coherence is an outcome of an interaction between the reader and the text which does not reside in the text. This presupposes that cohesion also contributes to coherence, as it is one of the ways used in signaling coherence in a text.

Hoey (2001) sees text coherence as the evidence of a real independent purposeful communication between writers and readers, where the writers control the communication and produce most of the language. They determine the purpose for writing, topic to write on, the style to use and the readers' background knowledge. The readers are therefore to exhibit prior knowledge on the topic to facilitate the communication process.

A number of studies have shown that cohesive devices are important indicators of text comprehensibility such that an increase in text cohesion generally leads to greater comprehension of a text. The existence of these devices in a text creates interrelationship among them. This interrelationships enables the reader to draw inferences which is key in text comprehension (Crossley et.al, 2014)

Evidently, cohesion and coherence as the two textual elements play the most significant indispensable roles in text comprehension. While cohesion reduces processing load on the reader by providing surface indicators, coherence reduces memory load on the reader through consistency. It is against this background that the

two concepts are imperative in text construction. This is the case especially in ESL contexts in which there is no direct exposure to the English language.

Research in the field of cohesion and coherence in English texts have been increasingly done since the publication of cohesion in English (Halliday & Hasan, 1976). Some of the authorities who contributed to this field of knowledge like Hinkel (2001); Leki, Cumming and Silva (2008); Paltridge (2004) revealed a lot of challenges related to cohesion and coherence. These challenges are bottlenecks in text composition and there is the urgent need for them to be identified for immediate rectification.

The authors highlighted some of the cohesive and coherence problems in ESL writing to include the fact that ESL students construct less fluent and less detailed explanatory texts. According to them, ESL writers find it difficult to compose elaborative normative articulate essays. Thus, they lack ideas to write elaborately on a particular text-type, especially expository text.

Again, Leki et al (2008) added that, ESL writers do not just write sloppily but also rely more on personal opinions and include less fact-based evidence in argumentation and exposition. These deficiencies are violations of the norms governing the use of the writing skills for specific purposes. Expository as texts-type requires the writer to employ facts in the write-up to achieve communicative effect. Not just that, this type of writing intends to educate the audience so it should entail the charisma for that purpose.

Likewise, Hinkel (2001) and Leki (2007) noted how ESL writers over or under estimate the amount of reader's background knowledge and the need for textual clarity, explicitness and specificity. The ability to determine the level of prior

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knowledge readers possess and bring to text processing is a necessary requirement that the writer needs in text composition.

Background information is an indispensable element that hints the reader about the purpose of the text. Hence, it must be written clearly with the intended purpose explicitly stated. Research findings however have shown that ESL writers provide lengthy background information in their write-ups. This challenge affects both the content and organization of the text thereby resulting in incoherent text (Paltridge, 2004).

Paltridge (2004) also asserts that ESL writers exhibit the inability to use thesis or main point statement appropriately when composing. They either delay or omit thesis/main point statements. Hence, they write vaguely leading to incomprehensible text production.

Alsied, Ibrahim &Pathan (2018)analyzed written errors of 70 Libyan English as a Foreign Language Learners (hence EFL).The employed quantitative approach. The collected data from the learners' descriptive essays. The findings highlighted the learners' errors such as discourse errors, lexical errors, mechanics errors, coherence errors, cohesion errors and poor paragraphing.

Alzankawi (2017) explored cohesion problems in Kuwaiti 128 students' descriptive essays. He adopted the mixed method design in the research. He analyzed the data based on Halliday and Hasan (1976) taxonomy of cohesive devices. The results in terms of deficiency   showed that the participants used some of the devices in their essays and neglect others. Even though each device plays a distinct role in text coherence.

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The above literature demonstrates how learners at the ESL/EFL environment are challenged in one way or the other in their attempt to produce a readable text for a particular purpose. This poses adverse effect on their communicative competence. Hence, they cannot contribute their ideas through communication to enhance the development of their communities and the world at large.

As an examiner in colleges of education, I experienced most of these pre-cursive problems a lot in college students' writing during marking sessions. They exhibit a lot of deficiencies when composing their essays. These deficiencies ranged from lack of ideas, incoherent text, and inappropriate use of linguistic devices among many others.

All these notwithstanding, renowned linguists such as Brown (2002) and Corder (1967) have proven that the errors and mistakes that occur during language learning could have positive implications. Illustratively, Brown (2002) claims researchers and ESL teachers hold the empirical evidence that, errors of ESL learners provides an opportunity to consolidate concepts effectively. Thus, mistakes could serve as indicators to the learning needs of individuals. Hence, teachers could depend on such errors to plan their instructions.

Aligned with Brown's (2002) view, Corder (1967,p.167) noted ―A learner's errors … are significant in that they provide to the researcher evidence of how a language is learned or acquired, and what strategies or procedures the learner is employing in the discovery of the language. ―Knowledge in this dimension facilitates effective teaching and learning. The implication here is that the teacher gets to know the appropriate strategies or procedures to use, what instructional materials to use and the kind of environment to consider.

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Wu & Garza (2014), acknowledge the numerous studies on error analysis in some contexts where English is used as a second or a foreign language. They believe such studies are significant as their findings can offer more information of how language is learned. Such findings also help teachers by giving them information to reflect on and review their lessons.

Sawalmeh (2013) has a convergent view with the above scholars. He thinks that making errors is inevitable in this world. During the process of learning a language, students can benefit from the errors that they commit. They gain these benefits through the feedbacks from their teachers. This serves as an opportunity for them to improve their skills and to achieve their desired goals.

These revelations from the scholars in a whole serve as a benchmark for the current study to explore the deficiencies associated with the research subjects. The present study is determined to draw from the implications of the students writing disabilities which are fundamental to the development of the writing skill.

Moreover, Khansir and Ahrami (2014) opine that error analysis is an essential source of information that can help frame the appropriate strategies to enhance learning. Effective analysis of errors explicitly brings out the type of error committed, the causes of the error and the strategies needed to resolve it. This then gives the teacher the opportunity to tactfully guide the learner to eliminate it (Herdiawan, 2015). It is based on these assumptions that the current research is interested in analyzing cohesive devices to find out how their inappropriate usage affects text quality. Not just that but to also determine the causes of students' inability to produce cohesive and coherent texts.

1.2   Statement of the Problem

The status of English internationally and digitally has made it core in the Ghanaian context. Students are expected to exhibit an appreciable mastery in its usage at all levels of their academic ladder. More especially, to be able to explicate cohesive devices in communicating fluidly through the writing mode. However, it is observed that the students of Evangelical Presbyterian College of Education (henceforth EPCE), Bimbilla, Ghana as well as ELS/EFL learners in general exhibit a lot of constraints in the use of these linguistic devices. The observation is based on the teaching experience of the researcher. It was observed during classroom interactions that the majority of EPCE, Bimbilla ESL learners' have great difficulties and challenges in deploying cohesive devices in their writing.

Experience gathered during making sessions coupled with findings from previous researches established enough evidence to inform the researcher that ESL/EFL learners in general are challenged with the use of cohesive devices in their write-ups. They are observed to overuse, underuse or misappropriate these devices. Reports on these blemishes from earlier researches are subsequently discussed.

Norment (1995) investigated the occurrence of cohesive devices in essays of thirty students at the basic school level. He found that in texts written by African American writers, referents (especially endophoric) were overused and that lexical cohesion (repetition of items, synonymous items, collocations, etc.) were used extensively. Cohesive devices within and between paragraphs were absent from African American writings. This is an indication that ESL writers are faced with the problem of misappropriating cohesive devices or even omitting them completely in their write-ups.

Similarly, Lingzhu and Jianyu (2018) carried out a research on Chinese High School learners at the county level to ascertain whether cohesion and coherence as writing devices play an indispensable role in text quality. They found out that the learners use of cohesive devices were associated with a lot of challenges that impeded the meaning of the participants' texts. The findings from the questionnaire they used revealed how teachers disregarded the role of cohesion and coherence in text building.

Kadiri, Igbokwe, Okebalama and Egbe (2016) investigated the use of lexical cohesion in two hundred essays of final year students of the University of Nigeria. The essays were analyzed by the researchers in order to identify the lexical elements as proposed by Gutwinski (1974) in varying degrees in their writings. These included: repetition, synonyms, and lexical sets (collocations). Students tended to use more of repetitions and made minimal use of synonyms and lexical sets to achieve cohesion in writing. This has led to poorly written essays by the students. It implies that lexical cohesion elements should be taught in schools to enable students to use them appropriately in writing.

In addition, Adeyemi (2017) embarked on a study to analyze texts composed by undergraduates in Nigeria and their counterparts in the inner circles, with specific consideration given to achieving cohesion and overall coherence in their writing. The analysis showed that the Nigerian learners overused some conjunctive elements and underused the others. Lexical repetition was also overused by the learners as a referential cohesive device. The overuse of repetition hinders the overall quality of the text.

Ahmed (2010) also investigated cohesion and coherence problems that Egyptian student teachers of English encountered in their EFL essay writing. The results in

relation to the students coherence problems in their English writing revealed their difficulty in writing the introduction, the thesis statement, the topic sentence, concluding sentences; difficulty in transition of ideas and sequence of ideas stemming from lack of topic-specific background knowledge and more seriously, a lot of background information which affected the content of their essays. In reference to the student teachers problems in cohesion, the findings exhibited how the participants could not use grammatical cohesion except conjunctions. They could not also use genre related cohesive ties and overused certain cohesive ties. Indicatively, ESL/EFL writers are challenged with cohesive and coherence problems when composing.

Studies have also shown that text-type is indispensable to text coherence. Some of these findings are found in Xuefan (2007). His research was to find out the dominant type of lexical cohesion in the writing of Chinese College EFL learners and whether the text-type and the language proficiency would have any kind of effect or variations on the use of lexical cohesion. The study showed that text plays an indispensable role in developing students' proficiency writing.

Studies by Norment (1995), Xuefan (2007) Lingzhu and Jianyu (2018), Adeyemi (2017) discussed in the literature focused on the variety and the frequency of cohesive devices. Others such as Ahmed's (2010) focused on the errors involved in the use of cohesive devices. The extant literature however, paid a minimal attention to teachers' constant support to learners to progressively develop both grammatical cohesion and lexical cohesion in writing. The existing literature is silent about the strategies teachers use to make learners responsible for their own learning.

Another gap came up from the debate among the two schools of thought in the literature review. The ideas of those who said cohesion is not an indicator of

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coherence, and compared the interaction of the cohesive devices and text quality to cement and bricks where seen as fallacies. When the devices are not deployed in context to derive cohesive force, they are not considered as cohesive devices. So, there is the need for ESL learners to master their usage.

Considering the preceding, this study is also necessitated by the dearth of literature on cohesion and coherence in relation to text quality in ESL classroom in EPCE, Bimbilla. In fact, there are only few studies regarding this area in Ghana. With respect to EPCE, Bimbilla where this study is centered, there are no studies related to cohesion and coherence analysis of ESL learners written essays. Therefore, the focus of this study among other things is to explore these challenges in the hope that it would help generate some solutions to overcome them.

1.3   Objectives of the Study

The study seeks to achieve the following objectives.

1. Examine the frequency of cohesive devices in the students' write-ups and determine the relationship between the quality of their essays and the number of cohesive devices used with the help of the rating scale of Ghanaian colleges of education.

2. Explore the problems the College students encounter with the use of cohesive devices in writing.

3. Analyze the causes of the students' inability to write cohesive and coherent essays

1.4   Research Questions

The current study is out to find answers to the following research questions:

1. How frequently do the students use cohesive devices in their write-ups and what is the relationship between the number of cohesive ties used and the quality of their essays?

2. What problems do the students encounter with the use of cohesive devices in writing?

3. What are the causes of the students' inability to write cohesive and coherent essays?

1.5   Significance of the Study

The current study contributes significantly to ESL in higher education in Ghana in terms of English language teaching, educational research, and curriculum planning and design. Regarding teacher education, the present study has the potential to give a distinctive understanding of the problems the pre-service teachers face in cohesion and coherence of their expository essays. This will undoubtedly bring a significant development in their academic achievement in the writing course, and all other courses due to their ability to produce coherent and cohesive essays. Consequently, it will help prepare highly qualified teachers of English and other disciplines who will write cohesively and coherently.

It is also applicable to teacher educators since it aims to create the awareness of the pre-service teachers' learning needs. This knowledge will enable teacher educators to know how to satisfy the learning needs of their students. Eventually, it will help them to conduct successful and memorable learning situations and learning environment using the appropriate methods of teaching and assessment to make ESL classroom highly interactive and void of apprehension.

From educational research perspective, the present study makes a significant contribution of knowledge to further studies in education in terms of using Halliday and Hasan's research framework. This approach has been totally neglected in Northern Ghana in particular, and no previous study has used an explanatory approach to investigate coherence and cohesion deficiencies faced by pre-service teachers of EPCE, Bimbilla.

It also serves as an example of the triangulation of research methods such as text, observation, questionnaire and semi-structured in-depth interviews. This mixed research method has not been extensively used in northern Ghana to study pre-services teachers writing proficiency.

Regarding curriculum planning and design, the study is potentially significant to influence curriculum designers to take into consideration the pre-service teachers learning needs and interest in designing their curriculum. It opens the minds of curriculum planners and designers to different approaches to the teaching and assessment of essay writing in general and organizational skills in particular. For example, cohesion and coherence could be considered on the curriculum for embedded and longitudinal studies.

1.6   Limitation of the Study

The uses of cohesive devices vary in the written and oral mode of communication. Some cohesive devices are used in verbal communication while some others are used in written communication. Therefore, data could have been collected from oral performance of the research subjects in ESL situations to provide better picture of the ways cohesive devices are used orally or in a written form. Another limitation is the limited number of the studies reviewed by the researcher judging from the cohesion

quality of the sample writings. More studies could yield more reliable results of the use of cohesive devices.

All these limitations notwithstanding, this study still contributed knowledge immensely to the existing knowledge in the use of cohesion and coherence in college students writing, particularly, the written text of the pre-service teachers of EPCE, Bimbilla.

1.7   Delimitation of the Study

In line with the topic, this study focuses on analyzing cohesion and coherence and its related issues in the students writing expository text. There are still a lot of elements that determine the quality of a text that are not included in this study.

The analysis of English cohesion follows the theoretical framework of Halliday and Hasan (1976) but not any other model. The research only deals with the linguistic analysis of cohesion in text as presented by Halliday and Hasan (1976) and contributions to their model.

1.8   Organization of the study

The research is divided into five chapters. It is systematically organized as follows: Chapter one is the introduction that consists of the background of the study which explains the reasons for studying the topic; objectives of the research that guided the expected outcomes; the limitations of the study which discusses issues that affect the generalization of the findings and how such issues were resolved. The chapter also talks about the delimitation which outlines the scope of the study; significance of the study that describes the advantages of the study, and the last is an outline of the subsequent chapters.

Chapter two is an evaluation of previous researches on the topic, which shows that there is a gap in the existing knowledge. The review has been organized under the following sub-headings: the concepts of cohesion and coherence; the concept of genre knowledge (expository text), cohesion as measure of coherence; challenges associated with constructing a cohesive and a coherent text, causes of cohesion and coherence deficiencies, importance of cohesion and coherence; and the summary of the chapter.

 Chapter three is the research methodology. It tells about why and how this study uses mixed method research as the type of study. It elaborates the methodology of the research including research design, objects of the study, data sources, and techniques of data collection and technique of data analysis. Chapter four is the findings and discussions of the research. It consists of data findings, data analysis and discussions Chapter five is the last chapter of the research. It entails conclusions and suggestions.
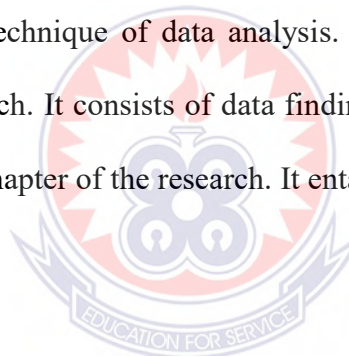
CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This section of the research presents works on what other scholars have done on the topic under consideration. The chapter is put into eight thematic areas: the overview of the chapter include: the concept of cohesion; the concept of coherence; the interdependence of cohesion and coherence; the importance of cohesion and coherence; the theoretical framework of the research; problems associated with the usage of cohesive devices; causes of the problems and summary of the chapter.

2.1   Concept of Cohesion

Halliday and Hasan state that a text is a semantic unit and it has internal logic relation. They stress that a drama, a sentence or even a word can represent this unit(1976, p. 3-5). Halliday and Hasan argue that a text has a texture (organization of a text), and this is what distinguishes it from something that is not a text. In other words, parts of texture are cohesion and coherence (1976, (P: 2-3). Thus the term cohesion refers to the surface links in text. Cohesion has a vital role in creating the unity of text. A non-cohesive text may result in the reader or listener losing their concentration. The recipient will not be able to obtain the intended message if the information conveyed to him/her is not linked together. Hence, results to lack of communication. This facilitative role of cohesion for text meaning is what prompted Halliday and Hasan to conclude that ―Cohesion occurs where the interpretation of some elements in the text is dependent on that of another (1976, P: 4).

Similarly, Renkema (1993) explains that cohesion is the connection which results when the interpretation of a textual element depends on another element in the text. The text components share mutual relationship to establish meaning. Thus, cohesive text is formed when various linguistic markers are explicitly used to connect all the propositions together.

Likewise, Chojimah (2015) perceives cohesion as the connection within a text with linguistic elements. These linguistic devices that knit sentences together in a text can be physically proven. For instance, the sentences, ―Ada was here". ―He came to do the work." are closely knitted by the words ‗Ada' and ‗He'.

Harmer (2004) referred to cohesion as how cohesive devices are used overtly to bind elements of a text together to help identify what is being referred to and how the phrases and sentences relate to one another. They are interdependent in the text to make it a consistent whole. The unity of cohesive ties in a text is a prerequisite element for text meaning.

O' Reilly and McNamara (2007) also believe that cohesion is about the relationship between ideas that readers make in a text. This relationship, the authors opine, expresses the existence or non-existence of linguistic elements in a text. They however, added that readers' understanding of a text is determined by several factors such as prior knowledge or reading skills. By implication, these authors have diversified the theories that contribute to text structure to include the Hallidayans' theory and the schema theory.

2.2 Concept of Coherence

Coherence most often is perceived differently from different perspectives. Some linguists think that traditionally, it is a relationship that sticks information in a text

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together in order to establish a sense of unity for the reader. It is believed that the sense of unity is resided in the interconnectedness of the linguistic elements (Lee, 2002).

In addition, Briguglio (2007) describes coherence as the glue that binds a text so that the ideas seem to flow easily and logically from one stage to the next. In other words, paragraphs should be linked well from one paragraph to the next, sentences within a paragraph should also be linked well to foster a logical sequence of idea of the text as a whole. This pattern of sequencing is required to construct a coherent text.

Hyland (2006) defined coherence as: ―The way a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories" (p.311). From his point of view, coherence involves logical connections at idea level (topic), situation of context and on theoretical basis. It is about the writer‘s responsibility to estimate the readers‘ background knowledge on a particular domain and fix his or her ideas together consistently into a united whole to convey the intended purpose in a context of situation.

2.3   Cohesion as a Measure of Text Coherence

It is believed that the two textual devices create relations of identity or comparison. While coherence is embedded in a text and is not signaled by linguistic markers at the text surface, cohesion is an explicit linguistic strategy which enhances the recognition of conceptual continuity and the logical flow of ideas in texts (Louwerse & Graesser,2007).

The influence of cohesive devices on coherent text construction has been examined in a number of empirical and theoretical studies. Some of these studies Akindele (2011); Jafarpur (1991); Malah, Tan and Md Rashid (2017); Liu and Braine (2005); Crossley,

Kyle& McNamara, (2016); Yang & Sun, (2012) contributed in support of the theoretical framework of Halliday and Hasan's (1976) model of cohesion. The authors suggest that there is a strong relationship between cohesion and coherence such that the attainment of cohesion is a measure of writing quality. The other school of thought Bryan (1991); Pathan (2012); Zhang (2000); Carrell (1982); Almaden (2006); Ralf (2018) & Bryan (1991) took a divergent view. This group maintains that there is no correspondence between cohesion and coherence. In other words, they believe the use of cohesive devices is insignificant to determine text coherence. This section presents these contrary views on the attainment of cohesion as a measure of text quality. Those that suggest cohesion as a measure of coherence are presented first, followed by those who posit that cohesion does not necessarily lead to coherence. The section concludes with a summary that linked the arguments of these researchers to the current study.

Akindele (2011) analyzed cohesive devices in two academic papers which examined both grammatical and lexical cohesive devices. The entire cohesive device were highlighted and identified thoroughly. The textual relationship was created based on Halliday and Hasan's cohesive theory. The results showed that cohesive text is determined by grammatical and lexical cohesive devices. The results also revealed the importance of the appropriate deployment of the cohesive devices to form a consistent whole. The variety of cohesive devices found in his research was grammatically and lexically attached to discourse because of the cohesion provided by the linguistic means through which the text operated as a single unit.

Jafarpur (1991) carried out a study to find out the interaction of cohesive ties with text quality. The study revealed that the quality of essays written in English by Iranian

undergraduates correlated with the number of cohesive ties and cohesive types used in the essays.

The study of Malahet al (2017) was to evaluate lexical cohesion in Nigerian Newspaper Genres. The study focused on the Editorials. The study sought to identify the dominant sources of lexical cohesion in the editorials and also to examine how lexical cohesion was utilized to achieve coherence in the editorials. The study drew on Systematic Functional Linguistics (SFL), which is a theory of language and discourse developed by Halliday and his followers.

Analyzing 20, 354 words in 30 editorials texts, the study revealed high frequency usage of lexical cohesion in the editorials. It was further revealed that lexical cohesion devices, which formed into chains and isolated ties, were utilized in building coherence in the editorial texts.

Yang & Sun (2012) also investigated the degree of interaction between cohesive ties and text quality in Chinese writers' essays. They reported a high degree correlation between the total number of correctly used cohesive devices and essay quality for argumentative essay produced by Chinese writers of English.

Liu and Braine (2005) investigated the use of cohesive devices in Chinese undergraduate non-English majors. The authors analyzed 50 argumentative compositions written by the research subjects. The results showed that there was correlation between the number of cohesive devices used and writing quality.

Crossley et.al (2016) research focused on local and text cohesion. Their study sought to investigate the development of text cohesion in the writing of 57 second language (L2) university students and examine the effects of these cohesion types on judgments

of L2 writing quality. They observed the progression of the use of a number of text cohesive features across a semester-long upper –level English for Academic Purposes (EAP) course. The use of local, global and text cohesive features exhibited 36% of the variance in overall judgments of writing quality.

Incontestably, the literature so far establishes the fact that cohesion ensures the smooth flow of text coherence. However, Bryan (1991); Pathan(2012); Zhang (2000); Carrell (1982) and Almaden (2006) assert that a text may be highly cohesive but incoherent. Bryan (1991) analyzed forty-eight texts from four students in a stratified sample of sixty college freshmen; one male one female from the highest twelve who were tested; one male and one female from the lowest twelve who were tested. Texts were found to be highly cohesive but incoherent. She found that African American students' problems in deploying cohesive devices were similar to findings of earlier researches carried on them.

Zhang (2000) carried out a research on the use of cohesive devices in Chinese undergraduates expository compositions. He analyzed 107 essays from two universities, based on Halliday and Hasan's (1976) taxonomy of cohesive devices. The findings proved that students employed a variety of cohesive devices with some categories of ties used more frequently than the others. Lexical devices were the most frequently used, followed by conjunctions and reference. It was observed that, the number of cohesive devices had no correlation with the quality of writing. Certain cohesive ties such as conjunctions were overused and misused. The students also under- used lexical cohesion according to his research findings.

Pathan (2012) discussed the role of cohesion in a coherent English text. This discussion was based on literary genres. In order to further understand the

significance of cohesion in discourse, the authors analyzed two English texts; a poem, Daffodils by William Wordsworth and an advertisement from a UK website ‗gumtree.co.uk.' Their findings showed that different genres have different elements that bring coherence. The paper argues that although cohesion is an important aspect of developing a coherent text, yet coherence is also possible without cohesion.

Similarly, Carrell (1982), basing his argument on schema theory, asserts that text processing is an interactive process between the text itself and the audience's prior knowledge or memory schemata. In other words, in addition to textual structure and content, readers operation on the text helps them understand its components. After conducting discourse analyses on three empirical studies, Carrell (1982) proves that there is no relationship between the number of cohesive devices used in a text and text coherence.

Almaden (2006) added that the students' inability to produce a readable text emanates from the way they place much premium on lexical and sentence level meaning than on discourse level. Usually, they exhibit knowledge in large range of linguistic elements in their essays but the usages of these elements seldom produce a coherent piece. More often than not, a coherent piece of writing is as a result of considering the text as a unit by working more on the underlying coherence (Thought progression) in the relationship of ideas. This relationship is what might have incited Almaden (2006 p.128) to claim that ―Continuity of sense is the foundation of coherence, being the mutual access and relevance within the configuration of concepts and relations". Without such continuity, any piece of writing is just a collection of words and sentences, without conveying the intended meaning to the reader.

This second group concluded their assertion by likening the interaction of cohesion and coherence in text building to bricks and cement. Bricks and cement can be put together to create any form of structure. However, it is only when they are laid together properly that a structure can be built. Similarly, a text will be cohesive if cohesive ties are used, however it will only be coherent if the cohesive ties are used appropriately to create meaning. They emphasized with illustrations that you can have cohesion without coherence but you cannot have coherence without cohesion. For example, ―My husband bought a wrist watch for me. Blue is a royal color. The dressing code for the party is sea blue and a wrist watch." In the example above, there are lexical links from one sentence to the next; cohesive ties are used to join the sentences. There is evidence of lexical repetition, ‗blue‘ ‗wrists watch‘ and collocations ‗wrist watch‘, dressing code‘. However, the strings of sentences together do not make any sense; there is no binding or semantic link. This is an example of cohesion without coherence.

In concluding the debate about whether cohesive devices are indispensable or trivial in determining quality text construction, the literature reviewed so far has established two major arguments. One group of researchers (Akindele (2011); Jafarpur (1991); Malah et al (2017); Liu & and Braine (2005); Crossley et al (2016); Yang & Sun (2012) and Adeyemi (2017) argues that cohesion is a hallmark for text quality. Thus, cohesion contributes greatly to coherence or the overall meaning of a text. This group provides support for the theoretical position of Halliday and Hasan‘s (1976) model of cohesion and for that matter, suggest that a cohesive text is a measure of coherence and hence, writing quality.

The other group, Bryan (1991) Pathan (2012); Zhang (2000);Carrell (1982) and Almaden (2006) maintains that there is no correlation between cohesion and

coherence. Their argument is that cohesive devices do not necessarily bring about coherence since text coherence also rely heavily on other components aside cohesive ties. Those in this group that base their claim on schemata like (Carrell, 1982) believe that readers can themselves perceive coherence even in discourse that contains very few cohesive elements or none at all.

This research has seen lapses in the arguments of the school of thought that does not recognize the role of cohesion in a coherent text. Almaden (2006) for example, said that writers' misappropriation of cohesive devices leads to incoherence. When cohesive devices are misappropriated, they cannot drive cohesive force, so they are not in that stage considered as cohesive ties. Cohesive devices are not identified in isolation. They are identified in context. If they are not properly used, the context cannot enable their identity. It is against this background that this current research is aligned to the group of researchers who support Halliday and Hasan's position on the role of cohesive devices in a text as a measure of coherence.

From the extant literature, the question of whether cohesion analysis is an index for measuring writing quality seems to be influenced by how ESL learners attain the cohesive devices and use them in their write-ups. Crossley et al (2016) consciously nurtured ESL learners' growth over a period of time. The findings showed how the learners used the cohesive ties appropriately which had a significant contribution to text coherence. Conversely, the contribution of cohesion to writing quality is insignificant in the case where ESL learners use the cohesive devices inappropriately as a result of limited knowledge. The question that is generated here is, ‗What degree of support do tutors offer students as a way of nurturing cohesion and coherence in their writing?' Bridging this gap will be the new knowledge this research is adding to the existing knowledge on analysis of text cohesion and coherence.

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Another observation is that, the extant studies have predominantly sought to only explicitly teach the cohesive devices, the conundrum yet to be answered is ‗Howcan learners be made responsible for their own learning?' The answer to this question forms part of the contribution of this study to existing knowledge.

Researching into textual cohesion or global coherence, which most of the existing literature is silent about is another contribution of the current research to the knowledge of text cohesion and coherence.

Generally speaking, text-based coherence is established by both unity of its ideas, choice of language and structure. It is apparent that the unity of information in a text makes it look coherent and meaningful. Eventually, a text must contain a controlling idea, which is normally stated in the introductory paragraph, or other paragraphs of the text. In the preceding paragraphs, each one is controlled by a main idea embedding a topic sentence which with other supporting sentences will serve the controlling idea. All main ideas of the different paragraphs contribute to the explanation of the controlling idea expressed in the introductory paragraph, or somewhere else in the text. As such, the writer must know how to unite his/her ideas aimed at obtaining a coherent meaningful whole. This means that the ties between the sentences must be straightforward, each paragraph must be seen as an entity and the entire text must be seen as a united whole, rather than a collection of separate sentences.

The information provided in this whole section is to help address research question one of this study.

2.4   Importance of Cohesion and Coherence in Writing

It is incontestably established from the preceding that cohesion and coherence are the two linguistic elements that ensure text quality most. When these two textual elements are used appropriately in any text, it becomes cohesive and coherent. Many studies have been done to confirm the degree of practicality of this assertion.

Studies such as McNamara, Crossley & Kyle (2014) and Hinkel (2004) have shown that cohesive devices are important indicators of text comprehensibility such that an increase in text cohesion generally leads to greater comprehension of a text. Thus, the density of cohesive devices a writer uses to construct a text enables the reader to process the text and construct meaning. This notion suggests that the linguistic elements are indispensable to text quality. The reader's ability to construct meaning behind a text is determined by the writer's art of sequencing all the sentences that make up each paragraph of the text. The sequencing should be in logical manner by following a continuous order based on the message these sentences are trying to convey. Within this framework, coherence is important in writing as it relates to expressing consistent and understandable ideas in a text. This is supported by the literature below. McNamara et al (2014) explore the use of lexical cohesion among TESL post graduate students in academic writing. Fifteen students' essays were collected and analyzed to identify the types, the dominance and the least used devices. The findings demonstrated four types of lexical devices: repetition, synonyms, antonyms and collocation were deployed by the students in their essays. This presupposes the students were able to use these lexical cohesion categories to create cohesive effect within the ideas conveyed by the students in their write-ups.

Similarly, Almaden (2006) noted that cohesion and coherence are crucial components when constructing a quality text. Linguistically, they determine the generating and

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developing of ideas as well as the structuring of the text. Cohesion and coherence are necessary elements in developing the writing skill (Almaden ibid), so both teachers and students need to have ample knowledge in them to enhance the development of the writing skill and consequently gaining the proficiency to produce coherent texts.

Xhepa's (2016) paper outlines a general and practical overview of the importance of cohesion and coherence in a text. The paper presents cohesion and coherence as crucial elements for text construction. Xhepa agrees with Almaden that the two elements are indispensable if writers wish to create continuity and clarity in the text. Without the continuity and clarity required, a text fails to be a text. From a practical point of view, different texts show their importance of understanding on the part of the reader. The writer is concerned to write something that will be understood by different readers. For this reason, it is very important for the text to be written correctly having both cohesion and coherence.

According to Celce-Murcia and Olshtain (2000), a well written text has got unity and is connected through sentences which relate to one another. It depends on whether the text is long or short. In a long text, the coherence of the whole text depends on the coherence of the paragraphs presented in the text while in a short text, coherence depends within sentences themselves.

Ralf (2018) asserts that the goal of writing is to benefit the reader. The writer is therefore expected to provide signals in a form of cohesive devices to guide the reader in determining the meaning of a text. Without these clues, the reader may detect choppiness in the text and feel as if there are gaps in the ideas presented. Inevitably, text without the required connections to enhance coherence is difficult to read and

understand. It defeats the whole purpose of writing, which is to relay ideas in a clear and efficient manner.

Inferences drawn from her assumption is the need to focus on coherence when writing at the sentence level, and depend on cohesion to smoothen the flow of writing. This would undoubtedly improve the writing quality. Without coherence and cohesion, readers will strenuously process the meaning of text and eventually loss interest in the text because they cannot trace the ideas. As a result, the primary objective of writing is not achieved.

There is every indication from the above discussions that cohesion and coherence play a facilitative role in text coherence. There is therefore, a fervent need for a research to be carried out on the uses of these indispensable linguistic elements in any learning center such as college level where the students are expected to do academic writing.

2.5   Theoretical Framework

This section deals with the theoretical framework for the study. The cohesion concept of Halliday and Hasan (1976) is presented as well as the adapted forms of their taxonomy in Munoz-Luna (2015) and Ralf (2018). These reviewed versions of Munoz-Luna (2015) and Ralf (2018) were employed to augment the main theory for clearer analysis. Halliday and Hasan's model (1976) is deemed as the most comprehensive one to support the current study data analysis. The establishment of their theory of cohesion has paved the way for other researches to be done. Therefore, this model serves as the main theoretical framework of the present study.

Halliday and Hasan (1976), assume that cohesion occurs when there is interdependence among linguistic elements for meaning in a text. Thus, one element presupposes the other. The element needs a substitute to be effectively interpreted.

Without recourse to it, its meaning is vague. Moreover, the basic concept of it is a semantic one. It refers to relations of meanings that exist within the text. So, when this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby integrated into a text. The renowned linguists classified their cohesion model into two categories. These categories are grammatical cohesion and lexical cohesion. Grammatical cohesion include: reference, substitution, ellipsis and conjunction. The lexical cohesion on the other hand includes reiteration and collocation (Halliday and Hasan, 1976, p.39). The sub-categories of the two variants of the Hallidayans' cohesion model are discussed passionately below.

2.5.1 Grammatical cohesion

Harmer (2006) in conformity with the Hallidayans' assertion, argued that grammatical cohesion could be achieved by using grammatical cohesive devices as an anchor to hook the pieces of text together in their appropriate order to give the text a natural flow. These devices can conjoin; make reference, and any other form of bonding within the text to make it meaningful. If they are properly used, they can reduce or eliminate redundancies during text construction. The elements indeed, serve as braces to produce a unified whole.

Halliday and Hasan (1976, p. 39), classify grammatical cohesion into four devices. Their grammatical cohesion include: substitution, ellipsis, reference and conjunction. Conjunction is a pseudo grammatical cohesive device because it has a lexical trait as well.

2.5.1.1 Substitution

Substitution is the replacement of one or more words such as a noun, a verb, or an entire clause by a ‚dummy' word or a ―dummy‖ clause. It occurs anaphorically in a

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text when an element replaces a previous word, phrase or clause.The adapted example from (Halliday & Hasan 1976, p.89) below illustrates this explanation.

> *My dress is too old.*
>
> *I need a new one.*

In the example above, *one* in the second sentence replaces *dress* in the first sentence. This has created a cohesive relationship in the two sentences. It is therefore regarded that substitution as a grammatical cohesive device has been used to drive a cohesive force in the two sentences.

In addition, Halliday and Hasan's (1976) idea adapted by Thompson (2004) elucidates that substitution holds a text together through avoiding repetition and creating cohesive grammatical ties, not in the meaning but in the wording. The cohesiveness is realized between words, phrases and clauses. He emphasized that the main functions of substitution in text structure is to make texts more economical and concise by avoiding tedious repetition.

Thompson's (2004) ideas about the facilitation role of substitution in text cohesion are plausible. It is evident in any given text whether written or oral that the deployment of substitution has helped to eliminate redundancy with its possible ambiguity. The following examples demonstrate how substitution occurs.

Nominal substitution: *Your <u>dresses</u> are obsolete.*

> *You need modern <u>ones</u>.*

The word <u>ones</u> is the substitution for <u>dresses</u>

Verbal substitution:

Does Keziah <u>clean</u> the room often?

Yes, she <u>does.</u>

<u>Does </u>substitutes<u>clean?</u>

Clausal substitution: *Are we going to get all the allowances due us?*

CETAG report says <u>so</u>.

<u>So</u> substitutes the entire clause: <u>Are we going to get all the allowances due us?</u>

Would you <u>accept the job if you were her?</u>

Well, perhaps <u>not</u>, said Abuga in a low tone.

<u>Not</u> substitutes the entire clause <u>accept the job if you were her?</u>

Johnstone (2002) similarly noted that substitution creates a semantic link at the lexico-grammatical level. Substitution is the use of a word or phrase that substitutes another in the same grammatical slot for a material elsewhere in the text. If something is substituted from text, it is expected that it should serve the function in the text as the presupposed item.

Inferring from the preceding discussions, there are basically three purposes of substitution: nominal, verbal and clausal. In nominal substitution, the main words ‒one" and ‒ones" are used as alternatives of nouns. In verbal substitution, the verb ‗do' and modal verbs are used as alternatives of the main verb in the sentence. While in clausal substitution, the whole clause is substituted by the presupposed anaphoric referent.

2.5.1.2. Ellipsis

According to (Harmer 2006), ellipsis is a deliberate omission of words or part of a sentence or utterance in a sentence without influencing the meaning. The omission of words in this way is purposeful. It enhances concise writing.

Another group of linguists such as Carter, Hughes &McCarthy (2000) affirm that the rationale for ellipsis occurs in texts to avoid redundancy. Redundancy results in wordy text. A reader who is confronted with text which has a lot of repetition cannot process its meaning. This kind of text impedes text comprehension.

Again, the definition of ellipsis is summed up by (Cummings, 2009) as the omission of elements in a text required by grammatical rules. Grammatically, some elements are omitted in a text to promote effective interaction between the reader and the text. Excessive wording could result in ambiguity making it difficult to infer the writer's intended message.

Johnstone (2002) points out that ellipsis and substitution are closely related because ellipsis is the replacement of elements within a text by zero even though readers can retrieve omitted elements by referring to their antecedents in the text. Like substitution, Ellipsis is of three types: nominal ellipsis where a noun is missing, verbal ellipsis where a verb is missing and clausal ellipsis where the whole clause is missing as illustrated below:

Nominal ellipsis: *The Education Minister has frozen some college tutors' salary.*
                        Some have collected any way.
                College tutors and salary have been removed in the second sentence.
Verbal ellipsis: *Denis, have you been studying?*
                        Yes mum, I have.

The verb group, <u>have been studying</u> has reduced to <u>have.</u>

Clausal ellipsis:　　*Where the students fed-up with the strike?*

　　　　　　　　　　Yes, they were.

2.5.1.3. Reference

Reference is one of the grammatical strategies used to create surface connections between sentences. Halliday and Hasan (1976) believe that the features of reference cannot be semantically elucidated without checking some other features in a text. There should be other linguistic elements in the text for reference to relate to them. The existence of other linguistic elements in the text is a basic requirement to enable this grammatical strategy to perform its role effectively in the text.

Nunan (1993) as cited in Abdelreheim (2014) confirms that referential cohesion plays a significant role in constructing cohesive ties between the elements. This type of cohesion is imperative to enhance interpretation that leads to constructing of meaning from a text. A text can be difficult, or even impossible to interpret if a single sentence is isolated from a context. An element that has no antecedent and/or keep recurring in a text will result in sloppy writing, producing text with an unintended meaning.

According to (Crane, 2000), the grammatical cohesive term, reference is used as a referential item to something or someone within the framework of the text. The author attests that this type of cohesive device is more important due to the function it plays as it keeps the track of the reader throughout. The reader depends on it to make inference which is key in text comprehension.

Thompson (2004) and Harmer (2004) noted that beyond pronominalization as the most common referring device, there are other linguistic elements used to fulfill the same function, such as demonstratives and comparatives. Besides these, they

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acknowledged how cohesion is achieved by the use of definite article. In this text for example:

Favour is my daughter.

She has a nice toy.

The reference ‗she' refers back to ‗Favour', whereas the article ‗a' in ‗a nice toy' indicates that this has not appeared yet.

McCarthy (1991) asserts that the interpretation of reference can be divided into exospheric (situational) and endophora (textual) reference. Regarding the exophoric reference, the referent does not reside in the text. The reader is required to look out of the text so as to interpret the referent. In other words, through exophoric reference, the reader is directed out of the text towards an assumed world shared between him and the writer in order to retrieve the meaning of the sentences.Harmer (2004) affirms McCarthy assumption by adding that exophoric reference assumes a world knowledge shared by the discourse community targeted for the write-up. An example of exophoric reference adapted from Flowerdew (2013) is illustrated below.

Those dresses are beautiful.

In the example above, *those* may refer to dresses hanging on the hanger. The word *dresses* in this example is part of the context of situation, even if it does not appear in the text anywhere else. This is because it interacts with the cohesion system and contributes to text coherence. Flowerdew (2013), explains that exophoric reference is not incorporated as an element of cohesion since it does not connect two elements together in a text (as cited in Halliday & Hasan 1976).

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Regarding endophoric reference, Brown & Yule (1983) argue that it exists when readers refer to elements within the text itself to recognize it. Endophoric reference can be physically proven in a text. It has an overt presentation in a text. It is categorized by Halliday and Hasan (1976) into two types: anaphoric and cataphoric. Cataphoric reference is the use of a word or phrase to refer forward to another item used later in the text (Richards and Schmidt, 2002).

In the first type, readers review previous sentences to discover the referent. The antecedent resides in earlier stated sentences. This is illustrated as:

Here is my son, <u>he</u> has come to greet us

Where *he* indicates the previously mentioned noun, *my son*. In contrast, readers in the second type examine the subsequent sentences to realize the referent. The noun or its equivalent precedes the referent. So, readers trace for the antecedent in the subsequent sentences. Such instance is exemplified below.

<u>He</u> has come to greet us, my son.

Where *he* refers to the subsequently-mentioned noun, *my son*.

As stated above, referential cohesion is classified by Halliday and Hasan (1976) into three sub-categories personal, demonstrative and comparative. They enable writers to make several references to people and things that are mentioned somewhere in text. They are employed to identify people, objects or other things that are mentioned somewhere in a text, personal reference items include: personal pronouns, possessive determiners, and possessive pronouns. In the example:

Put the students into groups and ask them to debate on the topic.

‗Them‗ expresses an anaphoric reference which creates grammatical cohesion between the two sentences, and can be interpreted only when readers refer back to the previous text.

2.5.1.3.1 Personal reference

Personal reference is a reference by means of function in the speech situation, through the category of person (Halliday & Hasan, 1976, p.37). The personal category includes the three classes of personal pronouns, possessive determiners usually called ‗possessive adjectives‗) and possessive pronouns (Halliday & Hasan, 1976, p.48).The following examples authenticates the occurrence of this linguistic category.

> *Where is the <u>puppy</u>?*
>
> <u>*It*</u> *is inside the box.*

The occurrence of <u>it</u>, refers anaphorically to the puppy.

2.5.1.3.2 Demonstrative reference

Demonstrative reference is reference which shows location, on a scale of proximity (Halliday and Hasan, 1976, p.37). Fundamentally, demonstrative reference is a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity. For instance:

> *They like <u>shea-fruits</u>. <u>These </u>are their delicacies.*
>
> <u>*Those*</u> *are my favorite too.*

These and *Those* in the examples above are the demonstrative reference of the *shea-fruits*.

2.5.1.3.3 Comparative reference

Regarding comparative, the third type of referential cohesion, Nunan (1993) elucidates that it is expressed by using adverbs and adjectives in order to compare and contrast items within a text. In the same vein, it is an indirect reference by means of identity or similarity (Halliday & Hasan, 1976). The authors categorized comparative reference into two sub-categories: general, and particular. While the general sub-category expresses resemblance between things with regard to identity, similarity, or difference, the particular one demonstrates comparability between   things in terms of quantity or quality. The following examples illustrate the above explanation.

> a)The thieves gave two <u>similar</u> responses
>
> b) Would you like <u>these</u> dresses or the <u>other</u> ones?
>
> c) There were twice <u>as many</u> people there <u>as</u> last time
>
> d) There are <u>more</u> things in Ho, <u>than</u> you can imagine
>
> e) All the children should receive <u>equal</u> treatment

 The underlined words in example a) and b) illustrate general comparative reference. In a), the nature of the thieves' responses are being compared. While example c),d) and e) exemplify particular comparative reference. In example e), the quantity of treatment is being compared.

2.5.1.4 Conjunction

Another grammatical strategy which establishes links between words, phrases, clauses or sentences to create strong cohesion is conjunction. This is because conjunctions are characterized with specific meanings as Cook (1989) describes them as devices which draw attention towards the relationships between sentences, clauses and words. The main cohesive function of conjunctions is to establish links between sentences. Conjunctions help to provide coherence to a written text by connecting elements

between or within sentences and from one paragraph to the next in order to effectively facilitate the transmission of the writer's ideas to the reader. The implication here is that conjunctions are used to create strong cohesion by virtue of the specific meanings they provide. By using a specific conjunction, it can semantically relate the preceding text to the subsequent text. Thus, conjunction can establish a semantic relation among linguistic elements. It has different signal words and relate sentences in different ways based on its actual meaning. Conjunction differs from reference, substitution and ellipsis in that it does not create an anaphoric relation.

In addition, conjunction promotes creative life into one's writing by allowing one to combine ideas and compare clauses without having to break up sentences into abrupt fragments. That is why Leung (2005) said conjunctions facilitate a better understanding of the use of text and they affect the way text is perceived. In the words of McClure and Steffensen (1980), conjunctions act as clues drawing attention to and making explicit the logical relationship between propositions. Emphatically, in the written mode, conjunctions are extremely important. This is because readers who fail to note a conjunction or who misunderstand it may interpret the preposition it connects as either totally unrelated, or related in ways unintended by the author. Thus, they may comprehend each sentence or clause but fail to understand the passage as a whole. Conversely, authors who fail to make judicious use of conjunctions leave their readers guessing about the connections between ideas in the text.

Thompson (2004) notes that one important linguistic resource in communicating information is its conjunctive relation. Conjunctive relation ensures that what is to follow in a text is systematically connected to what has already been discussed. As a

result, this relation combines any two textual elements into a potentially coherent complex semantic unit.

Halliday and Hasan (1976) observe that conjunctive devices can be categorized in different ways, focusing different aspects. They, then, present *additive, adversative,* casual and temporal as four, commonly accepted, types of conjunctive relation.

They authors explained that subordinate conjunctions introduce clauses that are syntactically dependent on a main clause. The most common types of relations that they express are temporal (when, as soon as), casual (because), concessive (although), purpose (so that, in order) and conditional (if…). For example:

Eat the bread now. <u>Otherwise</u> it will become stale.

Miltsakaki, Prasad, Joshi and Webber (2004) outlined coordinating conjunctions as ‗and‘, ‗but‘ and ‗or‘. These are used to link words, phrases and clauses. They are conjunctions which are used to join together clauses of equal rank. In other words, they generally connect sentence elements of the same grammatical class such as nouns with nouns, adverbs with adverbs, phrase with phrase and clauses with clauses. They also link two sentences that do not depend on each other for meaning. They are simply referred to as coordinators, and the art of joining two words, phrases, clauses or sentences using coordinators is known as coordination. For example:

Keziah reads novel, Faith reads magazines, <u>but</u>
Denis is interested in graphics and design.

Miltsakaki et al (2004) explained adverbial connectives as sentence-modifying adverbs which express a discourse relation. They are, ‗for example‘, ‗however‘,

‗therefore', ‗then', or ‗otherwise'. They also include prepositional phrase with a similar modifying function: ‗as a result', ‗in addition' or ‗in fact'.

Many other linguists have different perception and categorization for conjunctions. However, Halliday and Hasan (1976), as cited in Martin and Rose (2007), consider conjunctions and conjunctive as cohesive devices. The scholars note that conjunctions express cohesive indirectly, through certain meanings. These meanings presuppose the presence of other components in the discourse. Therefore, the relationships indicated by conjunctions can be fully realized through reference to other parts of the text.

2.5.2 *Lexical cohesion*

Lexical cohesion is a mechanism that is used to connect content words together. This has to do with links between words that have meanings. Such as verb, nouns, adjectives and adverbs. This type of cohesion occurs in a text through word relation. "The way lexical items are woven together through a text is called lexical cohesion" (Carter, 2001, p.187). Each individual lexical item carries certain information in a text and creates lexical environment. This environment includes all the words that form relational patterns in a text in a way that links sentences. The way the content of sentences is linked contributes to a specific interpretation of a text. Even though cohesion may be derived from various lexical relationships, Halliday and Hasan (1976) explained that it is the way the item co-occur with a related lexical item in the same environment that facilitates text cohesion. Several ways of creating lexical ties can be used by writers to vary vocabulary and keep referents constant. Halliday and Hasan (1976) distinguish between the two major categories of lexical cohesion: reiteration and collocation.

2.5.3 Reiteration

Reiteration as a lexical category involves repetition, synonym, superordinate and original share of a common referent. If cohesive bonding is created through any of the above listed items, it is agreed that there has been a lexical cohesion. The following exemplifies how cohesion is achieved through reiteration in the sub-categories.

Repetition is realized in situations where the same lexical item cannot be avoided. The relationship that exists between a lexical repeated item and its antecedent is textual rather than structural. A simple repetition of lexical items in a text, govern by grammatical rules can derive cohesive force. For instance:

> *Crocodile is a scary reptile.*
>
> *Go to the crocodile pond and see for yourself.*

Synonyms which are relational words can also effect text cohesion with the relationship they share with preceding lexical items within a text. A synonym is thus used to create cohesion when a lexical item is in some sense synonymous with a preceding one in the text. Synonyms are used to achieve cohesion by avoiding repetition of exact same word. For example, happy/glad; hide/conceal could be used to derive cohesive effect as in the sentences below.

> *The woman was happy to be among the panel.*
>
> *She was really glad that the chairman appreciated her contributions.*
>
> *Alima wants to hide the truth. She may conceal it for now, but it will come out one day.*

The Hallidayans are of the view that a superordinate is a lexical item whose meaning resides within that of another word. This lexical item forms the larger set in the lexical categorization in which the earlier one belongs. Their assertion is plausible since

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superordinate facilitates text cohesiveness through the identical features it shares with the hyponym it derives its meaning from. For example,

Denis and his sisters fancy <u>mangoes</u>.

<u>*Fruits*</u> *are really their delicacy.*

Fruits which is the superordinate refer back to *mangoes* which form the hyponym.

A reiterated item may not be a pure repetition of a lexical item. It may not be a synonym or near-synonym, a superordinate or a general word. Lexical cohesion can also be achieved by the use of complementariness, or different kinds of pairs of opposites (male - female), antonyms (sad - glad) and converses (order - obey) (Halliday & Hasan 1976, p.285).

2.5.4   Collocation

Another relation that is used to effect text cohesion is collocation. Halliday and Hasan (1976, p.286) refer to the term collocation as pair or chains of lexical items that tend to share the same lexical environment. They can occur freely either within the same sentence or across sentence boundaries. The inference drawn from their assertion is that, the lexical items have the tendency to co-occur in text. When their co-occurrence is appropriately done, lexical cohesion is said to have taken place. The following examples illustrate this explanation.

 The Hammatanis here once again with its <u>cloudy hazy</u> and <u>foggy</u> weather conditions.

Brown and Yule (1983, p.19) also introduce some other notions for lexical relationships. They speak about hyponymy, part-whole, Collocability, comparison:

Chair – furniture (hyponyms) leaf — a tree (part-whole)

Monday-Tuesday (collocability)

Try hard (verb–adverb) fast food (adjective-adverb) make a mistake (verb-noun)

2.5.5   *Munoz-Luna (2015) contribution to the Hallidayans' cohesion theory*

Munoz-Luna (2015) acknowledges the taxonomy of Halliday and Hasan's (1976) theory of cohesion. She however thinks that text quality goes beyond the presence of cohesive ties in a text. She enumerated distinctive components with varied purposes and noted how such components equally play an indispensable role in text quality. These strategies are designed from a range of perspective to include:

- ➢ Grammatical level: morphology and syntax, word and sentence formation.
- ➢ Lexical level: lexicon and vocabulary; word register
- ➢ Discursive level: cohesion and coherence, transition between sentence and ideas.
- ➢ Meta-discursive level: extras linguistic items
- ➢ Writers' awareness of (a) genre specifications, namely, format and text structuring, and (b) target audience awareness
- ➢ Content compilation: text content according to topic and layout.

The six strategies identified by Munoz-Luna (2015) are interrelated in one way or the other. The discussion of one may necessarily involve the other for a complete concept to be established. She however acknowledged that writers cannot pay attention to all the strategies concurrently. Hence, language teachers are required to plan writing strategies that will enhance ESL writers in particular to practice and implement these components during text construction.

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As suggested by Munoz-Luna in the previous paragraph that it is not feasible to consider all the strategies concurrently. The present study therefore seeks to consider transition between sentences and ideas which are within the specification of the Hallidayans' theory together with text type. The current study uses Munoz-Luna's (2015) contributions to enhance the analysis of the research subjects' expository text.

2.5.5.1 The role of genre approach in text quality

Conditionally, ESL writers are often required to be familiar with certain features of a piece of writing they intend to compose. Such a form of writing is normally being categorized as text-type or "genre-based writing." The genre-based approach is based on the foundation of genre theory (Christie & Derewianka, 2008).

Cope and Kalantziz (2000) noted that one of the main role of genre-based instruction is to enable ESL learners to produce academic writing that adheres to the sociocultural norms of a particular academic or professional genre. This kind of writing is for a specific purpose. Hence, it should be written within the stipulated norms governing its construction.

Harmer (2004) posits that genre knowledge is a component of the general schematic knowledge that a writer expects the reader to bring to the reading task. The schematic knowledge comprises: knowledge of genres, general world knowledge, social cultural knowledge and topic knowledge. Genre knowledge he concluded that is an indispensable component in text coherence.

With the above claims notwithstanding, there are a lot of controversies surrounding the contribution of genre approach in writing quality. Many experts in English Language Teaching (henceforth ELT) like (Silva & Brice, 2004; Leki, 2007) believe that genre and their linguistic features maybe subjective, culture-bound, vaguely

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defined, or even irrelevant to diverse types of ESL learners. For example, Widdowson (2003) states that the idea of genre as stable entities is only a convenient fiction because they are in reality sociocultural processes. They go through a lot of modification to serve the varied purpose in a sociocultural context. He explained that native speakers of English do not determine genre or the language which is used to realize them. He established how the findings of genre analyses represent suggestive judgment about their distinctiveness, and, therefore, such findings simply have limited validity.

Furthermore, Widdowson (2003) added that genre knowledge might cause researchers and teachers to conclude that the norms of genre are rigid and can be taught to learners as formulae. This will hamper the learners' ability to write imaginative essays. Eventually, the important of the procedures of learning and using language will be down played.

Second school of thought who argues about learners' ingenuity think that learners should be encouraged to generate creative writing that reflects their independent voice. They should not be taught to stick rigidly to the conventional features of genre. In other words, learners who are taught to stick strictly to the features of genre are basically expected to produce written texts that reflect formality or convention rather than invention (Paltridge, 2001).

Derewianka (2003) and Paltridge (2002) similarly argue that the negligence of formal aspects of writing and the problem-solving required by different genres of writing will narrow learners' writing abilities. In other words, it is important for students to engage in a variety of tasks which will broaden their cognitive ability.

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Conclusively, it is worth acknowledging the contributions from both sides. The genre-based supporters think that dependency on the process approach only will limit the scope of writing. So, they concluded that the inclusion of form will result in a balance between form and process in a more functional manner to writing development. The current study sees the genre-based pedagogy as a complement to process ideas by emphasizing the role of language in written communication. It is against this background that the present study adopts the linguistic approach to genre analysis among the different approaches outlined by Bhatia(1993), so as to examine both grammatical cohesion and lexical cohesion within learners' expository essays.

It is noteworthy that exposition is one of the five basic text types: narration, argumentation, description, instruction, and exposition (Helder, 2011). In its written form, a writer creating an exposition sends a message to readers to inform them through describing and explaining a situation. Basically, the writer exposes information regarding this situation by answering topic-related questions of how and why, assuming that the readers have little knowledge about it. Some common patterns of exposition are: cause and effect; in which the writer mentions why something occurs, and problem and solution; where the writer state a problem and provides solutions for it.

Although, the main purpose of the expository essay is to help readers understand something, there are still some vital characteristics of it that is worth mentioning. Expository is used to explain issues. This is the most fundamental act of communication. Explanations are so significant that they are part of most other types of writing. This type of writing is objective, reader-focused and systematic because this writing style simplifies an audience task of reading to understand (Schleppegrell 2004).

In sum, learners composing expositions need to introduce a topic, state a position, support it with evidence and illustrations, and link ideas through using a range of logical connectors. It is for this reason that the expository writing style is adopted for this study to furnish the research subjects with the necessary knowledge to deal with any other type of writing that has to do with explanation. Again to provide them with the platform to deploy the cohesive devices appropriately.

2.5.6 *Ralf (2018) Contribution to the Hallidayans' cohesion theory*

Ralf (2018) also agrees that cohesion is achieved when sentences are connected at the sentence level, whereas coherence is being achieved when ideas expressed in it are arranged in some sort of logical fashion. Some of the ways she outlined to ensure coherent writing include writing sentences that flow by varying the lengths and structures, the use of correct punctuation, and the use of large stock of vocabulary. The use of varied sentences in writing will enhance the deployment of the cohesive ties leading to a coherent piece of text. Correct punctuation and the use of the right register will reduce ambiguity and promote meaning. Besides, the use of lexical chains creates variety in writing and avoids monotony.

It is against this background that the current study included Ralf (2018) cogent ideas to augment Halliday and Hassan's cohesion model. Ralf's (2018) idea of the use of varied sentences in writing, correct punctuation and the use of the right register form part of the measure for text coherence in the current study.

2.6   Problems Associated with the Use of Cohesive Devices

With all the attributes of the two linguistic elements in text construction, many students are confronted with a lot of impediments in their attempt to write a cohesive and coherent text. It is evident from research findings that the inability to produce a

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consistent write-up with a natural flow of ideas is a major challenge for most students in ESL context. They lack the requisite expertise to knit their chunk of ideas into a united whole (Mawardi, 2011).

A lot of studies on ESL writing have revealed that ESL learners exhibit extensive constraints which associate with their use of cohesive devices. Such limitations which stem from underdevelopment of target language and interference as classified by (Brown,1986) and discussed by (Sawalmeh, 2013) are evident in the following existing literature.

Ahmed (2010) analyzed cohesion and coherence problems that Egyptian student teachers of English encountered in their essay writing. A mixed method research design was used in his study. The study made use of a questionnaire and a semi-structured interview as data collection tools. The sample of his study consisted of 165 student- teachers of English department of whom 14 were selected to be interviewed. Seven English lecturers filled in the questionnaire and were also interviewed. The interdependency of the linguistic devices within the text and the associated cohesion and coherence problems encountered by the students during their write-ups were realized through interpretive means. The results highlighted the students' difficulty in using cohesive devices to knit words or sentences together at the introduction, the thesis statement, the topic sentence, the concluding sentences and the conclusion. In a like manner, the report from the lecturers' questionnaire reflected the findings from the analysis. The report revealed in addition that the student- teachers had difficulty in transition of ideas using cohesive devices. This was further attributed to the effect of topic-specific background knowledge which impeded the students' ability to create cohesion with lexical cohesive devices in their essays. This eventually influenced the general quality and local coherence of the students' writing negatively. It was also

evident in their essays that, their deficiency in creating cohesion in their writing has affected their writing pattern. They provided a lot of background information which affected the content of their essays.

Again, the findings exhibited how the research subjects could not use grammatical cohesion except conjunctions, and genre related cohesive ties. Their essays contained smaller lexical density and more frequent vocabulary misuses. They also involved high rates of incomplete or inaccurate sentences. (E.g. missing sentence subjects or verbs, incomplete verb phrases, sentence fragments). They repeated content words more often (i.e., nouns, verbs, adjectives, and adverbs). Besides, they employed less subordination and two to three times more coordination.

Faradhibah and Nur (2017) researched into coherence and cohesion to find out the challenges of students in constructing cohesive and coherent texts. The research employed descriptive qualitative study. The research subjects were 36 students of the Department of Tarbiyah English group 1 and 2. Test and interview were the data collection instruments. The findings they obtained from their research showed that the students faced some difficulties in writing coherent and cohesive essays.

Specifically, the students found it difficult to connect their ideas together. Hence, they produced choppy essays. They significantly left ideas unsupported; constructed less fluent and less detailed explanatory prose. This was due to their inability to connect the linguistic elements together with the cohesive devices. They thereby produced shorter and less elaborated texts.

The research subjects could not use the cohesive devices properly in the text. They develop text cohesion differently, with weak lexical or semantic ties and theme connections. Their essays demonstrated dominance of overt text-level conjunctions.

They also inconsistently established text cohesion: less frequent and less dense usage of cohesion devices, such as lexical, discoursal and referential cohesive ties. These shortcomings made them produced sloppy essays.

Nilopa et al (2017) explored the types of cohesive devices used by Indonesian third semester students of English Department in their expository essays. The data was collected from 13 research subjects and analyzed based on Halliday and Hasan's (1976) framework on cohesive devices covering reference, substitution, ellipsis, conjunctions and lexical cohesion. In the findings, conjunction and reference as grammatical cohesive devices were frequently used by the students in their expository essays with conjunction being the most dominant. Lexical cohesion was however, inadequately used in the students essays. They concluded that the quality of the students' opinion essays could not measure up to expectation because they could not deploy the cohesive devices appropriately.

In relation to the above findings, it is incontestable that the Indonesian third semester students as Second Language (here after L2) writers lacked the capacity to use synonyms and collocation in their essays because of their limited lexical knowledge.

Lingzhu and Jinayu (2018), investigated to ascertain whether cohesion and coherence as writing mechanics play an indispensable role in Chinese High School learners' texts quality. They adopted Halliday and Hasan (1976) in Halliday and Matthiessen's (2014) cohesion models to analyze the students' texts. They employed mixed method design. The participants were 75 students and 22 teachers. Questionnaires were used to collect the teachers' ideas, and the students' English compositions were evaluated. The results showed lexical and grammatical errors. The results from the students' texts exhibited appreciable use of cohesive markers. Conversely, their usage

associated with a lot of challenges that had the potential to eclipse the meaning of their texts. The findings from the questionnaire revealed how teachers disregard the role of cohesion and coherence in text building.

Adeyemi (2017), embarked on a study to analyze texts composed by undergraduates in Nigeria and their counterparts in the inner circles, with specific consideration of achieving cohesion and overall coherence in their writing. Halliday and Hasan's theory of cohesion in English (1976) model forms the theoretical framework for her study. The study also used the theory of contrastive rhetoric as a framework to interpret potential alternative composition styles appropriately and to offer implications to inform the future teaching of cohesion and coherence. The study adopted corpus linguistic approach. The study quantified the results before presenting them in a qualitative form through description. Thus, the study complemented the quantitative results from the analyses with a qualitative interpretation (Kennedy, 1998).

A sampled data of 20,000 words from inner-circle participants and Nigerian participants were used to determine the significance of the difference between the frequency scores of two groups in order to determine overused and underused of cohesive devices. The analysis revealed significant differences in the use of particular cohesive devices in the two corpora. The Nigerian learners show underdevelopment in their use of conjunctions and lexical reiteration. This was the only situation in which the two groups differ from one another. The analysis showed that the first language (here after L1) learners overused some conjunctive elements and underused the others. Lexical repetition was also overused by the learners as a referential cohesive device. These overused repetitions hinder the overall quality of the Nigerian ESL learners' essays.

Norment (1995) investigated the occurrence of cohesive devices in essays of thirty basic writing students. The students were divided into two groups of fifteen each by level of proficiency: low (1-3) and high (4-). Norment found that the participants deployed referents pervasively. Especially, endophoric was overused and that of lexical cohesion (repetition of items, synonymous items, collocations etc.) was used extensively. With African American writers, lexical repetition seems to have become the surest way as well as a grammatical means for securing clarity and emphasis. Cohesive devices within and between paragraphs that aid the reader's comprehension of the topic's development recorded low percentage.

Adika's (1999) study was focused on discourse-level problems of expository texts of first-year students of the University of Ghana. He employed an integrative analytic approach which included Problem-solution Schema, theme-theme Structure, Cohesion and prediction to analyze students' essays. The study revealed sloppy writing at both the sentence level and across paragraphs that resulted in the lack of cohesion and eventually breakdown in communication in portions of the text. With regard to cohesion which was relevant to his study, he identified problems relating to pronoun reference ambiguity, extensive use of the pronoun _this' and dangling modification between the pronouns _this' and its referent.

It is evident in the reviewed studies of Ahmed (2010) Faradhibah and Nur (2017), Nilopa et al (2017) that writing cohesively in English constitutes a serious problem to ESL students. The studies reported a lot of writing constraints. Those that are in relation to cohesion and coherence are grouped into the following thematic areas: overused of repetition, inadequate use of synonyms and collocation, misappropriating of conjunctions misappropriating of reference and inadequate mastery of transition of ideas.

2.6.1   *Over use of repetition*

Repetition can be used to derive a lexical cohesive force when it relates properly to its referent in the text. If this mutual relationship between a lexical category and what it points to, fails to exist, the text may take a form but its meaning will be greatly affected. There must be a bonding between the lexical item and its antecedent within the text to foster text cohesion.

Norment's findings revealed that his research participants overused endophoric reference. Thus, they overused referential categories that are overtly determined in a text. This is a serious deficiency that hindered the meaning of the write-ups of the participants. Essays with such lapses are boring to read and difficult to process for meaning.

In a similar way, Adeyemi (2017) in her comparative study reported the same issue of underdevelopment of lexical reiteration involving repetition by her Nigerian participants. They demonstrated deficiencies of the use of repetition as a sub-category of reiteration. As a result, her research subjects were reported to have produced choppy essays which did not measure up to expectation.

Likewise, Ahmed (2010) research findings highlighted how Egyptian student-teachers of English repeated content words (i.e., nouns, verbs, adjectives, and adverbs) more often. The repetition of content words could enforce text cohesion, but in a situation where they were repeatedly used without regarding the grammatical conventions governing their usage made the participants' essays monotonous and ambiguous. Ambiguity can eclipse the intended meaning of a text.

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2.6.2   *Inadequate use of synonyms and collocation*

When synonyms are deployed cohesively, they ensure versatility in text production. The flexibility in text construction is what brings out the uniqueness in individual writers. Collocation on the other hand enhances the natural flow that a text requires to make a consistent unit of meaning. Ahmed (2010) however found out that his research subjects' essays contained smaller lexical density and more frequent vocabulary misuses. With these blemishes, the research participants could not produce cohesive and coherent texts.

Nilopa et al (2017) also reported that lexical cohesion was inadequately used in the Indonesian third semester students' essays. They authors concluded that the cohesive devices to be used by the students were a few, yet the majority of the students' opinion essays failed to achieve cohesion. In relation to the above findings, it is incontestable that the Indonesian third semester students as L2 writers lacked the capacity to use synonyms and collocation in their essays because of their limited lexical knowledge.

2.6.3   *Misappropriation of conjunctions*

Conjunction as noted earlier could be a lexical item or grammatical item. It is therefore considered to be a quasi-grammatical category. The facilitation role of conjunction in text cohesion is to connect the linguistic elements together to produce a united piece. This notwithstanding, Adeyemi's (2017) findings included how her research subjects, the Nigerian group are underdeveloped in their use of conjunctions. They could not use conjunctions to create text cohesion. Such a deficiency led to their inability to construct varied sentences in their essays. Employing sentence type in a write-up is a requirement in quality writing.

Adeyemi‘s (2017) findings on the use of conjunction as a cohesive device contrast that of Ahmed‘s findings. The results of Ahmed (2010) exhibited how the research subjects could not use grammatical cohesion except conjunctions, and genre related cohesive ties. They also involved high rates of incomplete or inaccurate sentences (e.g., missing sentence subjects or verbs, incomplete verb phrases, sentence fragments).

There is however skewness in Ahmed‘s report. Even though his research participants could to some extent effect cohesion with conjunctions, they could not do this void of blemishes. He reported that the university graduates could coordinate their sentences more than they could subordinate them. This implies their write-ups contained more compound sentences than complex ones. Any good text will require a balance of all the types of sentences.

2.6.4   Misappropriating of reference

Reference is used cohesively when it represents another item that resides in the text. There must be an antecedent in the text that the item points to or shares relationship with. Reference is used to check redundancy and ambiguity in text to enhance easy processing and understanding of the text. It therefore loses its intended purpose when it is misappropriated. Nonetheless, Adika (1999)as can be inferred from the literature above, identified problems relating to pronoun reference ambiguity, extensive use of the pronoun ‗this‘ and dangling modification between the pronouns ‗this‘ and its referent. Hence, his research participants‘ essays were reported to be sloppy and strenuous for any reader to construct meaning out of them.

Lingzhu and Jinayu (2018) also highlighted writing deficiencies in English among Chinese High School learners. The results showed misappropriating of cohesive

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devices including reference. The learners' essays demonstrated wrong pronoun use, unidentified pronoun antecedent and shift in person. Their essays were therefore said to have ambiguous sentences. The ambiguity impeded the intended meaning of the essays.

2.6.5   Inadequate mastery of transition of ideas

In a cohesive text, ideas are closely knitted together to form a united whole. When ideas are not sequentially presented, sentences are only collected into a form of structure which does not derive a meaningful unit. The deployment of cohesive ties at paragraph level is index to text cohesion. Sloppy write-ups are produced in instances where writers lack adequate knowledge to transition their ideas.

The above explanation notwithstanding, Faradhibah and Nur (2017) research findings as stated above recorded students' difficulties in writing coherent and cohesive essays. Specifically, they found it difficult to connect their ideas together. They constructed thesis statements sloppily, as well as omitting them altogether. Hence, they produced choppy essays. Besides, the students lacked the ability in fulfilling the supporting details with sentence connectives. They significantly left ideas unsupported; constructed less fluent and less detailed explanatory prose. They thereby produced shorter and less elaborated texts.

The research subjects could not use the signals properly in the text. They develop text cohesion differently, with weak lexical or semantic ties and theme connections. Their essays demonstrated dominance of overt text-level conjunctions. They also inconsistently established text cohesion: less frequent and less dense usage of cohesion devices, such as lexical, discoursal and referential cohesive ties. These shortcomings made them produced sloppy essays.

Interpretively, Nilopa (2017), Adeyemi (2017) and Adika (1999) studies revealed how the ESL learners lacked large range of vocabulary to enable them deploy the cohesive ties to generate a consistent piece of write-ups.

The preceding is an absolute indication that errors and mistakes are part of students writing as they progress in learning to write. Hadler as cited in Bahri and Sugeng (2010) argued that errors provide evidence to teachers that their learners are confronted with challenges in developing the writing skill. Considering errors as a proof that students face difficulties during writing, Corder (1967)as cited in Sawalmeh (2013) presumes that error analysis plays two indispensable roles. The first is to understand learners as they learn in a second language while the second is to use learner's knowledge in his or her mother tongue as the basis to effect learning.

More importantly, Sawalmeh (2013) noted how relevant errors are for both the learner and the teacher. The implication here is that errors offer clear insights of the areas of difficulties not only related to students, but also connected with teachers. Error Analysis is one way by which teachers are able to measure the students' difficulties in writing, and build on them a particular remedy to improve their writing instruction in the future.

2.7   Causes of Students Inability to Write Cohesive Text

In other to provide responses for the research question three, this section presents the reasons behind students' choppy writing. The challenges that confront ESL students in their use of cohesive devices are pervasive. There have been researches and empirical findings on the causes of ESL writing problems. This section outlines some of these researches that have been carried out to find the reasons why essays of students in the second language context record extensive blemishes.

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2.7.1　Poor reading skills

Previous researches have suggested that good readers use text's cohesion to help comprehend it (Kintsch, 1974). Likewise, good writers use cohesion to explicate meaning within and across clauses in a text (Halliday, 1985). It is further argued by Eckhoff (1983) that readers use reading knowledge in their writing.

Cox, Shanahan &Sulzby (1990) examined the relationship between children reading performance and their use of cohesion in writing. The participants were 48 third and fifth grade students from a school in Chicago. The participants were randomly selected from among students in each grade who scored either high or low on a standardized reading achievement test. They were asked to write narrative stories and expository reports. These write-ups were examined for appropriate or inappropriate use of cohesive devices and for overall cohesive harmony. The results indicated that good readers established cohesive relations than the poor readers. Again, poor readers made inappropriate use of cohesive devices than the good readers did. The results exhibited a positive relationship between reading ability and writing proficiency. These suggest that the ability to use cohesive devices as cueing systems to process meaning in a text equally facilitates one's ability to produce a cohesive and coherent text. It is therefore indicative that a writer who exhibits poor reading skills cannot deploy cohesive ties to effect cohesive harmony.

2.7.2　Serial verbs construction

Richard (2017) argues that in English grammar, serial verbs are verbs that occur together in a single verb phrase without a marker of coordination or subordination. He added that serial verb construction (SVC) normally contains two or more verbs, neither of which is an auxiliary. They largely feature in creoles and in certain dialects

of English than in Standard English. As such their usage in any formal writing compromises the standard of the English in that write up.

Haspelmath (2010) also described Serial verb construction as a mono-clausal, independent verb with no linking element and a predicate to argument relation between the verbs. These features of serial verb construction limit their ability to establish cohesive harmony.

Example: *The officer will stay there waiting for you.*

She will run go get her phone.

Uba (2015) analyzed an essay of a Nigerian postgraduate student in the United Kingdom. The findings displayed a lot of errors attributed to intralingual and interlingual sources. It was also reported that the research participant could to some extent, monitor his misappropriation in the target language, but in some cases, he needed feedback to make progress.

Likewise, Richards (1971) indicated the following as causes of ESL students writing problems. Intralingual limitations, interlingual sources and developmental errors.

2.7.3   *Intralingual limitations*

Inferring from the existing literature above, the students' writing lapses are ascribed to ignorance of rule restrictions. Apparently, the students have ignored the fact that there are rules governing the use of every linguistic unit and once such rules are broken or ignored, the quality of writing is compromised. For example, a student's writing failed to achieve cohesion because he has failed to employ the rules of subordination and coordination in writing.

Example:

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> *The women cause the problems.*
>
> *The women should be arrested.*
>
> *The women should be punished.*

The deployment of reference and as grammatical cohesive devices are lacking in the above sentences. All the sentences share the same subject. The repetition that is created by the student makes the text wordy and boring. The text could be economized using cohesive ties.

2.7.4   *Interference*

This cause is as a result of the use of elements from one language while speaking another.

Too much interference from the writer's first language to the target language lowers the proficiency level of the written piece. Thus, the writer's linguistic competence is derailed. The   dialogue below illustrates how Ghanaian English flooded the text.

> *Kwopia: Togkwo, where are you going?*
>
> *Are we not going to do the work?*
>
> *Togkwo:I'm coming.(When he was really going away)*
>
> *I want to clear the weeds from the <u>water path.</u>*

2.7.5   *Developmental errors*

Some of the errors occurred as a result of the learners' inability to monitor the rules governing the use of the language they are learning. Developmental source of the learners' errors usually occur on the basis of their limited experience to process the target language. Uba (2015) examined a Nigerian postgraduate student's essay in the United   Kingdom.   The   findings   highlighted   errors   involving   intralingual   and interlingual sources. It was also reported that the participant could at times monitor

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his errors in the target language, but in some cases, he needed a constructive feedback to make progress. This is an indication that ESL learners are inexperienced in some aspects of the English language. There are certain errors the learners cannot monitor unless they are assisted.

The issues raised in the existing literature on the causes of the ELS learners are clear indications that there are a lot of gaps to be bridged to enable ESL writers to communicate competently through the writing mode. It serves as a trigger for teachers in ESL context to reinforce their instructional strategies to meet the learning needs of the ESL writers in every aspect of their learning. Most especially the use of cohesive devices to effect cohesive harmony in text construction. This is the surest way to ensure their progress in the writing task.

2.8   Summary

This current chapter highlighted how cohesion in a text can be established by using specific grammatical and lexical devices. The cohesive devices were discussed based on Halliday and Hasan's (1976) taxonomy of cohesion. The discussion of the cohesive devices involved how writers deploy them to derive cohesive force. Expository text, which is one of the text-type studied in Ghanaian Colleges of Education was considered in the study to fulfill the purpose of this research. The chapter looked at the problems that are associated with ESL writers' use of cohesive devices, and the causes of these problems as well.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter involved the methods and strategies used in the implementation of the current study. It presents details on the sampling and data collection procedures, how data have been collected, and which strategy and tools have been adopted to analyze it. After highlighting on the assumptions underpinning the use of the mixed-method approach, it demonstrates the model adopted for data analysis. The chapter also gives highlights on some ethical issues which were taken into consideration while conducting the research.

3.1   Population and Sample

Best and Kahn (2006) describe population as a group of individuals that have one or more common characteristics which suit the purpose of a particular research. The characteristics these individuals share must differentiate them from other groups of individuals. The target population comprised 120 level 200 students of EPCE, Bimbilla. A convenient sampling was used to develop the sample of the research under discussion. The respondents were chosen based on their convenience and availability. This non-probability sampling technique was employed because of the qualitative and exploratory nature of the current research.

The participants were recruited according to pre-selected criteria relevant to the research questions. Thus, sample members were selected on the basis of their knowledge, relationships and expertise regarding the research topic as noted by (Fowler, 2009). In the current study, the sample size selected had special relationships

with the phenomenon under investigation, it was evident in their written assignments that they had a peculiar problem. They were challenged with the ability to construct cohesive and coherent essays.

There were similarities among the sampled group in terms of their linguistic background and proficiency levels. Aged 18-30 years, they studied all subjects in English language except Ghanaian language. They were taught ESL two lessons in a week for two hours per lesson. As a way of fulfilling their continuous assessments requirement for the second semester, they were asked to write an expository essay of approximately 300 words on the topic: ‗As a pre-service teacher, explain to the market women in your community the effects of poor sanitation‘. The purpose of using essay writing was because it enabled the researcher to analyze more about the usage of grammatical and lexical cohesion as essay writing was lengthier and consisted of combination of sentences.

As stated by (Kothari 2004, p. 58),a random sample has ‗. . . the same composition and characteristics of a universe.‘ Therefore, after collecting the essays, the randomization technique of simple random sampling was adopted in selecting the study sample. The researcher randomly selected 60 essays using alternative pattern to ensure that each member of the population had an equal and independent chance of being represented (Pathak, 2008).

Aside, 20 students were also randomly selected and interviewed. To ensure that all the students had equal chances to be selected for the interview, the researcher used the class list to determine the interviewees. On the list, every tenth person was counted. Semi-structure interview creates room for sequencing and wording in the course of

the interview. It is also flexible and adjustable to enable the researcher probe for better results (Patton, 2002).

Five English language tutors from the research context were purposefully selected to fill the questionnaire because they teach the research subjects. According to Lopez & Whitehead (2013), purposive sampling is a commonly used sampling strategy, in that participants are recruited according to pre-selected criteria relevant to a particular research question. Sometimes, it is referred to as ＿judgment sampling‘. This sampling technique is designed to provide information-rich cases for in- depth study. This is because participants are those who have the required status or experience, or are known to possess special knowledge to provide the information researchers seek.

3.2   Data Collection Procedure

The 60-essays sampled were analyzed thoroughly through the following procedures. First, the researcher sought permission from the Principal of the College and the respondents to collect their essays entitled: ＿As a pre-service teacher, explain to the market women in your community about the effects of poor sanitation‘. The essays were all read thoroughly by the researcher and analyzed manually by hand. All the types of grammatical cohesion and lexical cohesion were crossed out and marked by using different symbols. R_1 represented reference, S represented substitution, E represented ellipsis, C_1 represented conjunction, R_2 represented reiteration and C_2 for collocation. Their sub-categories were only observed.

The researcher went ahead to analyze the use of grammatical and lexical cohesive devices in each paper and stated their usage by using a table to count the types and frequency of occurrence. At least eight weeks were spent to analyze the essays. The types, the frequencies, the functions and the examples of the devices were analyzed

for further clarification. The analysis was to specifically find out the occurrence and frequency of the cohesive devices identified by Halliday and Hassan (1976) in their comprehensive and well-developed taxonomy (Geluykens, 2013).

The researcher scored each of the essays with a rating scale used in Ghanaian colleges of education. The rating scale considered correct use of words, punctuation, content, text-type, cohesion and coherence of text. She further cross-examined the cohesive devices used by each student and the mark scored to see whether there was correspondence. An example page of the analysis table, the rating scale and the students' essays can be seen at the end of this study.

The semi-structured interview guide for the twenty students was basically on their ability to construct cohesive and coherent essays. The interview took the face to face trend where the researcher outlined specific issues and topics to be covered. She then decided on the sequences and wording in the course of the interview. The researcher employed this data collection instrument because it enabled the wording of questions to be flexible, so the interviewer could probe for more specific answers, and questions could be repeated for clarification.

The researcher played the recorded interview and wrote down the responses of the students. She then discussed them separately and passionately to establish the findings before merging them with the findings from the other instruments. Sample of the semi-structured interview is attached to appendix.

The researcher used questionnaire to collect factual data from the tutors. Best & Kahn (2006), argue that questionnaire is the best tool for collecting factual information. This is because of its precision. Questionnaire requires direct questions for direct responses.

The questionnaire contained 23 items. The majority of these were Likert-like items based on a summated rating such as ‗challenging, ‗not challenging' ‗frequently used,' seldom used. Other questions asked for factual information, such as educational level. The questionnaire administered to the tutors was to found out their professionalism and ability to employ linguistic strategies regarding cohesion and coherence in teaching essay writing.

Apart from the questions 9, 21, 22, and 23 that were analyzed manually, the rest of the questions were analyzed using the IBM SPSS Statistics Data Editor. The manually prepared tables were then merged with those generated from the SPSS and merged with the other sources of data for discussions. Sample is found in appendix. With the help of the special computer software, IBM SPSS, researchers can conduct text analyses in order to reveal the linguistic features of texts. Thus, they can gain new insights into how to develop learners writing skills, and enhance their writing competence as well.
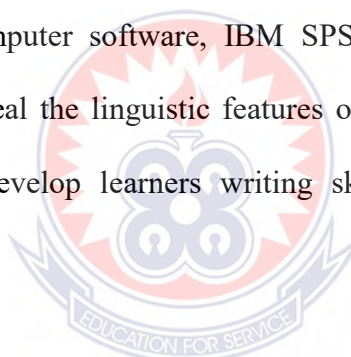
3.3 Research Design

The current research used mixed research approach. Creswell (2014) noted that mixed methods research is an approach of inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using different designs that may involve philosophical assumptions and theoretical frame works. The core assumption of this form of inquiry is that the combination of quantitative and qualitative approaches provide a more complete understanding of a research problem than either approach alone. Thus, the mixed methods reside in the idea that all methods have biases and weaknesses, and the collection of both quantitative and qualitative data neutralizes the weaknesses of each form of data.

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The sequential explanatory approach, which is a qualitative approach to mixed method research designs, was adopted in the current study. According to Hesse-Biber (2010), qualitative approaches to mixed methods research may employ both qualitative and quantitative studies for many reasons. These reasons include collecting more data about the target sample, answering different questions, gaining more understanding of qualitative results by combining quantitative findings, and validating the qualitative analysis and interpretation. Creswell (2014) explains that the primary purpose of the sequential exploratory design itself is to explore a phenomenon through using quantitative data and results to assist in interpreting qualitative data. Within this strategy, priority is generally given to the first phase of the study which includes qualitative data collection and analysis and it is followed by the second phase; i.e. collecting and analyzing quantitative data.

In the current study, the cohesive devices used in learners' expositions were identified in terms of numbers and percentages. This helped in: exploring the extent to which the learners were aware of employing such devices, revealing some problems they faced in using them, and providing suggestions for enhancing their skills in generating more cohesive text. It is considered sequential because the initial quantitative phase is followed by the qualitative phase.

The three research questions can be classified into two types. Firstly, two questions seek qualitative results: the cause of the students' inability to write cohesive and coherent essays, and the problems the learners encounter in using such devices. In order to answer these, the qualitative research method was adopted to interpret the data analyzed manually. Qualitative research matched the purpose of this study well because it was used to collect intangible or subjective data from the research

participants' written essays which embedded personal knowledge and thinking processes (Stake, 2010).

Conversely, one question seeks quantitative results; the frequency of cohesive devices used in the written expository texts. For this to be answered, the quantitative research method was adopted to quantify these devices, after categorizing them, in terms of numbers, percentages, bar-chartand pie-chart. The researcher utilized this method in other to identify how well the participants managed cohesion and coherence in their writings. As stated by Walliman (2005, p. 302) the quantitative analysis —. . uses the syntax of mathematical operations to investigate the properties of data". According to Johnson and Christensen (2012), the quantitative method gains some advantages in a piece of research, such as yielding accurate numerical data, and the statistical generalization which can be made about the study's population.

3.4   Ethical Considerations

As explained by Creswell (2014), ethical issues should be addressed throughout the different phases of qualitative, quantitative, and mixed methods research. Therefore, right from the introduction of the current study, its significance and rationale were highlighted. It was necessary to seek approval from the College Principal, the Dean of Students, Academic and the level 200 students as well as the English Language tutors. They were informed about the significance of the research problem, and questions. They were shown how the study would benefit the research participants and the ESL tutors as well. Official permissions from the College were obtained to use learners written essays and responses from the interview guide. Besides, prior consent was taken from the learners, after guaranteeing full privacy and anonymity of their written expository texts, by replacing their names on the papers with numerical codes (See Appendix).

CHAPTER FOUR

DATA ANALYSIS

4.0   Introduction

This section's discussion is on analyses of data on the three research questions for this study. Data was analyzed by considering each research question at a time. The first research question looks at the frequency of cohesive devices in students' essays and the relationship that exist between the number of cohesive ties used and the quality of their essays.   To answer this question, the students' texts were examined. Every sampled text was numbered for easy reference. The respondents' essays were labeled using even numbers such as 2, 4, 6...' and so on in relation to how they were sampled. The various cohesive devices namely reference, substitution, ellipsis, conjunction and lexical cohesion were then analyzed one at a time. The texts were also scored to enable the researcher compare the quality of each student's text with the number of cohesive devices he or she employed.   This research followed the models presented by Halliday and Hasan (1976).

The second research question has to do with the problems the students encountered with the use of cohesive devices in writing. After answering the first question, the researcher could enumerate the challenges the students faced in their attempt to produce cohesive and coherent texts in English Language.

The third research question is about the causes of the students' inability to write cohesive and coherent essays. The adage that ―There is no smoke without fire‖ is applicable here. The responses gathered from question two provided data for analyses on the reasons behind the students' inability to write fluidly.

4.1 Types and Frequencies of Cohesive Devices in Essays

The analysis of the 60 essays revealed 4183 grammatical and lexical ties. Both grammatical and lexical ties were of different types and frequencies. The data analyzed demonstrated that all the categories of cohesive devices presented by Halliday and Hassan (1976) featured in the students' essays. The following pictorial representations give a detailed illustration of these findings:
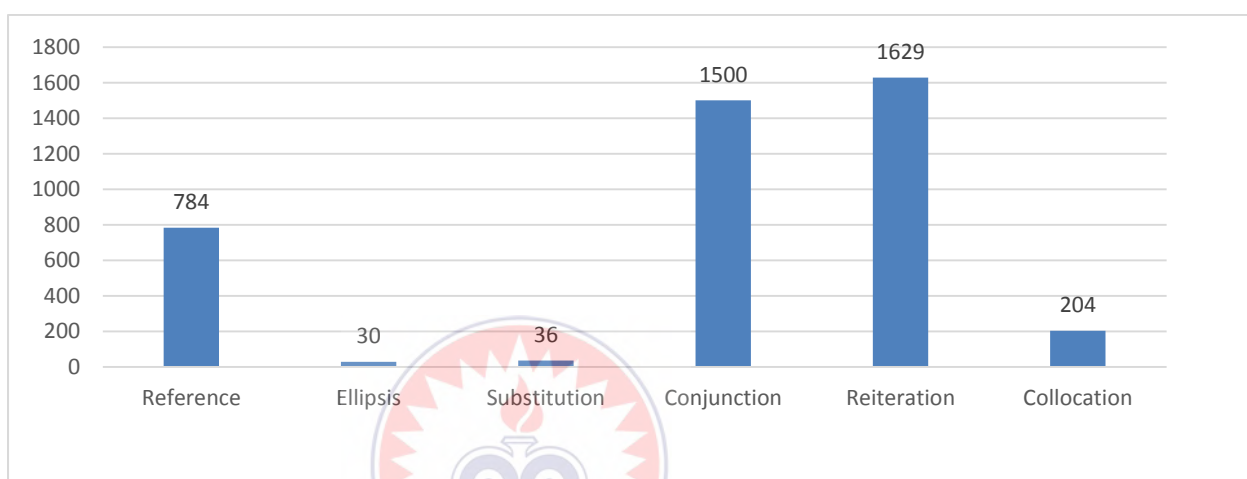
Figure 1: Frequencies of cohesive devices in students' essays-total occurrence (4183)
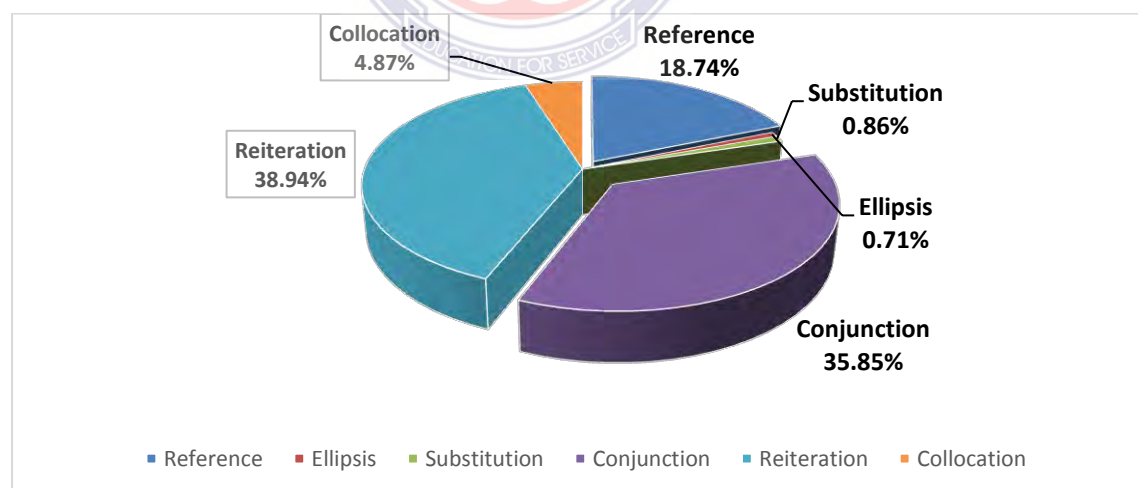
Figure 2: Frequencies of cohesive devices in percentages

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Table 4.1: Tutors responses on how often their students use cohesive devices

FREQUENCY OF COHESIVE DEVICES IN STUDENTS' WORK	NUMBER OF TUTORS AND THEIR PERCENTAGES					
	Frequently used	Percentage	Seldom used	Percentage	Total	
How do students value cohesive devices and coherence	4	80%	1	20%	5	100%
Reference	4	80%	1	20%	5	100%
Substitution	1	20%	4	80%	5	100%
Ellipsis	1	20%	4	80%	5	100%
Conjunctions	2	40%	3	60%	5	100%
Lexical	3	60%	2	40%	5	100%

Regarding Figure 1 and 2, it can be understood that some cohesive ties are shown to be frequent while others are relatively less frequent in the students' essays. Those that occurred most are conjunction (35.85%) and reiteration (38.94%). The less frequently used cohesive ties include: substitution with percentage weighting (0.86%) and ellipsis which recorded (0.71%) equivalent to (1%) in both cases, collocation (4.87%), and reference(18.74%). Therefore, the essays exhibited reiteration and conjunction more than reference, substitution and ellipsis. These findings are consistent with Nilopa et al (2017) research findings. These researchers explored the types of cohesive devices used by Indonesian third semester students of English Department in their expository essays. The data was collected from 13 students and analyzed based on Halliday and Hasan's (1976) taxonomy. In their findings, conjunction and reference as grammatical cohesive devices were frequently used in the students' expository essays with conjunction being the most dominant.

Regard to the present study, the implication of the unproportionate frequencies of the cohesive devices in the students' essays has a lot of attributions. The data analysis revealed a lot of issues based on the disparities. These attributions would therefore be discussed under each cohesive device.

4.1.1   Reference

Analysis of data revealed that one of the ways in which cohesion is realized in English is by means of reference. As mentioned earlier, one of the ways in which reference is realized is by the use of the proposed model of Halliday and Hasan (1976).They identified three ways in which reference can be realized in English: through the use of demonstratives, personal pronouns and comparatives. As shown above, the number of reference devices adopted is 784, which represents (18.74%) out of 4183 total occurrences of both grammatical and lexical cohesive devices. This representation of reference on Figure1 and 2 illustrate the number and percentage of all the three sub-categories of reference put together: personal, demonstrative, and comparative.

Considering the percentage weighting of reference, it is the third predominant cohesive device used. The implication of the findings is that the College students were able to employ reference items to derive cohesive force more than substitution, ellipsis and collocation because of the text-type used. In expository writing, a lot of relations are made within the text through reference, to send the intended message to the target audience. An example from a student essay showing how the students displayed their expertise in using reference as a cohesive tie include:

Example 1: Student 44: (Text analysis)

People defecate anyhow in the environment where they find themselves.
If people are to build on a land, they do not survey.

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Example 1 further revealed that within the sub-categories, the College students employed personal reference items more than the other sub-categories. Even though the scope of analysis did not distinct the sub-categories, the researcher observed during the text analysis that the personal reference items were widely used. This was therefore attributed to the nature of text that was given to the learners to write on.

The analysis from the open-ended interview also supports the students' predominant usage of reference demonstrated in their writings. Ten students out of the total 20 students who were granted interview exhibited fair knowledge in the use of reference during the interview process. One of the interviewees formed the following sentences to show his knowledge in the use of reference:

Example 2: Student 6 (Interview analysis)

> *I know that pronouns take the place of nouns to avoid repetition.*
> *If not, writing will be boring and confusing.*
> *E.g. Azindow was here. He came to take them.*
> *The books you bought for the library.*

It is clear from example 2 that the ten out of the total of twenty research participants that were granted interview demonstrated awareness of the reference items. They were able to deploy it anaphorically and cataphorically in their communication. This was rooted to their frequent use of this grammatical category in their daily utterances.

Further, the tutors' responses on the frequency of cohesive ties in their students' writings on Table 4.1 revealed the following findings. On the part of reference as a cohesive device, 4 tutors constituting 80% of the total number of 5 tutors admitted that, this grammatical category featured in their students' writings more frequently while the remaining 1 tutor constituting 20% of the total number of tutors said the device seldom occurred in their students' essays. These findings conform to the

findings in the students' expository texts and the data analysis from the open-ended interview. The indication is that the text-type used in the analysis coupled with the frequent use of pronouns by the students in their daily utterance made them to employ these devices most in their essays.

4.1.2 Substitution

With reference to Figure 1 and 2, the number of substitution devices (all the sub-categories) employed in the students' essays is 30, which represents one of the least percentage (0.86%) of the 4183 occurrences of all the cohesive devices. There is homogeneity in these findings and that of Nilopa et al (2017) findings. These researchers explored the types of cohesive devices in students' expository essays. They sourced data from 13 participants and analyzed the data based on Halliday and Hasan's (1976) framework on cohesive devices. Their findings highlighted substitution among the least cohesive devices used by the students in their expository essays to derive cohesive force. The results from Zhang (2000) also reported a minimal percentage of university students using substitution in their writing.

It was however evident through the researcher_s observation during the analysis that the learners generated all the three sub-categories of substitution: nominal, verbal, and clausal relations. Example 3 authenticates these findings.

Example 3: Student 54 (Text analysis)

> _Some market women and many people use the same water
> for domestic purpose, by so doing, they…'

Among the three situations however, verbal substitution was observed to have been used only once. Whatever the situation may be, the interpretation of the minimal deployment of substitution in general by the students in their expository essays is

ascribed to the text-type used in the analysis. Even though substitution has the grammatical force to reduce repetition and make text economical, it is naturally identified with dialogue than written text. Its occurrence is therefore rare in text that exists in the written mode.

The interview findings demonstrated the students' lack of awareness in using substitution for cohesive effect. Eighteen students out of the total number of 20 students who were granted interview admitted that they never knew substitution could provide interconnectivity within linguistics elements in a text. Example 4 supports this information.

Example 4: Student 11 (Interview analysis)

> *Please Madam, I know of conjunctions as words that help us to connectour ideas, sentences words or phrases together but I have never heard of the word substitution in grammar if not substitution table.*
>
> *I cannot learn outside the course outline. Even within the course outline, I always try to predict what will come to the exams and I select topics from my notes to read. At times, I study past questions.*

This implied there was no awareness creation to equip the students with the right knowledge to use the device to communicate effectively. It is also explicit how the mode of assessment in Ghanaian Colleges of Education for the diploma programme in particular determined what is taught and learned. The conclusion arrived at is that the students only focused their studies in passing examination to the detriment of developing the skills to enable them teach as expected.

Another measure that was used to consolidate the findings of the use of substitution by students was the data analyses from the tutors' questionnaire. The tutors' responses to the occurrence of substitution in their students' write-ups on Table 4.1

revealed 4 tutors representing 80% of the total number of 5 tutors who responded that substitution hardly featured in their students' writings while the remaining 1 constituting 20% said the device occurred more frequently in his or her students' essays. The high percentage of the device hardly occurring in the students' writing was attributed to the restricted curriculum the tutors used. The course designers determined assessment tools and procedures for the course. This affected classroom interaction negatively. This was evident when the tutors were asked in the questionnaire to state in their opinions why they taught their students could or could not use the devices.

Example 5: Teacher's opinion (Questionnaire analyses)

> *What we teach is examination driven. If we give details and are not able to complete the course outline, the students will fail and our teaching will be questioned. Besides, the scope of the course outline excludes some of the devices. In some cases, they are inadequately presented.*

It is obvious that their students could not use substitution frequently in essay writing due to lack of exposure of the device to the students. The Diploma in Basic Education English language course outline in Ghanaian Colleges of Education has not made provisions for integrating the teaching of substitution as a tool for text construction. The English language curriculum was also seen to be exam oriented as such, tutors' performance was measured by the students' ability to pass examination. Hence, the tutors inability to take the students through how to use the devices in generating a text.

4.1.3 Ellipsis

Figure 1 and2 indicate that, the College students created 30 grammatical cohesive relations between sentences through ellipsis. This represents 0.71% which is relatively

(1%) out of the 4183 occurrences of all the cohesive ties employed within the texts. All the three sub-categories were put together, nominal, verbal and clausal proposed by Halliday and Hasan (1976).These findings are in uniformity with Nilopa et al (2017) findings. Their findings highlighted ellipsis among the least cohesive devices used by the students in their expository essays to form cohesive relations. Zhang_s (2000) research also reported low percentage of university students using ellipsis in their writing. Example to authenticate the occurrence of ellipsis inthe current research students' essays include:

Example: 6 Student 8 (Text analysis)

> *The market women have been littering the market places.*
> *Indeed, they have.*

The inadequate usage of this grammatical category was partially attributed to the type of genre the students were required to write about. The students were asked to write exploratory essays. Typically, ellipsis is known to occur in responses in spontaneous conversations or dialogue but it is seldom used in written expository text or other types of written genres.

The data analysis from the interview however presented a divergent view of the text findings. Seventeen students out of the 20 students who were granted interview admitted that they had not heard of the terminology before. One of them has this to say.

Example 7: Student 14(Interview Analysis)

> *Ellipsis is a new word to me. I don't know what it stands*
> *for and I have never used it. It is not in the course outline.*
> *No teacher has ever mentioned this to me.*

Inference drawn from the interview excerpt is an indication that the students were not exposed to this grammatical category which is very relevant in checking redundancy and making text economical. They claimed it was not on the course outline so they did not learn it. Not even in any other source. They could not even identify it in context when the researcher engaged them in dialogue and employed the device during the conversation. Not even when sentences were presented for the students to identify those that went through the process of ellipsis and those that were not, yet it behooved on them to produce readable text as teacher-trainees. It was concluded that the students could not deploy the grammatical category even in conversational text.

The data analysis from the tutors' questionnaire on Table 4.1 solidified the findings on the students' low deployment of ellipsis in their write-ups and the interview findings. Four tutors constituting (80%) of the total 5 tutors said that ellipsis seldom occurred in their students' essays while the remaining 1 tutor asserted that ellipsis as a grammatical category featured in his or her students' write-ups.

Conclusively, the inadequate deployment of ellipsis in the students' expository essays was associated to its alignment with conversational text. The interview and the questionnaire findings however give a different interpretation to the findings from the essays. It is a fact that expository text could restrict the research participants from adequately employing ellipsis in their essays. This became skeptical when the interview results revealed that the students could not use the device in face to face conversation and also professed that they were not familiar with it. The report was more cynical when the questionnaire findings subsequently confirmed the fact that the respondents hardly deployed the device in their writing. It is therefore explicit that the low deployment of the grammatical category by the students is attributed to the text-

type used in the analysis and their insufficient knowledge on the use of cohesive devices.

4.1.4 Conjunction

Conjunction occurred 1500 times in the students' write-ups. It constitutes (35.85%) of the total occurrence of 4183 cohesive devices according to Figure 1. Conjunction comes second in terms of the most widely- generated grammatical cohesive relations in the students' essays, as evident in Fig. 4 1. These findings are consistent with Zhang (2000). He analyzed 107 essays from two universities, based on Halliday and Hasan's (1976) model of cohesive devices. The findings proved that conjunction was the second dominant cohesive device used by the students.

During the analysis of the text for the present study, the researcher observed that the College students used all the three sub-categories of conjunction in their essays. The write-ups showed that the students established additive cohesive relations in the 60 essays. They established cohesive adversative relations between sentences. They created temporal cohesive connections and they also adopted devices related to the causal sub-category. The following examples authenticate how they have used the sub-types to create cohesive relations.

   Example 8: Student 10 (Text analysis)

Additive: *Government will be forced to provide more equipment for patients that are suffering from cholera <u>and</u> other related diseases*.

Temporal: *<u>Firstly</u>, one of the effects of poor sanitation is increase in government expenditure*.'

Adversatives: *The market women generate waste <u>but</u> refuse to dispose it properly*.

Among all the additive group, _and' was observed to be widely used. Temporal sub-type was observed to come second in usage. While it was also observed that most of the students relied heavily on <u>but</u> to establish adversative cohesive relations between sentences, few others were observed to use <u>however</u>, <u>on the contrary</u> and many others. The implication here is that the nature of the text made the students to adequately use this device in their write-ups. It was therefore concluded that the students were not familiar with those sub-categories they could not use widely.

The findings from the interview data analysis substantiate the findings from the texts analysis. Out of the 20 students who were granted interview, 14 interviewees exhibited knowledge of conjunctions as cohesive devices. They could form sentences with these ties, particularly the additive sub-category and more specifically the additive _and'. Student 16 on the interview list achieved cohesion in the following sentences.

Example 9: Student 12 (Interview analysis)

> <u>*When*</u> *people generate garbage, they feel reluctant to dispose it properly. <u>If</u> this continues, it will degrade our environment <u>and</u> scare tourists away from our country. Those who do this should be punished.*

The findings from the tutors' questionnaire on table 4.1 however portrayed a divergent view from what is reported in the students' texts and the interview. Three tutors constituting 60% of the total number of 5 tutors responded that their students seldom use conjunction as a cohesive device.

These findings are consistent with Yang& Sun ((2012). They carried out a research to determine the degree of interaction between cohesive ties and text quality in Chinese writers' essays. They found out that the research participants used appreciable number of conjunctions together with the other cohesive devices in their essays. The

use of conjunctions facilitated interconnectedness at paragraph level, sentence level, clausal level, phrasal level and that of word level. The findings demonstrated a high degree correlation between the total number of correctly used cohesive devices and the quality of their argumentative essays.

Likewise, two sources of data in the current study, the text analysis and the interview revealed that, the students could achieve text cohesion. The divergent view from the tutors' questionnaire is ascribed to their inability to mark students' assignments to offer feedback constructive feedback because of overwhelming numbers and some instances where the students' essays failed to achieve cohesion.

4.1.5   Reiteration

 Reiteration was the most dominant cohesive device contained in the students' essays. The total number of all the sub-categories of reiteration used by the students was 1629 occurrence which constitutes (38.94 %) of the total occurrence of the cohesive devices in the 60 essays analyzed. An example backing the use of repetition in the present study for cohesive relation sourced from student 18 include.

Example 11: Student: 18 (Text analysis)

> *The sharp increase of <u>poor</u> <u>sanitation</u> in our communities*
> *brings about a lot of <u>problems</u>. Some of the <u>problems</u> as a*
> *result of   <u>poor sanitation</u> are…*

Example11 is an indication that the students exhibited fair knowledge in the use of vocabulary items involving reiteration. However, during the text analysis, the researcher observed that among all the sub-categories of reiteration, repetition was

widely used while the other sub-categories such as synonyms and antonyms were the least sub-categories used.

The analysis based on the interview is aligned to the findings in the students' essays. Eight of the students who were granted interview demonstrated knowledge in most of the sub-categories of reiteration. Precisely repetition, synonyms, antonyms and hyponyms. The remaining 12 interviewees displayed inadequate knowledge in these sub-categories except repetition. Example 12 illustrates part of student ten's responses during the interview session.

Example 12: Student 10 (Interview analysis)

> *I can repeat one word severally in writing.*
> *E.g. I will go to Bimbilla on Bimbilla market day.*
> *I can also use words that are nearest in meaning and opposite in meaning.*
> *E.g. You need to raise the name of God for him to lift you high.*
> *Abu needs to heat and cool this iron for the work.*

The data analysis from the tutors' questionnaire on Table 4.1 shows that 3 of the tutors constituting (60%) of the number of tutors responded that their students use reiteration to derive cohesive force while the remaining 2 tutors constituting (40%) said their students could not form cohesive relations using reiteration. These findings are different from what is revealed in the text analysis and the interview analysis.

Information from the three sources of data indicates how the research subjects could deploy reiteration to achieve cohesive force in their writing. These findings are similar to Zhang (2000) research findings. He carried out a research on the use of cohesive devices in Chinese undergraduates' expository compositions. He analyzed 107 essays from two universities, based on Halliday and Hasan's (1976) model of cohesive

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theory. The findings showed that lexical devices were the most frequently used devices.

4.1.6   Collocation

In the text analysis, collocation occurred 204 times as shown in Figure 1,its occurrence represents (4.87%) relatively (5%) on Figure 2. These findings serve as evidence that the College students were able to deploy lexical items that co-occur in the same environment to establish cohesive relations. Example 13 shows an example from the students' text to confirm these findings.

Example 13: Student 20 (Text analysis)

1. *Poor sanitation therefore refers to any environmental condition that has a significant negative effect on the national economy.*
2. *Some of these causes are improper disposal of sewage, defecating in water bodies among others.*

Although the students were able to use collocation to derive cohesive force, its usage was not up to expectation. Five out of the 60 essays that were analyzed did not even realized any form of collocation.

The results from the interview data do not reflect the findings from the text analysis. Among the 20 students that were granted interview, 12 of them said they found it difficult using words appropriately, particularly vocabulary items that co-occur. This was attributed to the inability of tutors to use vocabulary building strategies to support the students to build their large range of vocabulary as a result of time constraints and the superficial nature of the course outline. When the students are equipped with a large stock of vocabulary, they would be at the position to build write-ups consistently

with a natural flow. This is an excerpt from the interview to affirm the lamentations of the students.

Example 14: Student 16 (Interview analysis)

Madam, my problem is how to use words appropriately when

I'm writing essays. Particularly, word forms like does, doesn't, haven't.

The responses from the tutors' questionnaire however showed that the students used lexical cohesion frequently in their write-ups. . When tutors were asked how they thought their students value cohesion and coherence in writing essays. Four out of the total 5 tutors constituting 80% said their students put appreciable premium on coherence and cohesion in writing their essays. While 1 tutor constituting 20% out of the 5 tutors said his students displayed little value on cohesion and coherence in their write-ups as shown on Table 4.1.

Inferences drawn from the inconsistencies of the three sources of data is ascribed to the inability of tutors to assess students' writings with due diligence because of overwhelming numbers characterized with Ghanaian classrooms. They findings were also attributed to tutors being carried away by the students' widely deployment of repetition under reiteration without considering the other types and sub-categories such as collocation.

4.1.7   *Relationship between use of cohesive devices and quality of essays*

To address the second part of question one that requires the relationship between the cohesive devices employed by the participants and the quality of their essay writing, the researcher cross-examined the number of cohesive devices used by each student. She then compared the scores of the student to the cohesive devices used statistically. Among the 60 essays, 35 had somewhat correspondence between the use of the devices and the quality of essays. Details are found in Appendix A. The researcher

realized that there was a positive relationship between the use of cohesive devices and the quality of essays only in those essays where the devices were appropriately used to derive cohesive force. It was therefore, concluded that the indispensability of cohesive devices in determining text quality depends largely on the ability of the writer to use them to derive the intended cohesive effect.

The findings show consistency with Akindele (2011) research findings. He analyzed cohesive devices in two academic papers which examined both grammatical and lexical cohesive devices based on Halliday and Hassan's cohesive theory. The results showed that cohesive text was determined by grammatical or lexical cohesive devices. The results also revealed the importance of the deployment of language units to form a consistent whole. The variety of cohesive devices found in his research was grammatically and lexically attached to discourse because of the cohesion provided by the linguistic means through which the text operated as a single unit. Likewise Jafarpur's (1991) findings, he sought to find out the interaction of cohesive ties with text quality. The study revealed that the quality of essays written in English by Iranian undergraduates correlated with the number of cohesive ties and types used in the essays.

Yang and Sun (2012) also investigated the degree of interaction between cohesive ties and text quality in Chinese writers' essays. They reported a high degree correlation between the total number of correctly used cohesive devices and essay quality for argumentative essay produced by Chinese writers of English.

Liu and Braine (2005) investigated the use of cohesive devices in Chinese undergraduate non-English majors. The authors analyzed 50 argumentative

compositions written by the research subjects. The results showed that there was correlation between the number of cohesive devices used and writing quality.

4.2   Problems Students Encountered with the Use of Cohesive Devices

This section provides answers to question 2 by highlighting on the challenges the research participants faced when they were using the cohesive devices. The challenges discussed in this section encompass overuse of repetition, inadequate use of synonyms and collocation, misappropriating of conjunctions, misappropriating of reference and inadequate mastery of transition of ideas. The statistical analysis of the problems is presented below for easy reference.
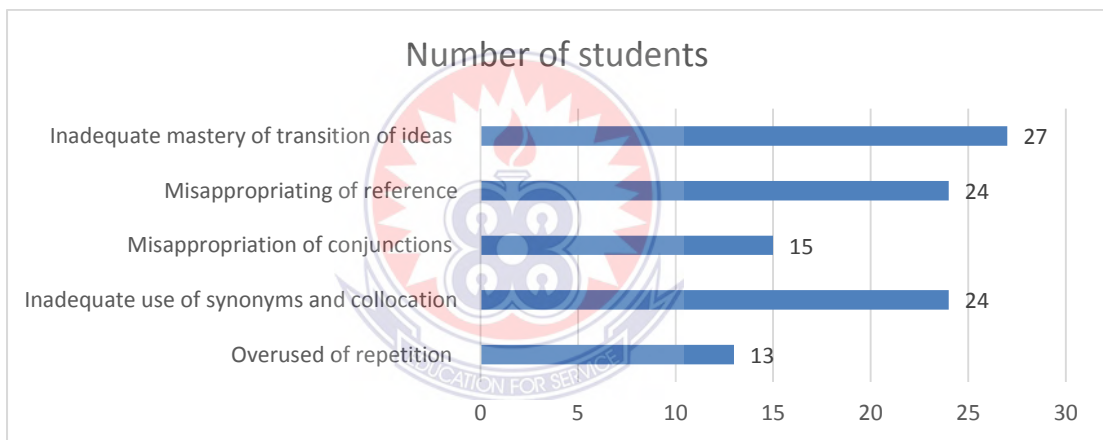
Figure 3: Problems students encountered with the use of cohesive devices

Table 4.2: Tutors responses on the kind of errors in their students' essays

Errors	No. of Tutors	Percentage (%)	Total
Grammatical	0	0	0
Wrong punctuation	0	0	0
Cohesion and coherence	0	0	0
Altogether	5	100	100

Table 4.3: Tutors' responses on challenges in their students' essays

COHESIVE DEVICES	NUMBER OF TUTORS AND THEIR PERCENTAGES					
	More challenging	Percentage	Less challenging	Percentage	Total	
Reference	4	80%	1	20%	5	100%
Substitution	4	80%	1	20%	5	100%
Ellipsis	3	60%	1	40%	5	100%
Conjunction	4	80%	1	20%	5	100%
Lexical	2	40%	3	60%	5	100%

The statistical information in Figure 2 constitutes the problems the research subjects were confronted with as they used the cohesive devices in their compositions. Each of the problems is discussed exhaustively using the statistical information as a reference point.

4.2.1 Overuse of repetition

Even though the findings showed the students were able to create text cohesion with repetition, 13 of them as shown in Figure 3 demonstrated lapses in the use of repetition as a lexical cohesive device. During the analysis, the researcher found out that these 13 students deployed repetition in a way that could not establish cohesive

relations. Hence such devices were not considered as cohesive devices. The following example supports the findings.

Example 15: Student 10 (Text analysis)

Student 56 (Text analysis)

> *Some of the market women who are food sellers expose the*
>
> *food to dust and flies which contaminated the food.*

There was an overused of repetition as a cohesive device in this sentence. The repetition of ‗food‘ could be replaced by appropriate pronoun ‗it‘. Its reiterative use however, does not derive any cohesive effect. It is an unnecessary repetition which makes reading boring. Its usage is therefore considered as inappropriate or overused.

The interview results also displayed deficiencies in the students‘ deployment of repetition as pointed out in the text analysis. Although some exhibited knowledge of vocabulary items during the interview, 8 students out of the 20 who were granted interview complained of difficulty in choosing appropriate words for their write-ups. This is an excerpt from the interview to support the findings.

Example 16: Student 6 (interview except)

> *Madam, hmmm! I like writing but my problem is the vocabulary..*
>
> *The words I will use to express myself is the problem.*

Table 4.3 however revealed repetition as a lexical category that was not challenging to the students. These findings from the tutors‘ questionnaire agree with the findings from the text analysis discussed under question one of this study. Even though such results portrayed the students‘ ability to create text cohesion, there were some challenges that came along with the occurrence of these devices. These challenges

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were equally evident in the text analysis. If the students had no impediments in their deployment of cohesive devices, the evidence from the students' essays and the interview would have been minimal, and the students would have been more versatile in their writings.

These findings are consistent with other researches such as Adeyemi (2017) whose comparative study, revealed underdevelopment of lexical reiteration involving repetition by her Nigerian participants. They demonstrated deficiencies in the use of repetition as a sub-category of reiteration. These shortcomings affected the quality of their essays. Likewise, Ahmed (2010) research findings demonstrated repetition of content words which adversely affected the quality of his research participants' essays.

4.2.2   *Inadequate use of synonyms and collocation*

The text analysis revealed 24 students who could not deploy appreciable synonyms and collocation in their essays. Collocation was not a widely used cohesive device among the devices the students deployed in their essays as indicated under question 1. There were 204 occurrences forming (4.87%) of the total occurrences as statistically stated in Figure 1 and 2 respectfully. Results from all the three sources of data confirmed that this type of lexical cohesion occurred in the students writings. The problem here is its infrequent occurrence in their essays. Likewise, synonym on the other hand was also observed to be insignificantly used in the students' essays. The students were seen to depend largely on simple repetition instead to tie their lexical cohesive relations.

This seldom usage of the two devices is attributed to low range of vocabulary of the research participants. The low range of vocabulary is ascribed to the inexperience of

the research subjects in the use of the English language as a result of underdevelopment of certain basic linguistic structures. They could not display versatility with different lexical items in their essays. This made their writings scanty and flat as pancake. Their writings did not also demonstrate natural flow of ideas due to the limited use of collocation in particular.

The report from the text analysis is consistent with that of the interview. Twelve out of the total number (as already indicated in question 1) that was granted interview displayed limited knowledge during the interview session. They were aware of the terminologies but they could not use them as expected. This was associated to the explicit teaching done by some teacher to save time and space. As against the use of assistive tools to create awareness through presentation, support for strategic learning through expression and support for affective learning through engagement.

These findings are similar to the findings of Zhang et al (2014). They analyzed syntactical problems on coherence in college English writing, and explored the main reasons for the problems in students' writing to help them improve their English writing. Their results highlighted the following causes of the students writing problems. The participants demonstrated limited lexical knowledge. This made their essays monotonous and scanty. Hence, the main cause for their lack of variety in writing and their inability in expressing ideas. They made a lot of grammatical errors in tenses, concord, shifts in mood or voice which contributed to the lack of unity and coherence in their writing. The participants also demonstrated limited lexical knowledge as a result of their inability to use lexical items appropriately to communicate their ideas. This was demonstrated through their over-reliance on

repetition to create lexical cohesive relations. Their write-ups had a lot repetition that made their readability very strenuous and boring.

4.2.3   Misappropriating of conjunctions

Among the 60 essays that were selected for the analyses, 15 of them had ambiguous sentences due to improper coordination and subordination using conjunctions. In some cases, communication is broken down as a result of the blemishes. The example below authenticates these findings.

Example 17: Student 10 (Text analysis)

> *Lastly, improper human waste disposal, This is where human waste <u>or excreta and </u>sewage are being thrown around the corners of the community <u>which brings</u> about the pollution of the air, which may lead to an outbreak of air-borne disease, water borne disease such as tuberculosis, measles, chinking pox and then bilharzia <u>and</u> it can be prevent or solved by building of public toilet to prevent people from shit or poo around community <u>and also</u> provision of intensify public education to teach the entire communities base on the effect of poor sanitation*

Example 18: Student 46

> *When disposing waste material, the consequences are not considered.*

The modifier is dangling in this sentence. It has nothing to modify. The subordinating clause ‗when disposing waste materials‗ is the dangling modifier. Its occurrence is as a result of opening the sentence with the connector <u>when</u> without adding the subject of the sentence. The modifier needs something to modify.

The inappropriate use of conjunction evident in the students‗ essays was consolidated by the findings from the interview analyses. Six of the students were seen to have

challenges in the use of conjunctions. One of the interviewees claimed to know the uses of conjunction but he could not construct compound and complex sentences. His supposed compound sentence   is in example 19.

Example 19 Student 2 (Interview analysis)

Ama and Kofi are friends.

He admitted that he found it difficult to conjoin words and sentences in his write-ups. This revelation about the uses of conjunctions is aligned to the findings in the teachers' questionnaire. Out of the 5 tutors who responded to the questionnaire, 4 of them constituting 80% said their students demonstrated constraints with the uses of conjunctions in their essay writing as statistically presented on Table 4.3

With these flaws demonstrated in the students' essays, the researcher concluded that even though conjunction constituted 35.85% of the total occurrence of the cohesive devices in the students' essays' there was a deficiency in its deployment by the students. The three sources of data for this study made it explicit that the College students had a challenge in using all the sub-categories of the device. The situation was attributed to the strategies of presenting grammatical concepts to learners. Embedded teaching where all the four language skills are integrated in a lesson, would have helped the research participants to consolidate the usage of the grammatical device. It could be explicated in reading comprehension lesson for example.

The current findings are consistent with Lingzhu and Jianyu (2018) and Adeyemi (2017). Lingzhu and Jianyu (2018), sought to ascertain whether cohesion and coherence as writing devices were cardinal to text quality. They used Halliday and Hasan (1976) in Halliday and Matthiessen's (2014) cohesion models to analyze the students' texts. They triangulated seventy-five essays and 22 teacher- questionnaires

as sources of information in their study. The results showed that some of the errors realized from the sampled compositions occurred at grammatical level. The findings from the questionnaire revealed how teachers disregard the role of cohesion and coherence in text building.

Adeyemi (2017) conducted a comparative study to analyze cohesion and coherence in undergraduates' composition in Nigeria and their oversea counterparts. Halliday and Hassan's taxonomy of cohesion in English (1976) forms the theoretical framework for her study. The study adopted corpus linguistic approach in the analysis of 20,000 words from each group to determine the significance of the difference between the frequency scores of the two groups in order to determine overuse and underuse devices. The analysis revealed significant differences in the use of particular cohesive devices in the two corpora. The Nigerian learners show underdevelopment in their use of conjunctions and lexical reiteration. Conjunctions and lexical reiteration were the two major areas in which Nigerian learners showed significant difference from their oversea counterparts. The analysis showed that learners from Nigeria overused some conjunctive elements and underused the others. Lexical repetition was also overused by the learners as a referential cohesive device. These overused repetitions hinder the overall quality of the Nigerian ESL learners' essays.

The results of the present study however, differ from the results obtained by Nilopa et al (2017). They wanted to find out the types of cohesive devices used by learners in their expository essays. Thirteen essays were analyzed based on Halliday and Hasan's (1976) model. Their findings highlighted conjunction and reference as grammatical cohesive devices which were frequently used by the students in their expository essays with conjunction being the most dominant. The current study is different from Nilopa et al (2017) in the sense that they did not report any challenges encountered by

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the participants during their deployment of conjunction as a grammatical cohesive device.

This notwithstanding, the situation pertaining to the present study, was associated to the students' inability to develop basic language skills as a result of exam oriented nature of the Ghanaian educational system to the detriment of assessment for learning that gives the learner the opportunity to progress in the learning situation. It was for these reasons that the students could not produce write-ups that would integrate varied sentences which are necessary to ensure cohesive writing that leads to text coherence. Evidently, 25 students out of the 60 essays were scored below average (within 13 to 17 out of 35 marks).

4.2.4   Misappropriating of reference

The statistical analysis revealed that 24 students out of the 60 students misappropriated   reference as a grammatical cohesive device in one way or the order in their write-ups. Most of the errors which were observed to be   referential errors ranged from unidentified pronoun antecedent, pronoun shift, incorrect forms of pronouns, underuse of pronouns and overuse of pronouns. These are subsequently and exhaustively discussed with excerpts from the students' essays as evidence.

4.2.4.1 Unidentified pronoun antecedent

The finding showed how the students under study used reference wrongly. They used pronouns in a way that their referents could not be traced by the reader. Hence, meaning could not be assigned to any referent in the essay. This impeded the reading process in a way that the reader could not construct the intended meaning from the text. Example 20 explains it all.

Example*:* 20; Student 10 (Text analysis)

> *Another way this problem can be solved is by provision of refuse*
> *dumps or dustbins and encourage <u>them</u> to dump the rubbish inside*
> *them in order to prevent flies and other insects.*

In example 20, there is no referent for the pronoun <u>them</u>. This makes it difficult for the reader to work out for the meaning of the text. When shortcomings like this occur rampantly in any write-up, they have the potential to eclipse the meaning of that write-up.

The current findings are evident in Almaden's assertion. Almaden (2006) aimed at global coherence. He found out that usually, students exhibit knowledge in large range of linguistic elements in their essays but the usage of these elements seldom produce a coherent piece. More often than not, a coherent piece of writing is as a result of considering the text as a unit by working more on the underlying coherence (thought progression) in the relationship of ideas. The students' inability to produce a readable text emanated from the way they place much premium on lexical and sentence level meaning than on discourse level.

4.2.4.2 Pronoun shift

Pronoun shift was seen to be another blemish in the College students' essays. As evident in the findings, there were instances where the students assigned pronouns to different referents. When this happens, the reader finds it difficult to trace the presupposed grammatical category. This consequently results in pronoun antecedent ambiguity. Some of the research subjects' challenges involving pronoun shift include:

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Example*:* 21: Student 44 (Text analysis)

> *If any community member does not take good care and <u>they</u> are littering thing haphazardly in the market it may bring about the pollution of the land and bad odour in the market.*

The student is challenged with the problem of shift in person or pronoun. The pronoun <u>they</u> has been used to refer anaphorically to any <u>community member</u> which is not the appropriate pronoun for the nominal group (any <u>community member)</u>. This act produces highly ambiguous write-ups. This might cause confusion as the reader might think that the writer is speaking about two different groups, which is not true because the word <u>they</u> refers anaphorically to <u>any community member</u>.

There is uniformity between the current findings and that of Nilopa et al (2017). They examined types of cohesive devices in expository essays of 13 Indonesian students of English Department. The data was analyzed based on Halliday and Hasan's (1976) taxonomy.   In the area of deficiency, their findings highlighted the students' inaccurate deployment of cohesive devices involving reference. This presupposes that there were drawbacks in the process of working out cohesive relationships by the students.

4.2.4.3 *Wrong pronoun form*

It was also revealed from the text analysis about how the research subjects used wrong pronoun forms. All the forms of pronouns have their distinct purposes, so when unintended forms are used, it would produce unintended meaning. The example beneath authenticates these findings.

 Example 22: Student 48 (Text analysis)

> *These factors are bad attitudes of <u>it</u> citizen.*

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The form of the possessive pronoun is inappropriate. The possessive pronoun <u>its</u>, has been mistaken for<u>it.</u> Hence, the sentence appeared awkward and meaningless. The inability of the students to employ accurate writing conventions has compounded the meaninglessness of the sentence. This is attributed to the students' intralingual problems involving their inability to adhere to rules restriction in the language.

4.2.4.4 Underuse of reference

Likewise, some of the research subjects also underused the cohesive devices. Pronouns are to reduce unnecessary repetitions in text to minimize monotony. It presupposes that, in any text, they need to be applied where it is obligatory. Else, the piece becomes monotonous. Example 19 serves as evident to these findings.

Example23: Student 56 (Text analysis)

> *Some of the market women who are food sellers expose the <u>food</u> to*
> *dust and flies which contaminated the <u>food.</u>*

There was a limited use of reference as a cohesive device in the students' essays. The repetition of 'food' could be replaced by the appropriate pronoun 'it'. Its reiterative use does not also derive any cohesive effect. It is an unnecessary repetition which makes reading boring. Its usage is therefore considered as inappropriate.

Another limited use of reference is seen in example 24.

> *Poor sanitation brings about sickness.*
>
> *Poor sanitation causes choked gutters.*
>
> *Poor sanitation causes floods.*

Example 24 reads as choppy and disconnected. Instead of constantly repeating poor sanitation, it is rather better to vary it with pronouns to create a sense of connection across sentences, Leki, Cumming & Silva (2008). Invariably, Zhang (2000) analyzed

the use of cohesive devices in 107 Chinese undergraduates' expository texts based on Halliday and Hasan (1976) model of cohesive devices. Even though the findings proved that students employed a variety of cohesive devices in their write-ups, reference among other devices was underused.

4.2.4.5 Overuse of reference

Again, some of the students used the cohesive devices excessively in their essays.

Example 25 Student 64 (Text analysis)

> *Poor sanitation is a serious problem in our community.*
> *Even though everyone is worried about <u>it</u>, nobody is ready to stop <u>it</u> so <u>it</u> keeps occurring.*

The recurring of <u>it</u> in the sentence makes the sentence dull. This redundancy of the pronoun <u>it</u> impedes the reader's efforts to construct the intended meaning of the essay. Hence, it makes the reading of a text strenuous.

The findings from Adika (1999) are consistent with the current research results on reference. He examined discourse-level problems in expository texts of first-year students of the University of Ghana. He employed an integrative analytic approach which included Problem-solution Schema, theme-rheme Structure, Cohesion and prediction to analyze students' essays. The study revealed inaccuracy in the students' essays. With regard to cohesion which was relevant to his study, he identified problems relating to pronoun reference ambiguity, extensive use of the pronoun ―this‖ and dangling modification between the pronouns ―this‖ and its referent.

The findings from the tutors' questionnaire show alignment in this part of the discussion that displays the inability of the students to use reference as a grammatical item accurately. Four of the tutors representing 80% of the total number of tutors on

table 4.3 said their students were challenged with the use of reference as a grammatical category. These findings are inconsistent with the interview findings. Ten of the interviewees displayed adequate knowledge in the use of reference during the interview session, particularly, knowledge in the personal pronouns. Conclusively, the research participants had considerable amount of knowledge in the use of reference as a cohesive device. The usage of this device by the students however occurred with bottlenecks. This is associated to intralingual issues involving ignorance of rule restriction and inadequate experience in the use of grammatical structures in English language.

4.2.5 *Inadequate mastery of transition of ideas*

Paragraph transition is very essential to build relationship in the text and provide the reader with clues that will enhance understanding. It was however realized that 27 of the research subjects could not fluidly transition their ideas. Some of them did not employ transitional words to connect their ideas together. One of the 27 students who had this challenge went further to use double conjunctive adverbs.

Example: 26 Student 20

> *To start with firstly, filthy and choked gutters, this is the situation*
> *whereby the gutters in the community are filled with dirty stagnant*
> *waters and refuse being thrown carelessly by people.*

The interview findings exhibited correspondence to the findings in the text analysis. During the interview' a student listed conjunctive adverbs that could be used to link ideas at paragraph level. He however referred to them as adjectives. When he was asked to use them in context to show their adjectival role, he could not do that. This insufficient knowledge displayed by the students was attributed to inadequate

exposure to transitional words as a result of underdevelopment of syntactic structures in the English Language.

It was evident that the participants lacked adequate expertise to sequence and elaborate their ideas to enhance text coherence. The 27 students who could not transition their ideas, equally developed their ideas poorly, and so could not communicate their intended message to their audience. Five students among these 27 students stated only the topic sentence as paragraph. They lacked sufficient capacity to closely connect their ideas at both sentence and paragraph level to ensure text cohesion.

Example: 27: Student 42 (Text analysis)

> *Again poor sanitation can also leads to death and injuries. This is also another effects of poor sanitation because, as there are littering around an area it can cause slippery which may leads to an accident and can cause injury as well as death to the citizens*

Ralf (2018) found out that the achievement of cohesion is possible when sentences are connected at the sentence level, whereas coherence is being achieved when ideas expressed in it are arranged in some sort of logical fashion. She realized that the use of varied sentences in writing enhances the deployment of the cohesive ties leading to a coherent piece. The current findings are therefore, inconsistent to these ideas.

The report from the current study rather shows consistency with Ahmed's (2010) research findings. Ahmed (2010) analyzed cohesion and coherence problems in 165 student teachers essays. He triangulated and found out among other deficiencies that the student- teachers had difficulty in transition of ideas. These findings were attributed to _modding' that seems to be the only method for presenting ideas to

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learners. This strategy is a way of fulfilling the requirements of the curriculum which measures intelligence with the ability to recall. Such a strategy does not produce critical thinkers; imaginative and creative individuals.

The findings of the current results are also consistent with the findings of Faradhibah and Nur (2017). They explore 36 students' essays to determine their difficulties in maintaining their coherence and cohesion in compositions. Written text and interview were the data collection instruments used to collect the data. The findings demonstrated that the students found it difficult in determining and stating their ideas. They lacked adequate knowledge to consistently link their ideas through sentences to cohere.

The research participants of the present study exhibited the same characteristics as their counterparts in the earlier study conducted by Faradhibah and Nur (2017). They failed to put the various parts of their essays together in a sequential manner. As a result, they could not produce coherent essays.

All these notwithstanding, about (80%) of the tutors responded affirmatively when they were asked whether they evaluated their students' essays in terms of cohesion and coherence. The tutors went further to affirm that they made comments on cohesion and coherence errors when correcting their students' compositions. This conflicted their earlier responses that some of the devices were not on the course outline. What justification then did they have to evaluate and comment on what they did not teach? What feedback would they provide on cohesion and coherence? Such feedback would not enhance progressive learning; hence, the students' sloppy writing.

Regarding teaching pedagogy, 80% of the tutors said the few cohesive devices that were dotted on the course outline were taught explicitly but not through awareness

creation. This approach encourages modeling and recall which do not promote critical thinking in learners as indicated earlier. This inappropriate teaching strategy highlighted on Table 4.4 also contributed to the students' inability to confidently and independently produce consistent write-ups.

4.3   Causes of the Students' Inability to Write Cohesive and Coherent Essays

The challenges that confront ESL students in their use of cohesive devices are pervasive. Whatever is in existence has a source. The current research like previous researches has identified the reasons why the essays of the participants recorded extensive blemishes to include: poor reading skills, serial verbs construction, intralingual limitations, interlingual sources and developmental errors.

4.3.1 Poor reading skills

It is evident in the students' essays that their inadequate expertise to produce a cohesive text was attributed to their poor reading skills. If they had mastered the usage of the cohesive devices in their reading, it would have been easier for them to explicate these devices in their writings. Some of their essays however, did not realize cohesive harmony. An example to show poor usage of coordination markers include:

Example 27:   Student 34 (Text analysis)

> *The women do not dispose their refuse properly. for tourists may not want to buy anything in the market.*

These findings are consistent with the report from Cox, Shanahan & Sulzby (1990).They examined the relationship between children reading performance and their use of cohesion in writing. The participants were 48 third and fifth grade students from a school in Chicago. Random sample selection technique was used to select from among students in each grade who scored either high or low on a

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standardized reading achievement test. They were made to write narrative stories and expository reports. The essays were analyzed for appropriate or inappropriate use of cohesive devices and for overall cohesive harmony. The results showed that the reading skill and the writing skill are interdependent. Hence, the mastery of cohesive devices in one skill influences their deployment in the other.

4.3.2 Serial verbs construction

The findings of the current research displayed the issue of serial verbs construction in the participants' essays. These verbs are noted to display monoclausal and independent features. These verbs do not allow linking elements and a predicate to argument relation between them. As such their present in the students' work caused their essays to be sloppy and incoherent. The following example authenticates the way serial verbs impeded the research participants' ability to create cohesive harmony in their essays with the cohesive devices. An example to back these findings include:

Example 28: Student 82: (Text analysis):

You generate leave the garbage at the market square.

These findings reflect the ideas of Richard (2017).Richard (2017) assert that in English grammar, serial verbs are verbs that occur together in a single verb phrase without a marker of coordination or subordination. He added that serial verb construction (SVC) normally contains two or more verbs. Neither of these verbs assumes the role of an auxiliary. These verbs he concluded that are normally seen in creoles and in certain dialects of English. They seldom occur in Standard English.

4.3.3   Intralingual limitations

The students' writing lapses are ascribed to ignorance of rule restrictions. Apparently, the students have ignored the fact that there are rules governing the use of every

linguistic unit and once such rules are broken or ignored, the quality of writing is compromised. For example, a student's writing failed to achieve cohesion because he has failed to employ the rules of subordination and coordination in writing. For example 27 supports this.

Example 29: Student 34:

> *The market women cause the problems.*
> *The market women should be arrested.*
> *The market women should be fine.*

The deployment of reference and conjunction as grammatical cohesive devices is lacking in the above sentences. All the sentences share the same subject. The repetition that is created by the student makes the text wordy and boring. The text could be economized using cohesive ties. This report is consistent with the ideas of Richards (1971). He found out that the following are bottlenecks of ESL students' writing: intralingual limitations, interlingual sources and developmental errors.

4.3.4 Interference

This cause is as a result of the use of elements from one language while speaking another as noted earlier. This deficiency was also recognized as one of the reasons why the research participants could not write coherently. It was realized that most of the sentences were direct translation from the Ghanaian language into the target language. There are syntactic variations between the two languages. The target language would not accommodate the features of the Ghanaian language most often, for appropriate deployment of the cohesive elements. These interference from the students' first language to the target language lowered the proficiency level of their written piece. Thus, their linguistic competence was derailed. An extract from the students' essays confirms the findings.

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Example 30: Student 10: (Text analysis)

> *At times they throw the waste materials at the <u>river month</u>.*

> *Some of the waste material can block <u>water path.</u>*
> *It can be prevent or solved by building of public toilet to prevent*
> *people from <u>shit or poo</u> around community*

4.3.5   *Developmental errors*

Some of the errors that occurred in the students' essays were as a result of the learners' inability to monitor the rules governing the use of the English language. They bridged and compromised a lot of rules during the deployment of the cohesive device that made their essays incoherent. The students demonstrated limited experience to process the English language. An excerpt from their text provides clear evidence.

Example31: Student 46: (Text analysis)

> *If the place is filthy and it does not attract tourist, which*
> *government cannot get money to build schools and*
> *hospitals*

Example 31 is a collection of subordinate clauses. The student has not provided an independent clause to help him deploy the cohesive devices appropriately. This is attributed to his or her inexperience in processing the language.

As many as 80% of the tutors on Table 4.4 claimed that, they comment on students' cohesion and coherent problems during the evaluation of their essays. The role of feedback is to help students to learn from their errors. The issue is, if the feedback served its intended purpose, why then all these conundrums? It then follows that the feedback provided by the tutors was not a constructive one reach the students. This was attributed to the insufficient time provided for the teaching of writing.

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The findings are consistent with the findings of Uba (2015). He analyzed the essay of a Nigerian postgraduate student in the United Kingdom. The findings displayed a lot of errors attributed to intralingual and interlingual sources. It was also reported that the research participant could to some extent, monitor his misappropriation in the target language, but in some cases, he needed feedback to make progress.

Table 4.4: Tutors responses on their own practices and experiences in the classroom

Practice	Number of Tutors and their Percentages					
	Yes/Good	Percentage	No/Poor	Percentage		Total
Tutors _evaluation of their students' essays in terms of cohesion and coherence	4	80%	1	20%	5	100%
Time allocation for the teaching of writing	1	20%	4	80%	5	100%
Tutors opinion on whether their students were motivated to write academically in English	3	60%	2	40%	5	100%
The most difficult area in teaching writing in English is correcting composition	3	60%	2	40%	5	100%
Teaching cohesion and coherence in writing with improving students' readingability	2	40%	3	60%	5	100%
Stress different lexical cohesive devices	3	60%	2	40%	5	100%
Method of teaching cohesion is awareness raising	1	20%	4	80%	5	100%
Make comments on cohesion and coherence errors when correcting students' compositions	4	80%	1	20%	5	100%
Relationship of writing to other skills	5	100%	0	00%	5	100%

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4.4 Summary

The chapter presented the results and the discussions of the findings. Findings on the research question one showed how the participants deployed all the five cohesive devices proposed by Halliday and Hasan (1976) in their essays. The findings demonstrated a positive relationship between the appropriate deployment of the devices and text quality. Findings from the research question two highlighted cohesion and coherence challenges that impeded the writing ability of the research subjects involving misappropriating of conjunction, misappropriating of reference, overuse of repetition underuse of synonym and collocation, and inability of the students to transition their ideas. These problems occurred as a result of developmental errors, intralingual issues and interlingual errors.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.0   Introduction

This chapter presents a synopsis of the former chapters of the research and draws conclusions and implications from the findings of the study. It encompasses the introduction, the objectives and the main findings of this research. It presents conclusions, strategies to enhance students' writing, areas for further research, and recommendations.

5.1   Objectives

Writing as one of the four language modes has a lot of components. It is its wide scope that has made its development very tedious in the second language context. It is against this background that this study has been carried out to examine how often college students deploy cohesive devices in their writing and to explore the problems that come with the usage of these devices, and what necessitated the problems.

5.2   Summary of objectives

This section presents the findings from the three objectives set to provide directionality to the present study. The study sought to achieve the following objectives:

- Examine the frequency of cohesive devices in students' essays and determine the relationship between the quality of their essays and the number of cohesive devices used

- Explore the problems the students encounter with the use of cohesive devices in writing.

- Analyze the causes of the students' inability to write cohesive and coherent essays

The section presents a brief discussion on each objective.

5.3 Findings

5.3.1 Findings from frequency of cohesive devices and text quality

The analyses of the 60 essays realized four 4183 cohesive devices that established cohesive relations in the College students' essays. Reiteration was the most dominant with (38.94%) occurrence; conjunction was the second dominant with (35.85%); reference(18.74%); collocation(4.87%).The less frequently used cohesive ties were substitution (0.86%) and ellipsis (0.71%) equivalent to (1%) in both cases. Therefore, the essays exhibited reiteration and conjunction more than reference, substitution ellipsis, and collocation.

The students were able to form cohesive relations with repetition as a sub-category of reiteration more than the other sub-categories such as synonyms and antonyms as a result of their inflexibility in using lexical cohesive devices. This was attributed to inadequate experience in the target language. The deployment of conjunction and reference more than the others by the students was ascribed to the text type. The type of essay that was used for the analysis; expository essays depend largely on referential and conjunctive relationships for meaning than substitution and ellipsis. Even though substitution and ellipsis have the grammatical potency to eliminate redundancy and make text economical, they are more effective in conversational texts than written texts.

When the researcher examined the scores of the essays and related the scores to the number of cohesive devices used by the students, she realized that in essays where the

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devices derived cohesive force, the number of devices corresponded with the quality of text. Whereas, the quality of text did not correspond with essays where cohesive relations could not be established, it was concluded that the relevance of the cohesive devices in text quality depend on the ability of the students to deploy them appropriately.

The findings from the interview on the deployment of cohesive devices are partially consistent with that of the findings from the text analysis. The students demonstrated considerable amount of knowledge in the use of some of the cohesive devices. Out of the 20 students who were granted interview, 12 of them demonstrated knowledge in reiteration; 14 were familiar with conjunctions; 10 displayed knowledge in reference, 8 of the students were familiar with collocation, 18 and 17 of the interviewees were not familiar with substitution and ellipsis respectively. Despite the fact that there were variations in the students' exhibition of the devices, it was established that they had appreciable knowledge of the devices.

The tutors' questionnaire reported how students did not place much premium on cohesion and coherence in their writing. Nonetheless, the findings showed reference and lexical cohesive devices were used by the students in their writing while substitution, ellipsis and conjunction were hardly used by the participants in their write-ups. This was attributed to the method of teaching that does not accommodate the integration of language skills in a lesson where the teaching of one reinforces the development of the other.

5.3.2   *Findings from problems encountered with the use of cohesive devices*
This section presents the findings of problems the students encountered with the use of cohesive devices. This section revealed that they students were confronted with

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challenges in the deployment of the cohesive devices in their writing. These challenges discussed in this section involve overuse of repetition, inadequate use of synonyms and collocation, misappropriating of conjunctions, misappropriating of reference and inadequate mastery of transition of ideas.

The findings revealed that 13 participants overused repetition. This sub-category of reiteration was seen to be overused by the students in their essays. Even though they were able to derive cohesive force with this device as indicated earlier, the findings highlighted some challenges that were identified with its usage. Their essays were therefore inept because of their overreliance on repetition. This was related to insufficient assistive tools. The surest way to enhance versatility in students' writing is to provide adequate assistive tools to enable progressive presentation of linguistic units to the students to help them consolidate the deployment of these devices.

Another impediment of the participants' ability to write a cohesive text was inadequate use of synonyms and collocation in their essays. Twenty-four participants inadequately used synonyms and collocation in their write-ups. The students' essays were realized to be scanty and dull due to their inadequate vocabulary.

The interview results showed the students could deploy certain lexical categories than others. Though the interview results reported that they could repeat words to effect cohesion, they could not defend it in their essay writing. These shortcomings were attributed to the participants' underdevelopment of linguistic units involving ignorance of rule restriction.

The blemishes revealed by the text analysis and the interview were not identified by the tutors' questionnaire. The questionnaire reported that students could use the

lexical cohesive devices in their write-ups. This was ascribed to the teachers' style of assessment and inadequate feedback as a result of large numbers and time.

Fifteen of the research participants misappropriated conjunctions. This was evident in the text analysis. The students, as indicated earlier could form cohesive ties with conjunctions, but their formation came with constraints. Hence, their sentences were full of ambiguity and very strenuous to read. The interview findings on the other hand revealed that 6 students out of the interviewees exhibited the inability to establish cohesive relations with conjunctions. Likewise, the questionnaire revealed 80% of tutors who responded that their students were challenged with the deployment of cohesive devices.

Inferences drawn from the three sources of data imply that the research participants were inexperienced in the use of conjunction as a grammatical cohesive device. That notwithstanding, there were instances they derived cohesive force with conjunctions. These lapses were associated with underdevelopment of grammatical units in the English language. It was also attributed to the teaching strategies that are not eclectic to offer the learner different opportunities for learning.

It was also evident from the text that 24 of the participants misappropriated reference. Their ability to produce cohesive texts as indicated earlier on, occurred with some limitations. In some cases, the students failed to let the grammatical category refer anaphorically or cataphorically to its antecedent in the text. Sometimes the limitations involve pronoun shift, wrong pronoun form, underuse of reference and overuse of reference.

The interview report highlighted 10 students out of the 20 who were granted interview, to exhibit deficiency in the use of reference. This confirms the flaws that

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were identified in the text analysis. The tutors' questionnaire also presents a consistent result to that of the text analysis and the interview. Four of the tutors representing 80% of the total number of tutors who responded to the questionnaire said the students had challenges using the device in establishing cohesive relationship.

It was concluded that the students had deficiencies in the deployment of reference as a grammatical device. The student produced clumsy essays as a result of these constraints. These problems were attributed to the students' intralingual issues as well as underdevelopment of language structures.

Another deficiency was inadequate mastery of transition of ideas. Twenty-seven of the students demonstrated inadequate mastery of transition of ideas in their write-ups. The interview findings are consistent with the findings in the text analysis. The participants failed to make transition of ideas within sentences and at paragraph levels. They could not transition their ideas in a sequential and elaborative manner to contribute to text coherence. This insufficient knowledge displayed by the students was attributed to inadequate exposure to transitional words as a result of underdevelopment of syntactic structures in the English Language by the students. These problems impeded the students' critical thinking and reduced their confidence level. They indeed contributed enormously to the students' inability to produce a consistent and united piece.

5.3.3 Findings from the causes of the students' inability to write cohesive and coherent essays

The text analyses highlighted the following as the reasons why the students' demonstrated incoherent writing: poor reading skills, serial verbs construction, developmental errors which occurred on the basis of the students' limited experience

to process the English language; intralingual limitations: the students' writing lapses were ascribed to ignorance of rule restrictions. The students have ignored the fact that there are rules governing the use of every linguistic unit to ensure communication competence.

In some cases they students could not establish cohesive relationships with the cohesive devices. Hence, they produced write-ups full of ambiguity and redundancy. The findings from the interview coupled with that from the tutors' questionnaire revealed how classroom interactions were examination focus to the detriment of developing core skills.

Interference was also identified as one of the causes of the students' incoherent writing. It was realized that most of the sentences where directly translated from the Ghanaian language into the English language. This hinders the appropriate deployment of the cohesive devices. As a result, the meaning of the students' essays is impeded.

It was also realized that substitution and ellipsis as cohesive devices were not common in the type of text that was evaluated.

5.4   Conclusions of the Research Findings

The research sought to explore the use of cohesive devices by college students in their expository texts. The findings demonstrated that the students were able to deploy 4183 cohesive devices based on Halliday and Hassan's (1976) model covering reference, substitution, ellipsis, conjunctions and lexical cohesion constituting reiteration and collocation in their write-ups. Reiteration as one of the lexical category was the first dominant in the frequencies. The students were able to repeat words that depict the same meaning in their essays.

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The second dominant cohesive device used was conjunctions. The research subjects tied cohesive relations with this device that made their write-ups meaningful. Reference that occupied the third position in occurrence was used by the students as an indicator for the reader to trace for meaning in their essays. Collocation appeared fourth on the list of occurrence. There was smooth and natural flow of ideas in the few instances where this device was deployed. The students also used substitution and ellipsis to reduce ambiguity and redundancy in their essays even though in a limited occurrence.

There was correspondence in the text quality and the use of cohesive devices only in essays that the devices were appropriately used. Thirty-five essays had the correspondence with scores between18 to 35 while 25 participants scored below average (14 to 17 out of 35).

This part of the study has confirmed the earlier studies carried out by (Akindele, 2011;Jafarpur, 1991; Malah et al, 2017; Liu & Braine, 2005; Crossley et.al, (2016 and Yang &, Sun (2012).Their findings demonstrated that cohesive text results to text coherence if the devices are correctly used.

Again, the findings displayed a lot of challenges and their causes. These emanated during the deployment of the cohesive devices by the students. This has confirmed the studies of (Faradhibah & Nur, 2017; Nilopa et al, 2017; Uba, 2015 and Ahmed, 2010). Their findings pointed out a lot of blemishes that occurred during the deployment of cohesive devices by the participants in their studies.

5.5   Strategies to Enhance Students' Writing

Considering the problems and their causes identified in the analysis of the research, there is the need for a way forward. The researcher therefore proposed the following strategies that would help minimize the situation. The development of the writing skill depends on the other language skills. It follows, then, that writers are able to produce written   pieces of work once they are successful at the other language modes: listening speaking and reading (Cassany, 2005). Tutors should therefore integrate the development of the writing skill with the other language skills particularly the reading skill in their classroom interaction to enable the students to consolidate learnt structures eclectically.

Nation (2009) notes how a proficient writing in the second language context, involves making the right decisions in order to express meaning in a foreign language. These decisions could include mental operations such as reflecting, making mistakes, and considering alternative ways to solve problems as proposed by (Hinkel, 2015). Hinkle (ibid) idea would be more plausible when classroom activities such as developing students' ability to deploy cohesive devices in writing are highly interactive. It is only in this way that students will have the opportunity to reflect, learn from their mistakes and consider multiple ways to solve a problem collaboratively with their peers.

Again, progressive activities could be used to support and maintain the development of the writing skill. College tutors could employ the major principles of effective writing instruction outlined by Strangman &Dalton (2005). This involves awareness creation through presentation, support for strategic learning through expression and support for affective learning through engagement. They authors added that the use of mind maps and graphics provides the teacher with tools and strategies that help him or her adhere to the above principles of effective writing teaching.

The assertion of Strangman &Dalton (2005) is cogent because graphic organizers help the students to visualize the abstract ideas, divide the writing tasks into smaller palatable parts, and monitor their writing progress. These tools and strategies could relief college tutors from strenuous efforts to let students produce cohesive and coherent texts.

Another strategy to curb this menace before it is replicated onto Ghanaian children through the teacher-trainees is for teachers of English language to pay much attention to the errors made by the students especially in cohesion and coherence in order to improve their ability in using language correctly.

 Tutors could guide students to adapt genre-based approach to write prescriptive essays to help them effectively deploy the various cohesive devices. Since every text type has its specification of cohesive ties.

Tutors should also encourage students to read wide to open their horizons of knowledge in many topics. This will equip them with the knowledge of cohesion and coherence knowledge as well as the right vocabulary to enhance text structure.

5.6   Areas for Further Research

The scope of this study is explicitly limited to the role of grammatical and lexical cohesive devices in determining the quality of expository texts of students of E. P. College of Education, Bimbilla.

Future researches could be conducted on the following:

1. The influence of punctuation, spelling and mechanics on text quality.
2. The role of cohesive devices in reading comprehension and writing proficiency.

3. The influence of explicit teaching of cohesive devices on the development of the writing skill in learners.

4. The interaction of cohesive devices with different types of texts.

5.7   Recommendations

It is established that appropriate deployment of cohesive devices ensures text quality, so tutors and college students should consider these devices in their classroom interaction to enable the students to communicate fluidly in the writing mood.

Curriculum designers could consider the proposed strategies when they are developing curriculum for the writing skill. The need to add progressive activities will foster the development of the writing skill. Writing is interrelated with the other skills. So, activities could include the four language modes: listening, speaking, reading and writing. These   could help equip the students with the required core skills.

Teachers could adhere to students' errors and provide constructive feedback to help them learn from their errors.
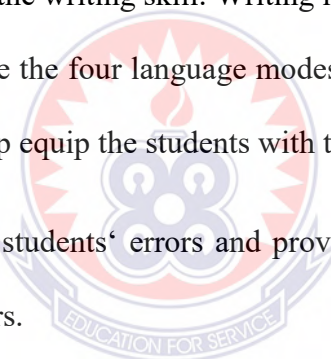
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APPENDICES

Appendix A: Writing Task

Dear students:

You are kindly requested to write out an expository text as part of a master thesis entitled: Analysis of cohesion and coherence in pre-service teachers' expository essays.

Write an expository essay of approximately 300 words on the topic: As a pre-service teacher, write an essay of approximately 300 words explaining to the market women in your community about the effects of poor sanitation.

Appendix B: Types and Frequencies of Lexical Cohesion

S/N	Students Sampled	Types ofGrammatical Cohesion				Types of Lexical Cohesion		Total cohesive devices used by each student	Scores 35
		Reference	Ellipsis	Substitution	Conjunctions	Reiteration	Collocation		
1	2	20	0	0	31	10	0	61	16
2	4	14	0	3	23	35	3	78	20
3	6	9	0	4	27	26	13	79	25
4	8	7	0	0	13	12	0	33	14
5	10	5	1	0	10	12	4	36	14
6	12	15	0	0	27	47	2	91	25
7	14	12	0	0	34	24	5	75	24
8	16	11	0	0	32	24	6	73	24
9	18	13	0	3	46	30	3	95	25
10	20	7	0	0	15	30	3	55	16
11	22	6	0	0	21	48	3	78	18
12	24	17	0	0	36	32	1	86	18
13	26	10	0	4	18	27	3	62	17
14	28	2	0	0	29	33	9	73	18
15	30	6	0	0	23	22	3	54	14
16	32	10	0	0	24	32	9	75	22
17	34	6	1	0	14	11	3	35	14
18	36	1	0	0	17	35	3	56	21
19	38	27	0	0	30	27	1	85	17
20	40	14	0	0	28	30	3	75	13
21	42	18	0	0	38	38	5	99	22

22	44	15	0	0	28	57	5	105	26
23	46	13	1	0	22	27	5	68	17
24	48	38	1	0	32	18	2	91	25
25	50	11	0	0	16	22	2	51	20
26	52	18	0	0	34	18	1	71	24
27	54	4	0	3	19	15	1	42	17
28	56	10	0	0	23	19	2	54	22
29	58	32	0	0	35	14	2	83	23
30	60	17	0	0	25	33	6	81	22
31	62	17	0	0	31	30	0	78	17
32	64	21	0	1	25	35	4	86	18
33	66	8	0	4	27	19	1	59	15
34	68	18	0	0	21	12	1	52	14
35	70	11	1	4	17	22	3	58	16
36	72	6	0	0	18	49	0	73	18
37	74	7	0	0	17	16	1	41	13
38	76	7	0	0	22	24	1	54	16
39	78	11	0	0	17	22	2	52	13
40	80	17	0	0	33	32	0	82	19
41	82	9	0	0	33	25	5	72	18
42	84	22	0	0	27	39	3	91	22
43	86	9	0	0	21	44	6	80	20
44	88	9	0	0	41	20	1	71	18
45	90	6	0	0	22	25	1	54	16
46	92	6	0	0	13	19	5	43	16
47	94	13	0	0	30	26	3	72	20
48	96	13	0	0	28	31	3	75	20
49	98	9	0	8	17	17	8	59	17

50	100	15	0	0	31	22	2	70	20
51	102	12	0	0	28	12	6	58	17
52	104	17	0	1	39	36	9	102	25
53	106	17	0	0	21	50	2	90	22
54	108	23	0	0	17	5	1	46	17
55	110	17	0	0	23	44	3	87	23
56	112	9	0	0	30	18	2	59	17
57	114	12	0	2	28	29	11	80	22
58	116	18	0	0	16	40	5	79	18
59	118	10	0	0	13	31	2	56	15
60	120	27	0	0	24	27	5	83	20
Total		784	30	36	1500	1629	204		
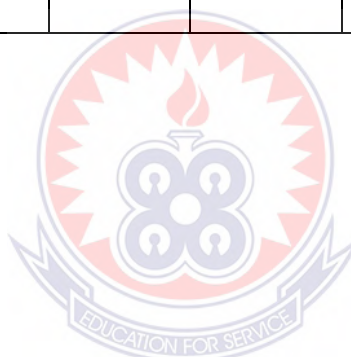
Appendix C: Marking Scheme

INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION
THREE-YEAR DIPLOMA IN BASIC EDUCATION
SECOND YEAR, END-OF-SECOND SEMESTER EXAMINATION, JULY 2019
ENGLISH LANGUAGE STUDIES

MARKING SCHEME

SECTION A

COMPOSITION (35 marks)

CONTENT (10 Marks)

Accept any three (3) well-developed points for a good mark of 6 and above.

ORGANIZATION (5 Marks)

- expect a good heading
- use of appropriate vocatives
- Candidates are expected to take a stance.
- good paragraphing
- Intra-paragraph and inter-paragraph cohesion and coherence

EXPRESSION (15 Marks)

- Candidates are expected to use appropriate register to make the debate come to life.
- Appropriate use of various sentence types.
- Appropriate use of language should be rewarded.

MECHANICAL ACCURACY (5 Marks)

- spelling errors
- concord errors
- punctuation
- wrong separation/amalgamation of words
- Wrong syllabification, etc.

Appendix D: Samples of Students' Expository Essays

Message. I wish you all richesm in your business

MICHAEL CLIFFORD

Students union president

C — 05
E — 10
OTP — 3
IT — 2

Grammatical   Lexical

A —> 19730903   B_2 —> 05
E —> 00   C_1 —> 01
S —> 00
Q —> 1517

Problems

chosen — 2

(5C) B

EFFECTS OF POOR SANITATION IN MY COMMUNITY ATEBUBU

Poor Sanitation is the most rampant enemy that destroys our country Ghana especially my community Atebubu. In my opinion, I suggest that it is due to ignorance of most people especially the market women that lead to this effect. As a pre-service teacher I will like to point out some of the effects to the people of Atebubu community, so that care will be taken in relation to this issue. Poor Sanitation is the way of making our environment dirty by carrying out our day to-day activities.

Some of the factors that lead to poor sanitation in my community are discussed below.

To start with, sewage carried from houses and factories are one of the things that cause poor sanitation. Dirty water poured away from houses and factories through pipes are spread evenly into our surroundings will make the environment dirty. This water may sometime flow into our streams and makes them insecure for use, and when such water is not well treated and clean will cause a disease known as Cholera. It will also lead to severe diarrhoea and vomiting and can lead to death. The best way to prevent such sickness is to keep our surround ways clean by connecting all pipes from houses and factories into the gutters. The waste will then be carried away and prevent us from contracting any sickness.

Moreover, indiscriminate throwing of refuse into gutters is also another factor that the residents must take care of. People who buy and sell or read and else are found of throwing rubbish after they have no use to them in the gutters. This rubbish make the gutters choked and prevent sewage poured from houses from running smoothly. When things happen this way choked gutters will be produced unpleasant smell and also lead to the breeding of mosquitoes in our communities and as this soil known to most of the people that mosquitoes are the cause of a disease set them of malaria.

I suggest that the indiscriminate disposal of refuse by people in the community should be prevented by either educating people or

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the need of personal hygiene or by policy maker to prevent the people from throwing rubbish anyhow and anywhere in the community.

To end with, indiscriminate defecating around the market place can also lead to the cause of poor sanitation in our environment. When people defecate into polythene bags or around the market area will make the surrounding smelly and can also cause diseases. When flies get into contact with the faeces and force their way to land on food sold can cause sickness to anyone who will eat it. There will be the need for people to stop such habits and to keep our surrounding is clean.

I therefore suggest that market women and people of Atonsu community should obey any rules that is formulated to keep our town and market women clean. This could be done by ensuring that it about This should be done by ensuring proper garbage disposal, throwing of refuse in the dust waste—disposal containers and avoid indiscriminate defecating in our community

Grammatical   Lexical   3/   Score
$B_1 \rightarrow 13$ $B_2 \rightarrow 04$ $C \rightarrow 07$
$C_1 \rightarrow 27$ $C \rightarrow 02$ $Org \rightarrow 02$
$E \rightarrow 00$ 03 $M/M \rightarrow 03$
$S \rightarrow 02$ $exp \rightarrow 08$
                                     $\overline{20}$

$\frac{20}{35}$

Problems?

Features — 1
pronoun — 2
Rep — 4

GROUP TWO (2)

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THE EFFECTS OF POOR SANITATION

Permit me space to draw the attention of the market women in my community to the effects of poor sanitation at the pre-sanitation teacher. Sanitation means being clean and conducive to health, the sharp increase of poor sanitation in our communities brings about a lot of problems which affects the environment and the people living in it. Some of the problems of the result of poor sanitation one, the outbreak of disease, environmental pollution and it also hinder development in our communities.

First, poor sanitation leads to the outbreak of disease such as malaria, diarrhoea, dysentery, cholera, typhoid and many more. The present high rate of malaria, dysentery, diarrhoea and cholera amongst people in some parts of the country can be traced to eating food which is not prepared under hygienic conditions. Diseases like malaria is caused by mosquitoes, that insects we feed at every where there is stagnant of dirty water and the places which is bushes. Not only that some of the market women who seller are food sellers expose the food to dust and flies which contaminate the food and make it unsafe to eat.

Again, poor sanitation leads to leads to environmental pollution. The environment becomes polluted and filthy as a result of poor sanitation in our communities which affects the lives of human, plants and animals in the area. The improper disposal of domestic waste and industrial waste goes a long way to pollute our rivers, dams, streams and lakes which makes it unsafe to be used by human beings and animals. It also affect the lives of aquatic animals such as fish and animals living in water bodies.

This improper disposal of waste ultra pollute or contaminate the land by reducing the quality of the land and make it filthy. After selling, some of the market woman discharged empty cans such as milk tins, milk tins and many more to the environment which makes it unhygienic. Again, some people burn waste in which releases smoke into the atmosphere making the air we breath in unsafe and contaminated which affect the health of human beings and animals in the community.

Also, poor sanitation hinders development in our communities. When there is outbreak of disease in a particular area or community, the government will turn to deal with it by using the resources or monies for the development in that particular area or community for drugs and other health items in order to protect the lives of people instead of using that monies or resources for development projects. I would like to appeal to market women organization all over the country to ensure that proper sanitary condition prevail at the market and the homes at large.

Grammatical   lexical   score

R1 —→ 12   S2 —→ 00   org —→ 02

C1 —→ 28   C2 —→ 16 11   C —→ 06

P —→ 07   MA —→ 02

S —→ 05   exp —→ 12

22
53   52

problem
* organ /
cohesion /

Appendix E: Interview Guide

Dear student:

You are kindly requested to respond to these interview questions as part of a master thesis entitled: Analysis of cohesion and coherence in pre-service teachers' expository essays.

Questions
a) How can you divide your essay into paragraphs?
b) By what means do you connect your ideas to make a unified text?
c) Which are some of the devices you use to connect your words and sentences together?
d) Can you use word relation such as synonym (substitute a word with another) to avoid repetition of the same word?
e) Give one sentence example of how you will deal with d) above.
f) Can you vary your sentences (simple, complex, compound etc.) in your write-up?
g) Which generic structures do you know?
h) Which are some of the challenges you encounter when you want to connect your words, sentences or paragraphs together to have a consistent piece of text?

Appendix F: Tutor's Questionnaire

The Description of the Questionnaire

The questionnaire was given to five English language tutors in the Department of Languages, E.P. College of Education, Bimbilla.

The questionnaire consists of twenty-three closed-ended and multiple choice questions divided into three sections.

Section one (from Q1 to Q3) includes general questions about teachers' qualifications, their experience in teaching English and their experience in teaching written expression.

The second section (from Q4 to Q11) deals with academic writing; teachers' opinions about the time allocated to teach composition, the importance of some aspects in writing essays, evaluation tools and the common mistakes in students' essays.

The third section (from Q12to Q23) is composed of questions seeking information about the students' level in writing lexical and grammatical cohesive essays, the most common cohesive ties in their essays, and the most problematic ties for them. Also, it aims to find out the way in which teachers explain these devices and how they evaluate the contribution of each type of these devices in creating unified essays.

Section One: General Information

Teachers' Questionnaire

Dear noble tutor:

You are kindly requested to answer this questionnaire as part of a master thesis entitled: Analysis of cohesion and coherence in pre-service teachers' academic writing: A case study of second year pre-service teachers of E.P. College of Education, Bimbilla.

Your participation plays an indispensable role in undertaking this research.

Please tick (√) the appropriate box(es) or give full answer(s) whenever necessary.

Section one: General Information

1. What is your qualification?

Degree ☐   Master Degree ☐   Doctorate ☐

2. How many years have you been teaching English?

1-5 years	5-10 years	10-15 years	More than 15 years

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3. How long have you been teaching composition?

1-5 years	5-10 years	10-15 years	More than 15 years

Section Two: Academic Writing:

4. What do you think about composition teaching at college level?

   a. Very important ☐
   b. Unnecessary ☐
   c. Less important than others ☐
   d. Not important ☐

5. In the aspect of assigning compositions, you_____.

   i. assign writings regularly
   ii. don't assign compositions regularly, but you assign writings now and then
   iii. simply assign compositions once or twice in one term.
   iv. never assign compositions

6. The main method you use to teach writing is_____.

A. explaining the text
B. correcting errors in compositions
C. reciting the writing mode
D. practicing more

7. Do you think that the time allocated to teach composition is sufficient to help students better understand and assign academic writing activities?
   Yes   No

8. Do you think that your students are motivated to write academically in English?
   Yes   No

In both cases explain.

……………………………………………………………………………

……………………………………………………………………………

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9. How important do you think that the following aspects in writing essays are?

Aspect/important	Not important	Important	Very important
Grammar			
Vocabulary			
Cohesive and coherent knowledge			

10. What type of mistakes do students frequently make in their written production?

    a. Grammatical mistakes   ☐

    b. Punctuation   ☐

    c. Spelling mistakes   ☐

    d. All together   ☐

11. _____ is the most difficult for you in English writing teaching.

    A. Lacking course time

    B. Correcting compositions

    C. Lacking a suitable textbook

    D. Motivating students

Section three: Grammatical and lexical Cohesion

12. What do you think about cohesion and coherence in teaching writing?

    a. very important

    b. unnecessary

    c. less important than others

    d. not important

13.   To what extent do you think our students value cohesion and coherence in writing   essays?

a. Little   ☐

b. Much   ☐

c. Very much   ☐

14.   In your opinion, a good writing ability is _____to other skills?

A.   of great help   B. of some help

C. of little help   D. of no help

15.   Do you combine teaching cohesion and coherence in writing with improving students' reading ability?

A. always   B. sometimes
C. seldom   D. never

16. Do you stress different lexical cohesive devices?

A. always

B. sometimes

C. seldom

D. never

17. When correcting students' compositions, you pay more attention to _____.

A. accuracy of vocabulary

B. correctness of grammar structures

C. coherence of the discourse

D. integrity of the content

18.   Do you make comments on the cohesion and coherence errors when correcting students' compositions?

A. always

B. sometimes

C. seldom

D. never

19. In terms of cohesion and coherence, how would you evaluate your students' essays?

Very poor	Poor	Average	Good

20. When you teach grammatical cohesion, you explain it through:

    a. Explicit teaching   ☐

    b. Giving handouts   ☐

    c. Awareness-raising activities   ☐

    d. Others (please specify)   ☐

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

21.   What is the most important contributor for cohesive essays? (Put 1, 2, 3,4 and 5 next to each one).

    a. Reference   ☐

    b. Substitution   ☐

    c. Ellipsis   ☐

    d. Conjunction   ☐

    e. lexical   ☐

22.   What is the most frequent grammatical item in students' essays? (Put 1, 2, 3,4 and 5next to each one).

    a. Reference   ☐

    b. Substitution   ☐

    c. Ellipsis   ☐

    d. Conjunction   ☐

    e. lexical   ☐

23. Which type of cohesion element presents more challenge for your students?

    a. Reference ☐

    b. Substitution ☐

    c. Ellipsis ☐

    d. Conjunction ☐

    e. lexical ☐

    Would you please justify

    ………………………………………………………………………………

    ……………………………………………………………………………….

Appendix G: SPSS Tables

What do you think about composition teaching at college level?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very important	5	100.0	100.0	100.0

In the aspect of assigning composition, you.....

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	simple assign composition once or twice in one term	1	20.0	20.0	20.0
	don't assign compositions regularly	2	40.0	40.0	60.0
	assign writings regularly	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

The main method we use to teaching writing is ....

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	explaining the text	2	40.0	40.0	40.0
	correcting errors in composition	1	20.0	20.0	60.0
	reciting the writing mode	1	20.0	20.0	80.0
	practicing more	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

Do you think that the time allocated to teaching composition is sufficient to help you students better understand and assign academic writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1	20.0	20.0	20.0
	no	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

Do you think that your students are motivated to write academically in english?

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		Frequency	Percent	Valid Percent	Cumulative Percent
	no	4	80.0	80.0	80.0
Valid	3	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

How important do you think that the following aspects in writing essays are?

grammar

		Frequency	Percent	Valid Percent	Cumulative Percent
	important	2	40.0	40.0	40.0
Valid	very important	3	60.0	60.0	100.0
	Total	5	100.0	100.0	

How important do you think that the following aspects in writing essays are?

vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
	important	1	20.0	20.0	20.0
Valid	very important	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

How important do you think that the following aspects in writing essays are?

cohensive and coherent knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
	important	1	20.0	20.0	20.0
Valid	very important	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

What type of mistakes do students frequently make in the written production?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	grammatical mistakes	1	20.0	20.0	20.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	all together	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

...... is the most difficult for you in eglish writing teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	motivating students	1	20.0	20.0	20.0
	correcting composition	2	40.0	40.0	60.0
	lacking course time	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

What do you think about cohesion and coherence in teaching writing?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not important	1	20.0	20.0	20.0
	very important	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

To what extent do you think your students value cohesion and coherence in writing essays?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	little	4	80.0	80.0	80.0
	4	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

In your opinion, a good writing ability is ....to other skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	of great help	4	80.0	100.0	100.0
Missing	System	1	20.0		
Total		5	100.0		

Do you combine teaching cohesion and coherence in writing with improving students' reading ability?

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	Frequency	Percent	Valid Percent	Cumulative Percent
Valid seldom	2	40.0	40.0	40.0
always	3	60.0	60.0	100.0
Total	5	100.0	100.0	

Do you stress different lexical cohesive devices?

	Frequency	Percent	Valid Percent	Cumulative Percent
seldom	2	40.0	40.0	40.0
Valid sometimes	1	20.0	20.0	60.0
always	2	40.0	40.0	100.0
Total	5	100.0	100.0	

When correcting students compostion you pay more attention to.........

	Frequency	Percent	Valid Percent	Cumulative Percent
coherence of the discourse	3	60.0	60.0	60.0
Valid integrity of the content	2	40.0	40.0	100.0
Total	5	100.0	100.0	
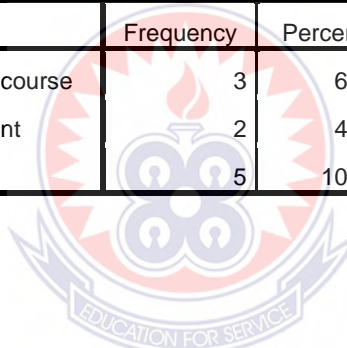
Do you make comments on the cohesion and coherence errors when correcting students compositions?

	Frequency	Percent	Valid Percent	Cumulative Percent
seldom	2	40.0	40.0	40.0
Valid always	3	60.0	60.0	100.0
Total	5	100.0	100.0	

In terms of cohesion and coherence how would you evaluate your students essays?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid poor	2	40.0	40.0	40.0
average	3	60.0	60.0	100.0

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	Total	5	100.0	100.0	

When you teach grammatical cohesion, you explain it through:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	awareness-raising activities	1	20.0	20.0	20.0
	explicit teaching	4	80.0	80.0	100.0
	Total	5	100.0	100.0	

What is the most important contributor for cohesive essays? reference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal contributor	1	20.0	20.0	20.0
	average contributor	1	20.0	20.0	40.0
	excellent contributor	3	60.0	60.0	100.0
	Total	5	100.0	100.0	

What is the most important contributor for cohesive essays? substitution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	average contributor	3	60.0	60.0	60.0
	good contributor	1	20.0	20.0	80.0
	excellent contributor	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

What is the most important contributor for cohesive essays? ellipsis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less contributor	2	40.0	40.0	40.0
	good contributor	2	40.0	40.0	80.0
	excellent contributor	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

What is the most important contributor for cohesive essays? conjunction

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less contributor	1	20.0	20.0	20.0
	minimal contributor	1	20.0	20.0	40.0
	excellent contributor	3	60.0	60.0	100.0
	Total	5	100.0	100.0	

What is the most important contributor for cohesive essays? lexical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less contributor	1	20.0	20.0	20.0
	good contributor	3	60.0	60.0	80.0
	excellent contributor	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

What is the most frequent grammatical items in students' essays? reference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	good contributor	4	80.0	80.0	80.0
	excellent contributor	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

What is the most frequent grammatical items in students' essays? substitution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	minimal contributor	4	80.0	80.0	80.0
	excellent contributor	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

What is the most frequent grammatical items in students' essays? ellipsis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less contributor	2	40.0	40.0	40.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	average contributor	1	20.0	20.0	60.0
	good contributor	1	20.0	20.0	80.0
	excellent contributor	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

What is the most frequent grammatical items in students' essays? conjunction

		Frequency	Percent	Valid Percent	Cumulative Percent
	less contributor	2	40.0	40.0	40.0
Valid	excellent contributor	3	60.0	60.0	100.0
	Total	5	100.0	100.0	

What is the most frequent grammatical items in students' essays? lexical

		Frequency	Percent	Valid Percent	Cumulative Percent
	average contributor	3	60.0	60.0	60.0
	good contributor	1	20.0	20.0	80.0
Valid	excellent contributor	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

Which type of cohesion element presents more challenge for your students? reference

		Frequency	Percent	Valid Percent	Cumulative Percent
	minimal contributor	1	20.0	20.0	20.0
	average contributor	2	40.0	40.0	60.0
Valid	excellent contributor	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

Which type of cohesion element presents more challenge for your students?

substitution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	average contributor	1	20.0	20.0	20.0