CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most powerful, convenient and permanent means and forms of communication. It is the system through which we can share our ideas, emotions, feelings, thoughts and desires. The knowledge of language skills is very important for successful communication. Generally, there are four language skills viz. listening, speaking, reading and writing are often divided into two types. Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. A productive skill is a term for speaking and writing skills where students actually have to produce language themselves. Language is a pre requisite of writing. No writing can exist in the absence of language. There are many languages used in the world; out of them English is the most dominant and powerful language which is commonly used as a lingua franca.

In context of Nepal English is taught as a compulsory subject from grade one to bachelor level. Where, both formative and summative evaluation is done through written test. If students do not write well, they cannot obtain good marks and this causes frustration on the parts of the students. This research especially focused on eleventh grade student's ability to establish cohesion in writing.

There are different activities in the course for developing writing skills of students. Such as summary writing, essay writing, organizing words, phrases and sentences and so on. So this study has been carried out to find out the abilities of those students who are learning English as a Compulsory subject at the Higher Secondary level.

When we learn our native language we usually learn to listen first, than to speak, then to read and finally to write. They are called the four language skills. Language educators have long used the concept of the basic language skills. Four basic language skills are related each other by two parameters:

1. The mode of communication: oral or written

2. The direction of communication: receiving and production of massage.

We may represent the relationship among the skills in the following chart.

	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Learning language means learning different skills of language. A skill is an ability to do something. Generally there are four skills viz. Listening, Speaking, Reading and Writing

1.1.1 Writing Skills

Writing is the productive skill in a written mode. It too, is more complicated than it seems at first, and often, seems to be the hardest of the skills even for native speaker of a language since it involves not just a graphic representation of speech but the development and presentation of thoughts in a structured way. In this regard, Nunan (1989.p.36) writes

> Writing is an extremely complex cognitive activity in which the writer is or queried to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Supporting the ideas of Nunan, Rivers (1968.p.243) defines writing in the following way:

> Writing can be the act of putting down in conventional graphic form something which has been spoken. It is a more complicated process when it involves putting in graphic form, according to the system accepted by the educational native speakers, combinations of words, which might be spoken in specific circumstances.

Similarly, to show the importance of writing, Harmer (1991.p.78) puts his ideas in the following way:

> Writing is an activity through which human beings communicate with another and transmit their accumulated ideas from one generation to another generation. It is a co-operative activity which equally provides us with possibilities to discover and articulate ideas in many ways.

According to Richard (1985.p.101) "Written language is a primary transactional or massage oriented. The goal of written language is to convey information accurately, effectively and appropriately." After all, we can say that writing is a powerful and permanent means of communication through which human beings express their ideas, thoughts and feelings in orthographic forms. Writing skill is associated with the productive aspect of language. It is a secondary skill of language learning.

1.1.1.1 Types of Writing

Generally, we can conduct three types of writing activities in the classroom. They are controlled, guided and free writing.

a. Controlled Writing

Controlled writing is that type of writing where there is no freedom for choosing words, structures and so on. Here different activities are done under the direct supervision of the teacher i.e. teacher can ask to reproduce various sentences based on one structure. He can give a substitution table out of which students will have to write many meaningful sentences. Similarly, voice, speech and tense change, question formation and negation activities can be conducted in controlled writing. Mainly, combining, reproducing and completing activities are done under controlled writing.

b. Guided Writing

In this type of writing the students are given some freedom in the selection of lexical items and structural patterns for their written exercise within a given framework. They are provided with some clues, hints or model to follow. In guided composition, pupils are supplied with all necessary structures and vocabularies together with the thoughts and ideas to be expressed. Guided composition is not strictly controlled composition. In it students are presented with controlled situations by providing them with ideas, structures and vocabularies. Guided composition is closed ended. It is an effort to lead the students nearer to free composition. Here all activities are done under the teacher's suggestion or guidance. There are various types of guided writing. They are:

- Completion exercise
- Replacement exercise
- Substitution drill
- Expansion of simple sentence
- Outline exercise

In guided writing students are provided more freedom in lexical and grammatical choice. For example, lexical outlines are given and the students are required to write a piece of text using the certain grammatical structure within the limitation of freedom they have been provided.

c. Free writing

In free writing only the title or topic is provided and everything else is done by the students. Students are free to use any structure and vocabulary items that they like. However, the teacher may help the students in the collection of ideas, developing an outline, supplying some language materials etc. Free composition is open ended. Here, each student is free to express his ideas in his own language. While composing free composition work, the pupil is expected to collect and digest a lot of information and material before he can put it in a readable form. A free composition is one in which;

- There is no restriction on pupils for use of vocabulary and structure
- There is no restriction on the length of the composition
- Pupils are free to tackle the topic set for them.
- Pupils are forced to think freely.

Free composition is also known as creative writing. This type of writing is not suitable in early stages but it can be used in advanced level say in higher secondary and campus level. The transition from guided to free writing must be gradual. Following types of exercises come under free composition:

- Paragraph writing
- Descriptive writing
- Essay writing

- Narrative writing
- Dialogue writing
- Letter writing
- Report writing

1.1.1.2 Cohesion: An Introduction

Cohesion is a formal, semantic and syntactic features or ties that make a piece of text well formed and communicative, and that connects each element to make text coherent and communicative enough. Harmer (1991, p. 114) believes that "Cohesion in writing refers to the ability that involves not only the ordering of sentences, but also the use of cohesive devices (i.e. language that is used to join sentences together)". Similarly, Halliday and Hasan (1976, p. 293) write

> Text is not just string of sentences, it is not simply a large grammatical unit, something of the same kind as sentence but different from it in size - a sort of super sentence. A text is best through of not as a grammatical unit at all, but rather as a unit of a different kind: a semantic unit…The concept of Cohesion is a semantic unit; it refers to relations of meaning that exist within the text and that define it as a text.

Discourse is not only the collection of language stretches rather a unified and logically connected organization of these stretches what makes such organization is called Cohesion. In brief, Different types of cohesive devices such as reference, substitution, conjunction, ellipsis and lexical cohesion enable a reader or listener to perceive a pieces of discourse as a unified whole. Otherwise, there will be no link or tie between the elements in discourse and it will be very difficult or impossible to get massage from it. Thus, cohesion plays a significant role in a discourse to create 'texture' a quality of being well formed text and to make it a well formed stretches of language.

Cohesion can be found within a paragraph as well as across the paragraph. A paragraph can be defined as a piece of writing in which ones thoughts as the central idea or controlling idea is developed by means of supporting details. In every paragraph there must be a topic sentence. The sentence having a main idea of paragraph is called the topic sentence. The topic sentence can be placed at the beginning, middle and end of the paragraph. While producing paragraph we have to arrange the sentences coherently and cohesively to clarify the central ideas. There is intra-textual relationship of the grammatical and lexical items that make the parts of text together as a whole to convey the complete meaning of it what we call cohesion in text. Unity, length, and organization can be, primarily, viewed as the factors that influence a paragraph. If these factors are properly maintained while producing a paragraph, it will be the good paragraph. The paragraph should so constructed that one sentence leads on naturally to the next, and there should be a regular progression of thought, what we call coherence in writing. So cohesion and coherence are the essential qualities of a paragraph.

Cohesive devices are very obvious linguistic elements which are seen in a discourse. These are also known as formal links between sentences or utterances within a discourse. Cohesion is a ties and connections that exist within text and discourse with the help of reference, substitution, conjunction and lexical cohesion. These cohesive devices are often termed as text forming devices too, since these are the linguistic elements which enable a language user to establish relationship across utterances or sentences within the texts. They help to tie the sentences (utterances) within a text or discourse.

Cohesive relations are not concerned with structure, they may be found just as well within a sentence or between the sentences. They attract less notice within a sentence because of the cohesive strength of grammatical structure; since the sentence hangs together already, the cohesion is not needed in order to make it hang together. But the cohesive relations are there all the same. For example:

If you happen to meet the John, don't tell him his ship's gone down.

Cohesive relations have in principle nothing to do within sentence boundaries. Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it. This other element is also to be found in the text; but its location in the text is in no way determined by the grammatical structure. The two elements, the presupposing and the presupposed, may be structurally related to each other, or they may not; it makes no difference to the meaning of the cohesive relation (Halliday and Hasan 1976, p.8).

McCarthy (2010, p.35) argues that spoken and written discourses 'display grammatical connections between individual sentences and utterances; this is known as what we call Cohesion'. Similarly, Asher (1994, p.604) defines it as "the various linguistic means (grammatical, lexical, and phonological) by which sentences are stuck together and linked into larger units for paragraphs or stanzas or chapters". Therefore, cohesion can be taken as inner sentence linkage/concord, or connectivity.

1.1.1.3 Types of Cohesion

Cohesion can be established in a discourse with the help of a number of formal or textual devices including reference, conjunctions and lexical items. They are known as grammatical cohesion. Cohesion can be analyzed in a piece of text. It is a part of a system of language. The potential for cohesion lies in the systematic resources of reference, substitution, conjunction, ellipsis and so on that is built into the language itself. Cohesion is expressed partly through the grammatical and partly through the vocabulary. We can refer therefore grammatical cohesion and lexical cohesion. The distinction between grammatical and lexical cohesion is really only one degree. Generally we can find the following types of cohesion (or cohesive devices).

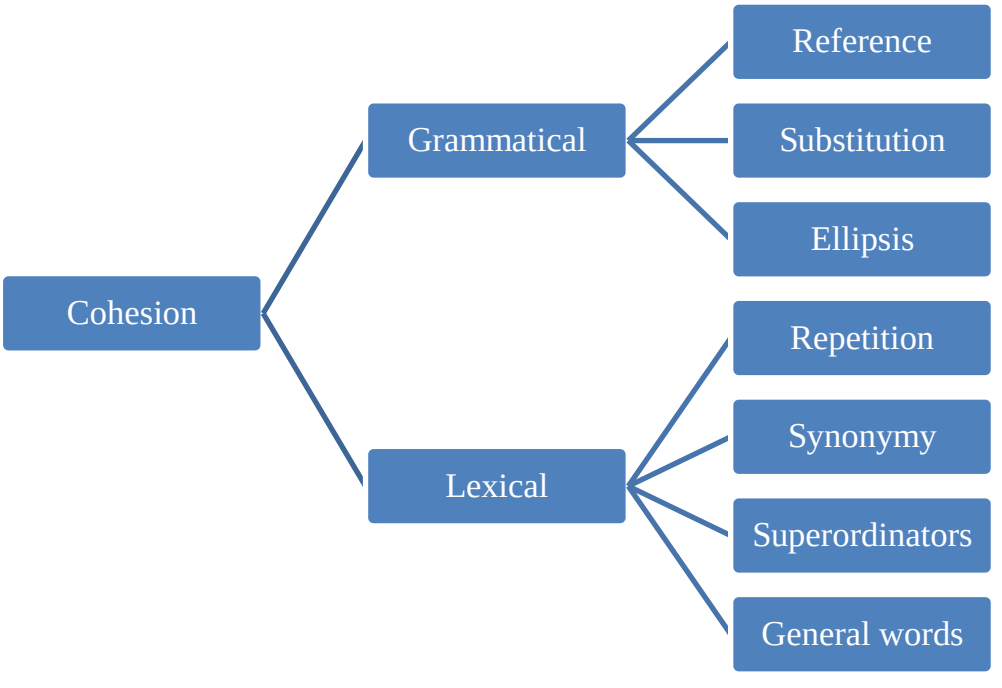
I. Grammatical Cohesion

1. Reference
2. Substitution
3. Ellipsis
4. Conjunction

II. Lexical Cohesion

1. Reiteration
2. Collocation

However, Cutting (2008, p.11) presents the classification of cohesion in the following way:



Source: (Cutting, 2008, p. 11)

I. Grammatical Cohesion

In linguistics grammar refers to the logical and structural rules that govern composition of clauses, phrases and words in any given language. The term refers also to the study of such rules and this field includes morphology and syntax, often complimented by phonetics, phonology, semantics and pragmatics. Spoken and written discourse display grammatical connections between individual clauses and utterances. This grammatical cohesion can be classified under the four broad types:

a. Reference

b. Substitution

c. Ellipsis

d. Conjunction

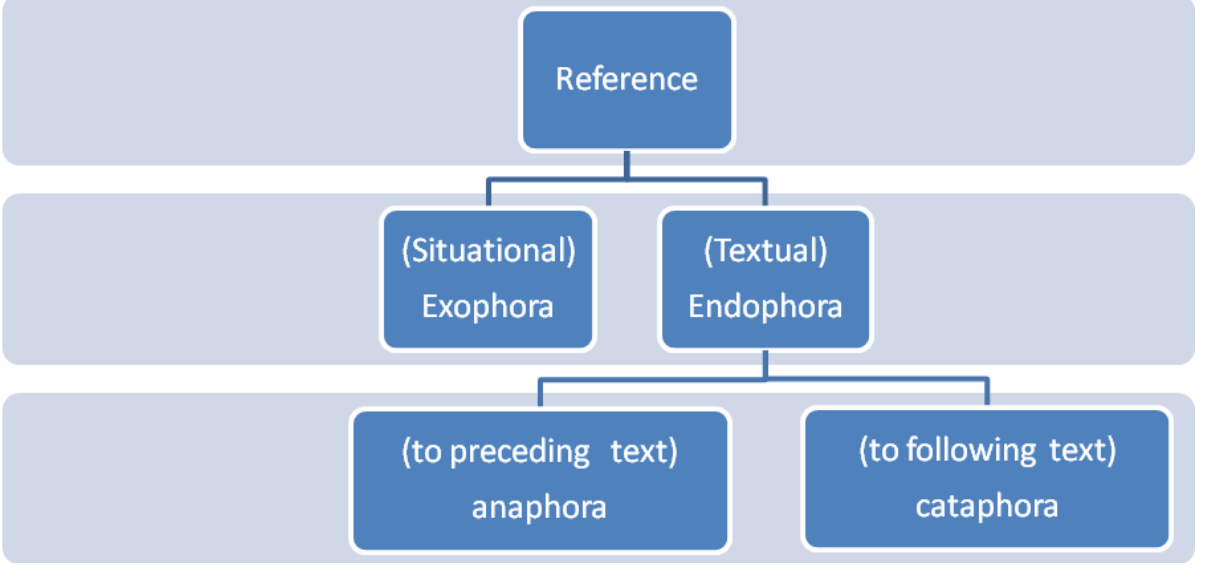
a. Reference:

Reference is one of the most common devices of grammatical cohesion. McCarthy (2010, p.35) writes that reference items in English include pronouns (e.g. he, she, it, him, they, etc.), demonstratives (e.g. this, that, those, these), definite article ‘the' and the items like 'such a'. Reference is one of that links the linguistic elements of a discourse with the help of different types of reference items. The reference items refer to the certain part of a discourse on the basis of which the meanings of those items are interpreted. So, Cook (1989, p.16) says “reference items are those cohesive devices whose meaning can only be discovered by referring to other words or to elements within a discourse”. For example, in the utterance ‘There was a pineapple on the table. So he ate it’, the linguistic item ‘it’ is an example of reference expression.

There are two types of referential devices that can create cohesion. These are anaphoric and cataphoric reference .The referring expressions which link back to something that exists in the preceding of the discourse, have anaphoric reference. The other, cataphoric reference is the opposite. The referring expressions link forward to a reference in a text that follows. In this regard, Nunan (1993, p.22) puts his ideas in the following way:

> There are two different ways in which reference items can function within a text. They can function in an anaphoric way, or they can function in a cataphoric way. Anaphoric reference points the reader or listener backwards to a previously mentioned entity, process or state of affairs. Cataphoric reference points the reader or listener forward- it draws us further into the text in order to identify the elements to which the reference items refer.

Halliday and Hasan summarize the concept of reference in the following way:



Source: (Halliday and Hasan, 1976, P.33)

1. Anaphoric:

Anaphoric reference occurs when the writer refers backs to something or that has been previously identified to avoid repetition. Some examples: replacing the 'taxi driver' with the pronoun 'he' or 'two girls' with 'them'.

2. Cataphoric:

Cataphoric reference is the opposite of anaphora: a reference forward as opposed to backward in the discourse something is introduced in the abstract before it is identified. cataphoric text can also find in written text. For example: This is what I want. Here 'this' is a cataphoric reference.

There is one more referential device which cannot create cohesion. This is exophoric reference which is used to describe generics or abstracts without ever identifying terms in contrast to anaphora and cataphora, which do identify the entity and thus are forms of endophora. E.g. rather than introduce a concept, the writer refers to it by a generic word such as 'everything'. Halliday and Hasan considered exophoric reference is not cohesive, since it does not tie two elements together in to a text.

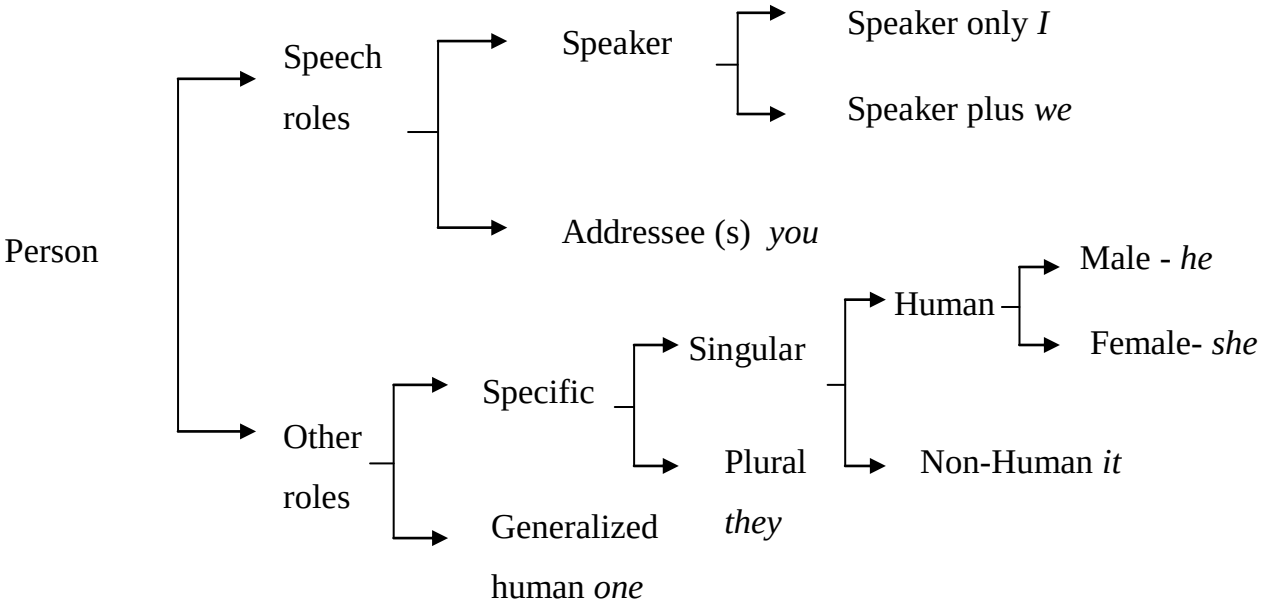
Halliday and Hasan (1976, p.37) identified three types of referential cohesion: personal reference, demonstrative reference and comparative reference.

a) Personal Reference:

Personal reference is reference by means of function in the speech situation, through the category of person. The category of personals includes three classes of personal pronouns, possessive determiners (usually called ‘possessive adjective’) and possessive pronouns. Nunan (1993, p.23) defines “personal reference is expressed through pronouns and determiners. They serve to identify individuals and objects that are named at some other point in the text”. For example:

Mikhail Gorbachov didn't have to change the world. ***He*** *could have chosen to rule much as his predecessors did.*

The following table shows the system of personal reference.



Source: (Halliday and Hasan, 1976, p.44)

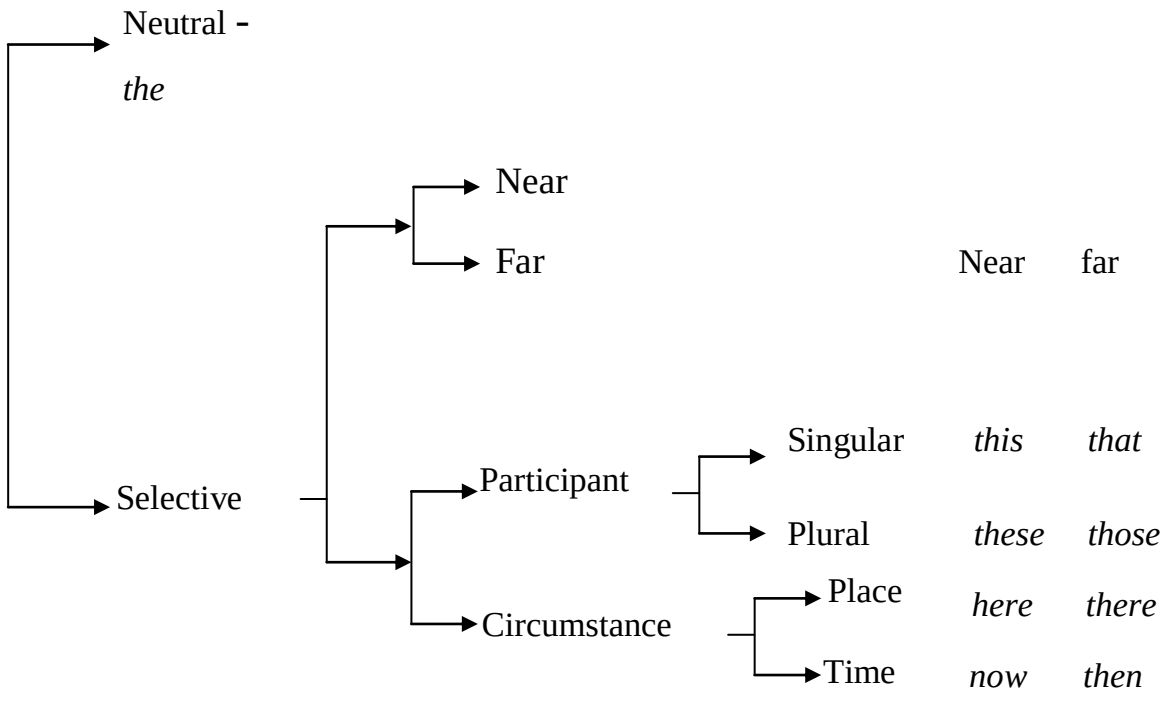
b) Demonstrative Reference:

"Demonstrative reference is essentially a form of verbal pointing or by means of location, on a scale of proximity" (Hallidy and Hasan, 1976, p. 57).The adverbial demonstratives here and there, now and then and the nominal demonstratives this, that, these, those are textually cohesive if there is endophoric reference. Nunan (1993, p.23) says "Demonstrative reference is expressed through determiners and adverbs. These items can represent a single word or phrase, or much longer chunks of text – ranging across several paragraphs or even several pages". An example from Nunan (1993, p.24) is cited here:

I like the lion, and I like the polar bears. ***These*** *are my favorites.*

The demonstrative reference '*these'* refers back to the '*lions and polar bears'*.

The following table shows the system of demonstrative reference.



Source: (Halliday and Hasan, 1976, p.57)

c) Comparative Reference:

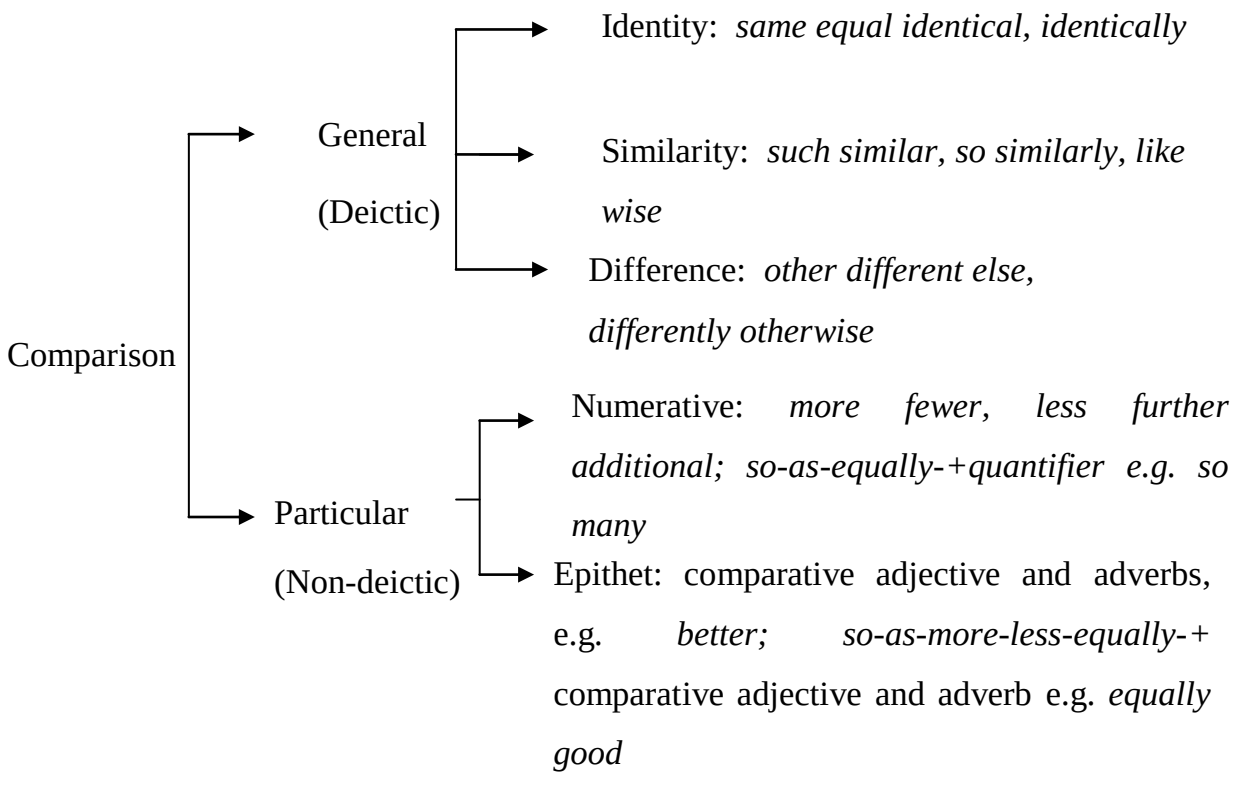
"Comparative reference is expressed through the use of adjectives and adverbs. It serves to compare items within a text in terms of identity or similarity." (Nunan, 1993, p.24). "Comparative reference is indirect reference by means of identity or similarity"(Halliday and Hasan, 1976, p. 37). When the degree of entities is expressed, then there is the use of comparative reference. For example:

A*: Would you like these seats?*

B*: No, as a matter of fact, I would like* ***the other seats.***

Here, the first 'these seats' are compared with the second 'the other seats'.

The following table shows the system of comparative reference.



Source: (Halliday and Hasan, 1976, p.76)

b. Substitution:

Substitution is a process in which a word is not omitted as in ellipsis but is substituted for another more general word. For example: "Which ice-cream would you like?" "I would like the pink one," Where 'one' is used in terms of repeating 'ice-cream'. This work is similar way of pronoun which replaces the noun. For example: 'ice-cream' is a noun and its pronoun could be 'it'. Such as, "I dropped the ice-cream because it was dirty". So, substitution is the relation between linguistic items such as words or pronouns. In terms of linguistic system substitution is a relation of the lexicogrammatical level; the level of grammar and vocabulary or linguistic form.

The distinction between substitution and reference is that substitution is a relation in the wording rather than in the meaning. The principle distinguishing

between references from substitution is reasonably clear. In this regard, Halliday and Hasan (1976, p.89) write "Substitution is a relation between linguistic items, such as words or phrases, where as reference is a relation between meanings. In terms of the linguistic system, reference is relation on the semantic level, where as substitution is a relation on the lexicogrammatical level". Substitution is a sort of counter which is used in place of the repetition of a particular item. For example:

*My **axe** is too blunt. I must get a sharper **one.***

In English the substitution may function as a noun, as a verb, as a clause. To those correspond; there are three types of substitution in English: nominal, verbal and clausal.

I. Nominal Substitution

In nominal substitution a noun or noun phrase is substituted by an element such as 'ones' or 'one'. The substitute one/ones always function as a head of a nominal group, and can substitute only for an item which is itself head of a nominal group. For example:

*There are some new **tennis balls** in the bag. These **ones** have lost their bounce.*

II. Verbal Substitution

The verbal substitution in English is 'do'. This operates as head of a verbal group in the place that is occupied by the lexical verbs and its position is always final in the group (Halliday ahd Hasan, 1976, p.112). For example:

*The words did not **come** the same as they used to **do**.*

In many ways the verbal substitute 'do' is parallel to the nominal substitute 'one' and it is likely that its evolution in modern English has followed the analogy of 'one' rather closely. In this regard, Halliday and Hasan (1976, p.113) write

There is a difference between *one* and *do* in their potential domains, the extent of the items that they can pre suppose. Where as *one* always substitute for a noun, *do* may substitute either for a verb or for a verb plus certain other elements in the clauses.

For example:

*John is smoking more now than he used to **do**.*

As a very broad generalization, the verbal substitute is used more in speech than in writing and more in British English than in American English.

III. Clausal Substitution

In clausal substitution, what is pre supposed is not an element within the clause but an entire clause. The word used as substitutes are 'so' and 'not'. For example:

*Is there going to be earthquake? – It says **so.***

Here, *so* presupposes the whole of the clause; *there is going to be earthquake*, and the contrastive environment is provided by the 'says' which is outside it. There are three environments in which clausal substitution takes place: report, Condition and modality. In each of these environments it may take either of two forms, positive or negative; the positive is expressed by 'so' and negative is expressed by 'not'.

c. Ellipsis*:*

Ellipsis is the omission of elements normally required by the grammar which the speaker \writer assumes is obvious from the context and therefore, needn't be raised. In this context, McCarthy (1991, P, 43) writes it happens when, after a more specific mention words are omitted when the phrase needs to be repeated. In this regard, Halliday and Hasan (1976, p.143) write

> An elliptical item is one which, as it were leaves specific structural slot to be filled from elsewhere. This is extremely the same as presupposition by substitution, except that in substitution an explicit ‘counter’ is used, eg: one or do, as a place maker for what is presupposed, where as in ellipsis nothing is inserted into the slot. That is why we say that ellipsis can be defined as substitution by zero.

Ellipsis is the omission of an item where as substitution is the replacement of one item by another. Essentially, the two are the same process; ellipsis can be interpreted as that form of substitution in which the items is replaced by nothing. But the mechanism involved in the two are rather different, and also at least in the case of ellipsis fairly complex. Like substitution, ellipsis is a relation within the text, and in the great majority of instances the presupposed item is presented in the preceding text. That is to say ellipsis is normally an anaphoric relation. For example:

The younger child was very outgoing, the older much more reserved.

The omitted words from the second clause are *'child'* and *'was'*

Ellipsis normally categorized in to three types in terms of the elements that substituted or omitted in the discourse: Nominal, Verbal, and Clausal.

I. Nominal Ellipsis

By nominal ellipsis, we mean ellipsis within the nominal group. For example:

They haven’t got my usual morning paper. Can I borrow yours?

II. Verbal Ellipsis

By verbal ellipsis we mean ellipsis within the verbal group. For example:

A: Have you been swimming?

B: Yes, I have.

III) Clausal Ellipsis

Clausal ellipsis means ellipsis of clause. Here, a whole clause is affected. For example:

Who was going to plant a row of poplars in the park? – The Duck was.

d. Conjunction:

Conjunction sets up a relationship between two clauses. It is the most basic but least cohesive devices differs from reference in that it doesn't set off a search backward and forward for its reference. Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meaning; they are not primary devices for reaching out into the preceding/following text, but they express certain meaning which presuppose the presence of other components in the discourse. Nunan (1993, p.26) writes

> Conjunction differs from substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, actions and the state of affairs. In other words, it is not what linguistics calls an anaphoric relation. However, it is a cohesive devise because it signals relationships that can only be fully understood through reference to other parts of the text.

Cook (1989, p.21) defines "conjunction as those words and phrases which explicitly show the relationship which exists between one sentence or clause and another". For example:

He was very uncomfortable. ***Despite this****, he fell asleep.*

There is no single uniquely correct inventory of the types of conjunctive relation. Different classification is possible. Here, we shall adopt the scheme of Halliday

and Hasan (1976, p.230). They identify four different types of conjunction in English: Additive (and, both.....and, furthermore, in addition to, similarly etc.), Adversative (however, despite, but, although, etc.), Clausal conjunction (so, therefore, for, since, because, etc.) and Temporal conjunction (first, then, before, after, next, etc.).For example:

For the whole day he climbed up the steep mountainside, almost without stopping.

a. And in all this time he met no one. (additive)

b. Yet he was hardly aware of being tired. (adversative)

c. So by night time the valley was far below him. (causal)

d. Then, as dusk fell, he sat down to rest. (temporal)

(cited from Halliday and Hasan, 1976,p.238)

I) Additive Conjunction

The additive conjunction states the additional information to the given information. In other words, the additive conjunction links the further information with given or previous information. Some examples of additive conjunctions are: and, or, furthermore, in addition to, besides, not only….but also, likewise, in the same way, etc. For example:

Perhaps she missed her train. ***Or*** *else she is changed her mind* ***and*** *isn't coming.*

II) Adversative Conjunction

Adversative conjunctions introduce contrastive information by moderating or qualifying the information given in the previous sentence. Some examples of

adversative conjunctions are: but, yet, though, only, instead, however, nevertheless, etc. For Example:

*John had worked really very hard **but** he could not get through his finals.*

III) Causal Conjunction

Causal conjunction establishes the cause and effect relation in the body of the text. The simple form of casual relation is expressed by so, thus, hence, therefore, consequently, accordingly, and a number of expressions like as a result (of that), in consequence (of that) because of that etc. For example:

An example from Nunan (1993, p.27) is cited here:

*Chinese tea is becoming increasingly popular in restaurants, and even in coffee shops. This is **because of** the growing belief that it has several health giving properties.*

IV) Temporal Conjunction

Temporal conjunctions are those that establish temporal relationship between events in terms of the timing of their occurrence. The simple form of 'temporal relation' is expressed by: then, after that, at first, next, finally, at last, just then, previously, etc.

Another example from Nunan (1993, p.27) is cited here:

*Brick tea is blend that has been compressed in to cake. It is taken mainly by the minority groups in China. **First,** it is ground to a dust. **Then**, it is usually cooked in milk.*

II. Lexical Cohesion:

Lexical cohesion exists in a discourse when its elements are semantically linked with each other in same way; may be in terms of sense relation, collocation or repetition. “Lexical cohesion occurs when two words in a text are semantically related in same way- in other words, they related in terms of their meaning” (Halliday and Hasan, 1976, p, 28). Lexical cohesion can create some sort of chain in meaning within a discourse. Nunan (1993, p.38) presents two major categories of lexical cohesion: Reiteration and Collocation. This is the cohesive effect achieved by the selection of vocabulary. For example:

Can you tell me where to stay in Geneva? I have never been to the place.

Hoey (1991) (as cited in Nunan1993,p.31) argues that lexical cohesion is the single most important form of cohesion, accounting for something like forty percent of cohesive ties in texts…Various lexical relationships between the different sentences making up a text provide a measure of the cohesiveness of the text. The centrality and importance to the text of any particular sentences within the text will be determined by the number of lexical connections that sentence has to other sentences in the text.

a. Reiteration:

According to McCarthy (2010,p.65)"Reiteration means either restating an item in later parts of a discourse by direct repetition or else reasserting its meaning by exploiting lexical relation". Reiteration includes repetition of the lexical items' use of various sense relations such as synonymy, antonym, hyponymy etc. within a discourse. These relations establish a sort of semantic ties across the element of a discourse. Nunan (1993, p.29) writes reiteration includes repetition, synonym or near synonym, super ordinate and general word. Reiteration fulfills a similar semantic function to cohesive reference. Similarly, Halliday and Hasan (1976, p.278) say,

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, at one end of the scale; the use of general words to refer back to a lexical item, at the other end of the scale; and a number of things in between the use of a synonym, near-synonym or super ordinate.

Some examples can be cited from Nunan (1993, p.29)

I) Repetition:

*What we lack in a **newspaper** is what we should get. In a word, a 'popular' **newspaper** may be the winning ticket.*

II) Synonym:

*You could try reversing the car up the **steps**. **The incline** isn't all that steep.*

III) Super ordinate:

***Pneumonia** has arrived with the cold and wet condition. The **illness** is striking everyone from infants to the elderly.*

IV) General Words:

*A: Did you try the **steamed buns?***

*B: Yes, I didn't like the **things** much.*

b. Collocation:

Collocation is another category of lexical cohesion. It refers to the relationship of co-occurring lexical items within a discourse because of associated meaning in them. This is to say; discourse elements are related with each other in terms of their literal and contextual meaning and thus, are allowed to pose in the same discourse to make it meaningful and unified. Such semantic relationships of linguistic elements that make the discourse unified and meaningful are known as

collocation. For example, Sharma (2010, p.182) writes the words used in political speech (such as peace, elections, civil rights, freedom, justice etc.) are connected with each other because of their meaning. They can co-exist within a discourse, by establishing lexical cohesion in it. This sort of semantic relationship of words is called collocation.

Collocation can create major problems for discourse analysis because it includes all those items in a text that are semantically related. In some cases this makes it difficult to decide for certain whether a cohesive relation exists or not. Martin (1981b, p.1) points out that, "while there are problem in defining collocation, its contribution to coherence in text is so significant that it cannot be ignored. The problem arises because collocation is expressed through open rather than close class items". Similarly Halliday and Hasan (1976, p286) write

> any two lexical items having similar patterns of collocation, that is tending to appear in similar contexts-will generate a cohesive force if they occur in adjacent sentence…the effect of lexical, especially collocation, cohesion on a text is subtle and difficult to estimate. With grammatical cohesion, the effect is relatively clear: if one comes across the word *he*, for example, there is no doubt that some essential information is called for, and that the identity of the *he* must be recovered from somewhere. Reference items, substitutes and conjunctions are explicitly presupposed some elements other then themselves.

So, collocation is achieved through the association of lexical items that regularly co-occur. The items will have semantic relation of meaning such as:

Various kinds of oppositeness of meaning*: boy/girl, love/hate, order/obey.*

Association between pairs of words from same order series: *Sunday/Monday, jun/july, dollar/cent.*

Association between pairs of words from unordered lexical sets: *basement/roof, road/rail, red/green.*

Part-whole relation: *car/break, body/arm, bicycle/wheel, hospital/emergency room.*

Part-part relation: *mouth/chin, verse/chorus.*

Co-hyponymy: *red/green (colors), chair/table (furniture).*

Association based on a history of co-occurrence (collocation proper): *rain, pouring, torrential, wet comb, wave etc.*

Source: (Halliday and Hasan, 1976, p.285).

1.1.1.4 Role of Cohesion in Writing:

The term cohesion refers to the formal links between sentences and clauses. According to Yule (2008, p.85) "cohesion refers to the ties and connections that exist within the text". It consists of certain linguistic devices which help in producing and sequencing of sentences. Cohesion is the grammatical and lexical relationship within a text or sentence. It can be defined as the links that holds the text together and gives its meaning. It is an act of sticking together. In other words, a text, to stand as a text, needs 'cohesion'. Due to the lack of cohesion, some successive sentences would be parted from each other and would not form a text. So cohesion is the relationship and unity of all elements in a text.

Cohesive devices are linguistic elements which are seen in a discourse. By cohesive devices we mean to the words and phrases establishing relationship between clauses and sentences of a text. Cohesion is a necessary but not a sufficient condition for the creation of text. What creates text is the textual, or text forming, components of the linguistic system, of which cohesion is a part. Within the textual component cohesion plays a significant role in the creation of

text. Cohesion expresses the continuity that exists between one part of the text and another. It is important to stress that continuity is not the whole of texture. The organization of each segment of a discourse in terms of it information structure, thematic patterns and the like is also part of its texture, no less important than the continuity from one segment to another. But the continuity adds further elements that must be presented in order for the discourse to come to life as text.

The concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as a text. The basic concept that is employed in analyzing the cohesion of a text is that of the tie; a tie is a complex notion, because it includes not only the cohesive element itself but also that which is presupposed by it. A tie is best interpreted as a relation between these two elements. A tie is thus a relational concept. It is also directional; the relation is an asymmetric one. It may go either way: the directional may be anaphoric, with the presupposed elements preceding, or cataphoric, with the presupposed element following. To show the importance of cohesion Halliday and Hasan (1976, p.27) write

> Cohesion is a part of text forming component in the linguistic system. It is the means whereby elements that are structurally unrelated to one another are linked together, through the dependence of one on the other for its interpretation. The resources that make up the cohesive potential are part of the total meaning potential of the language, having a kind of catalytic function in the sense that, without cohesion, the reminder of the semantic system cannot be effectively activated all.

The concept of cohesion is semantic one; it refers to relation of meaning that exists within the text. Cohesion occurs where the interpretation of same element in the discourse is dependent on that of the other. The one presuppose the other, in the sense that it cannot be effectively decoded except by the resource to it. When this happen, a relation of cohesion is set up, and the two elements; the

presupposing and the presupposed, are there by least potentially integrated to a text. Any piece of language that is operational, functioning as a unity in some context of situation constitutes a text.

So, cohesion is a relationship in a different element of a text, which is considered in terms of either similar construction or contrast between different sentences or between different parts of sentences. It is a property of any text of any length, it essential for effective writing. When some successive sentences constitute a text, these sentences are connected with each other in terms of meaning. The connection is grasped of any text. Writers or speakers relate their texts or utterances to previous one through the use of cohesive relations; a cohesive tie is established. Cohesive ties enter in a cohesive chain, which runs through out of a text, reveling how different parts of a text are related to each other. No effective writing can be developed if there is lack of cohesion. Therefore, the role of cohesion is inevitable for any written text to make it effective and appropriate.

1.2 Review of the Related Literature:

Writing is a broad term which has vast area. So, several researches have been carried out in the field of writing. There are many research works in the different parts of the world on the various issues and topics of cohesion in writing.

Sugiuras (1984) conducted a research entitled "On the Text Forming Connectives in English". He found that various adverbials, which can function as connectives and play an important role in text forming, are not the only expressions, which comprise the category of connectives.

Irwin (1986) carried out a research on "Cohesion in Reading Comprehension". His study showed how matured readers make use of cohesion in text and it showed that increasing the number of cohesive ties can improve readers' comprehension.

Chapman (1987) carried out a research on cohesion in reading. He involved fifteen hundred children between the age of eight and fifteen. His study shows that readers show growth of their ability to perceive cohesion in a text and to use it to support comprehension as they get older. The conclusion of the research is that readers develop an awareness of cohesion over time and make major use of it to get meaning from print.

Nahrkhalaji (2003) conducted a research entitled "Grammatical Cohesion in English and Persian in Contrast". He compared the frequency and the degree of the utilization of different types of grammatical cohesion in English and Persian journalistic and political texts. He found that in English text reference, conjunction, ellipsis and substitution and in Persian text conjunction, reference, ellipsis and substitution are the orders of frequency. Persian texts use more conjunctions whereas in English text reference is used more frequently.

In Nepal, different researches have been carried out in the field of writing in the Department of English Education for partial fulfillment of the second year course. Particularly, in cohesion, there are also a number of researches. Such as Paudel (2005), Dwadi (2008), Pandit (2011), and Gaire (2011) carried out different researches to find out students ability in writing skills.

Paudel (2005) carried out a research on "Students ability to establish cohesion in English writing". She found out those B.Ed. first year students (Major English) were better in receptive ability than productive ability to establish cohesion in writing. Her study was carried out in two types of campuses under T.U. constituent campuses and T.U. affiliated campuses.

Dwadi (2008) conducted a research on title "Students ability to establish cohesion in reading". He found out that the students of Humanities were found to be more proficient to establish cohesion on cohesive ties format test where as the students of Education were found more proficient to establish cohesion in cloze test.

Similarly, Pandit (2011) studied on "A study of cohesion in dialogue: A case of symphony". He found out that the cohesive devices: reference and conjunction are found more frequently than ellipsis and substitution. Similarly, he found that reiteration is used more frequently than collocation in case of lexical cohesion.

Likewise, Gaire (2011) carried a research on title "Coherence and cohesion in dialogue writing". He found that the overall ability of tenth grade students to achieve coherence and cohesion was good in dialogue writing. They were found more satisfactory in controlled writing and guided dialogue writing.

Though, the numbers of researches have been carried out in the field of writing, especially in cohesion for different proposes. The present study differs from previous study in terms of objectives, sources of data, tools and ways of analyzing the data and the type of research. The researcher focused on cohesive devices especially grammatical cohesion and it is the descriptive study of cohesion.

1.3 Objectives of the Study:

The objectives of the study are as follows:

a. To find out the students ability to establish cohesion in writing

b. To analyze the cohesive devises in students writing.

c. To suggest some pedagogical implications.

1.4 Significant of the Study:

This study is mainly focused on the eleventh grade students' ability to establish cohesion on writing. So, the study will be significant particularly for the students of Higher Secondary level as well as the other students and teachers who are directly involved in teaching and learning. It will be helpful for the teacher in the sense that they know their students ability and can provide better feedback.

Therefore, they can change their classroom teaching. At the same time, students can understand their real ability \knowledge of cohesion in writing which help them for their future progress. It is hoped that the research will be useful for the concerned authority who is directly or indirectly involved in designing curriculum and examination paper. It means it will be helpful for policy maker in the field of Education. Similarly, this research will be helpful to all interested people who want to carry out further research in the field of cohesion in writing.

1.5 Definition of Specific Terms:

Cohesion: The term cohesion refers to a formal, semantic and syntactic feature of tie that makes a piece of text formal and communicative. Cohesion connects each element to make text coherent and communicative enough.

Grammatical Cohesion: This term refers to the logical and structural composition of clauses, phrases and words in any given language. This field includes morphology and syntax, often complimented by phonetics, phonology, semantics and pragmatics.

Reference: This term refers to the most significant cohesive tie among the element in the text which shows the previously mentioned or coming items.

Anaphora: This term refers to the referring expressions which link back to something that exists in the preceding of the discourse.

Cataphora: This term refers to the referring expressions which link forward to a reference in a text that follows.

Substitution: This term refers to the process in which a word is not omitted as in ellipsis but is substituted for another more general word.

Ellipsis: This term refers to the omission of elements normally required by the grammar which the speaker \writer assumes is obvious from the context. It can be defined as substitution by zero.

Conjunction: This term refers to the explicit relationship or formal linkage which exists between one sentence or clause and another.

Lexical Cohesion: This term refers to the role played by the selection of vocabulary in organizing relation within the text.

Reiteration: This term refers to the repetition of the lexical items use of various sense relations such as synonymy, antonym, hyponymy etc. within a discourse.

Collocation: This term refers to the relationship of co-occurring lexical items within a discourse because of associated meaning in them.

CHAPTER-TWO

METHODOLOGY

The following methodology was adopted to fulfill the objectives mentioned in the previous chapter.

2.1 Sources of Data:

Both primary and secondary sources of data were used for data collection.

2.1.1 Primary Sources of Data:

The primary sources of data for this research were the eleventh grade students who are studying in the selected higher secondary level schools in Baglung district.

2.1.2 Secondary Sources of Data:

In addition to primary sources of data, the secondary sources were different related books, journals, articles, reports, and previous research works related to this field. Such as: Harmer (2007), Halliday and Hasan (1976), Cutting (2008), Kumar (2005), McCarthy (2010), Nunan (1993), Brown and Yule (1993), Cook (1995), Heaten (1988).

2.2 Population of the Study:

The total population of this study included sixty students of grade eleven studying in selected higher secondary schools in Baglung district.

2.3 Sampling Procedure:

The sampling procedure of this research is mentioned bellow.

The sampling population of this study consisted eleventh grade students of Baglung district. Specially, three higher secondary schools were selected by using random sampling procedure. Similarly, the researcher selected twenty students from each school and the total populations were the sixty. The researcher used fishbowl draw method to select the above mentioned sample population from the total population.

2.4 Tools for Data Collection:

Test items were the main tool to collect the required information. The researcher prepared a test paper containing five questions related to the cohesion in writing. Such as: summary writing, completion exercise, story writing, essay writing and writing comprehension to evaluate abilities of students to establish cohesion in writing. One hour thirty minutes were given for completion of this test items. Here, guideline or clues were not given for any question.

2.5 Process of Data Collection:

After preparing test items for data collection, the research visited the eleventh grade students of selected higher secondary schools in Baglung district. With the co-operation of administration and subject teacher he administered the test. Before administering the test the researcher tried to make the concept clear about the purpose of research, weight of the test items and the time of taking test.

2.6 Limitation of the study:

The study was conducted within the following limitations.

- The population of the study was limited to eleventh grade students.
- Only sixty students of selected higher secondary schools were included as the respondents in the research.

- The study was limited to only three Higher Secondary schools in Baglung district.
- Only the cohesive devices in writing were focused.
- Primary data was collected only from the written test items.
- Only five composition questions were included.
- Only three cohesive devices: reference, conjunction and substitution were analyzed.
- This study has excluded its focus on the mechanical aspects of writing, e.g. spelling, punctuation etc.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the higher secondary level students who are learning English as a compulsory subject in Baglung district. For the test 60 students from three higher secondary schools i.e. 20 students from each school were selected. Data were collected with the help of the test-items consisting of five questions related to cohesion in writing. The full mark of those items was fifty. The first item was completing a letter by using cohesive devices consisting of 10 marks. The second test item was writing answer of the given question on the basis of given passage consisting of 5 marks. The third item was writing summary of the given passage consisting of 5 marks. The forth item was writing a short story with a suitable title consisting of 15 marks and the last test item was writing an essay on tourism year 2011 consisting of 15 marks. After collecting the answer sheets of the students, the researcher checked and counted the cohesive devices which they had used in their writing. After that, the collected data was tabulated, analyzed and interpreted descriptively with the help of the given table. The researcher analyzed and interpreted the data in terms of total achievement, school-wise achievement and item-wise achievement of the students in cohesion.

3.1 Holistic Ability to Achieve Cohesion in Writing

The total ability of the three selected higher secondary level students to establish cohesion in writing has been presented in this section. While analyzing the data it was found that none of the students were properly capable to use cohesive devices in their writing. So, only frequency of different cohesive devices was counted and analyzed in the students writing.

Table No. 1

Linking Devices		**Uttar Ganga H.S.S.**		**Devisthan H.S.S.**		**Parbha H.S.S.**	
	No. of Students	Frequency	%	Frequency	%	Frequency	%
Reference	60	696	55.28	506	44.11	676	49.88
Conjunction	60	474	37.64	530	46.20	553	40.81
Substitution	60	89	7.06	111	9.67	126	9.29
Total		1259		1147		1355	

The above table shows the overall achievement of students on using cohesion in writing. The total achievement of each school was derived in percentages and the students from three different higher secondary level schools use those cohesive devices in their writing were analyzed. The total frequency of the use of those devices was 3761 times. Out of them the total frequency of the students of Uttar Ganga Higher Secondary School used 1259 times. The highly used cohesive device was 'reference'. The frequency of its use was 696 times which 55.28% of total use was. Besides the reference another 'conjunction' was frequently used to keep cohesion in writing. The frequency of its use was 474 times which 37.64% of total use was. The least frequently used device was 'substitution'. The frequency of its use was 89 times which 7.06% of total use was. Similarly, total frequency of the students of Devisthan Higher Secondary School used 1147 times. Whereas, frequency of reference was 506 times which 44.11% of total use was. The frequency of conjunction was 530 times which 46.20% of total use was. And the frequency of substitution was 111 times which 9.67% of total use was. Here the most frequent used device was conjunction and the least used was substitution. Similarly, the total frequency of the students of Parbha Higher Secondary School used 1355 times. Here, the highly used device was reference. The frequency of its use was 676 times which 49.88% of total use was. Another frequent used device was conjunction. The frequency of its use was 553 times

which 40.81% of total use was. Here, the least used cohesive device was also substitution which is used only 126 times. It was the 9.29% of total use.

This above description shows the overall ability of the students for using different cohesive devices in their writing. As a whole the reference was most frequently used in their writing. The highly used references in their writing were pronouns. Among several pronouns the mostly repeated ones were personal pronouns like *he, she, it, they, I, we, you, them, their* and *our*. Most of the students used subjective form of pronoun than objective and possessive forms. It was also found that demonstrative pronouns like *this, that, those, these, one, all, many* were also used more frequently in their writing. The second most frequently used cohesive device in students writing was conjunction. The mostly used conjunctions were additive, adversative, clausal and temporal. Among them additive conjunction was highly used than the others. Additive conjunction likes *and, but, or, then, as well as* were found mostly used. Among them *and* and *but* were found highly used. And the cohesive device substitution was found the least frequently used in their writing. The highly used substitutions were *one* and *both.*

3.2 School-wise Analysis of Students Achievement of Cohesion in Writing

The achievement level of the students of three different higher secondary level schools has been presented in table no. 2, 3 and 4. In each table the frequency of the use of different devices are discussed on the basis of percentage.

3.2.1 Analysis of Students' Achievement of Uttar Ganga Higher Secondary School

The achievement of the students on cohesion in writing by the students of Uttar Ganga Higher Secondary School is presented in the table No.2.

Table No. 2

Linking Devices	No. of Students	Frequency	%	Item-1	Item-2	Item-3	Item-4	Item-5
Reference	20	696	55.28	16	57	129	269	225
Conjunction	20	474	37.64	34	83	59	146	152
Substitution	20	89	7.06	1	32	21	18	17
Total		1259		51	172	209	433	394

The above table shows that the students were given five different types of questions (i.e. letter completion, answer writing, summary writing, story writing and essay writing). Then, the different devices those they were used in their writing were collected and analyzed. Here, the total frequency of the cohesive devices used by the students in their writing was1259 times. Out of them the frequency of reference was 696 times which the 55.28% of total use was. Whereas the frequency of occurrence of different devices in items 1, 2, 3, 4, and 5 were 16, 57, 129, 269 and 225 times respectively. The frequency of conjunction in its use was 474 times which the 37.64% of total use was. Whereas, the frequency of occurrence of different devices in items 1, 2, 3, 4, and 5 were 34, 83, 59, 146 and 152 respectively. The last and least frequent used cohesive device in students writing was substitution. The frequency of its occurrence was 89 times which the 7.06% of total use was. Here, the frequency of different devices in items 1, 2, 3, 4 and 5 was 1, 32, 21, 18 and 17 times respectively.

If we look vertically, in item-1 only 51 cohesive devices were used. Out of them the frequency of reference was 16, conjunction 34 and substitution 1 times. Similarly, in item-2 the frequency of total cohesive devices was 172 times in which reference, conjunction and substitution occurred 57, 83 and 32 times

respectively. In item-3 the frequency of total cohesive devices used was 209 times within which reference occurred 129 times, conjunction 59 times and substitution 21 times. In item-4 the frequency of total cohesive devices used was 433 times. Here, frequency of reference was 269 times, conjunction 146 times and substitution 18 times. And in item-5 the total frequency of the occurrence of cohesive devices was 394 times. Out of them reference occurred 225 times, conjunction 152 times and substitution 17 times.

The analysis shows that the students used pronouns like *I, we, you, he, she, it, they, his, her, our, this, that, those, these* as a 'reference' more frequently in their writing. They over used those items unnecessarily in writing. The case of 'conjunction' was also like reference. They frequently used *and, but, or, although, because* haphazardly and unnecessarily in their writing. Similarly, 'substitution' like *one* and *both* was used time and again by the students.

3.2.2 Analysis of Students' Achievement of Devisthan Higher Secondary School

The achievement of the students on cohesion in writing by the students of Devisthan Higher Secondary School is presented in the table No. 3.

Table No. 3

Linking Devices	No. of Students	Frequency	%	Item-1	Item-2	Item-3	Item-4	Item-5
Reference	20	506	44.11	9	35	70	212	180
Conjunction	20	530	46.20	40	88	67	148	187
Substitution	20	111	9.67	2	31	27	21	30
Total		1147		51	154	164	381	397

The above table shows that the total frequency of the use of different cohesive devices used by the students of Devisthan Higher Secondary school in different test items. The total frequency used by the students in different devices was 1147 times. Out of them the frequency of reference was 506 times. It was the 44.11% of their total use of cohesive devices. Whereas the frequency of occurrence in items 1, 2, 3, 4 and 5 was 9, 35, 70, 212 and 180 times respectively. Similarly, the frequency of conjunction in students writing was 530 times. It was the 46.20% of their total use of cohesive devices which was the more frequent used cohesive device in students writing. Here, the frequency of occurrence in items 1, 2, 3, 4 and 5 was 40, 88, 67, 148 and 187 times respectively. The last and least frequent used cohesive device in students writing was substitution which occurred 111 times in their writing. It was the 9.67% of their total use of cohesive devices. Whereas the frequency of occurrence in items 1, 2, 3, 4 and 5 was 2, 31, 27, 21 and 36 times respectively.

If we look the above table vertically, we can see the total devices used by the students in different items separately. In item-1 the total frequency of cohesive devices was 51 times. Out of them the frequency of reference was 9 times, conjunction 40 times and substitution 2 times. Similarly, the frequency of the devices in item-2 was 154 times. Out of them, frequency of reference was 35 times, conjunction 88 times and substitution 31 times. In the same way, in item-3 the total frequency of different devices was 164 times in which reference occurred 7o times, conjunction 67 times and substitution 27 times. In item-4, the total frequency of occurrence was 381 times. Out of them reference occurred 212 times, conjunction 148 times and substitution 21 times. In the last item, the frequency of the total used cohesive devices was 397 times. Out of them, the frequency of reference occurred 180 times, conjunction 187 times and substitution 36 times. Here, all 20 students used those devices in their writing.

The analysis of students writing shows that they were less interested in reading and writing. There is no found any seriousness in their writing. They only used

personal pronoun like *he, she, it, they, I, we, you,* and demonstrative pronoun like *this, that, those, these* as a 'reference' in their writing. These items were used more frequently and haphazardly. The situation of the use of 'conjunction' was also considerable. They used only *and, but, or, because* time and again. Similarly, the case of 'substitution' was just like the students of Uttar Ganga H.S.S. One thing that was different than other two schools was that the frequency of the use of 'conjunction' was higher than 'reference' whereas the frequency of 'reference' was found higher in other two schools students.

3.2.3 Analysis of Students' Achievement of Parbha Higher Secondary School

The ability of the students on cohesion in writing by the students of Parbha Higher secondary School is presented in table No.4.

Table No. 4

Linking Devices	No. of Students	Frequency	%	Item-1	Item-2	Item-3	Item-4	Item-5
Reference	20	676	49.88	9	41	118	289	219
Conjunction	20	553	40.81	15	103	105	145	185
Substitution	20	126	9.29	1	33	24	31	37
Total		1355		25	177	247	465	441

The above table shows that the total frequency of the use of different cohesive devices by the students of Parbha Higher Secondary School in their writing. The total frequency of the different cohesive devices in their writing was 1355 times. Out of them the most frequent used device was the reference. It was used in 676 times which was the 49.88% of their total use of cohesive devices. Whereas, the frequency of occurrence in item 1, 2, 3, 4 and 5 was 9, 41, 118, 289 and 219

times respectively. The second more frequent used cohesive device in their writing was conjunction. The frequency of conjunction in students writing was 553 times. It was the 40.81% of their total use. Here, the frequency of occurrence in items 1, 2, 3, 4 and five was 15, 103, 105, 145 and 185 times respectively. The last and least used cohesive device in students writing was substitution. The frequency of substitution in students writing was 126 times. It was the 9.29% of their total use of different devices.

If we do vertical analysis of above table, we can find the use of different devices in each item. In item-1 the total frequency of different devices was 25 times. Out of them the frequency of reference was 9 times, conjunction 15 times and substitution 1 times. Similarly, in item-2 the total frequency of cohesive devices was 177 times. Out of them frequency of reference was 41 times, conjunction 103 times and substitution 33 times. In item-3 the total frequency was 247 times. Out of them the frequency of reference was 118 times, conjunction 105 times and substitution 24 times. Similarly, in item-4 the total frequency of occurrence was 465 times within which the frequency of reference occurred 289 times, conjunction 145 times and substitution 31 times. In item -5 the total frequency of the use of different cohesive devices in students writing was 441 times in which frequency of reference occurred 219 times, conjunction 185 times and substitution 37 times. Here, in item-4 students used most cohesive devices and in item-1 they used least cohesive devices in their writing.

The analysis of the students writing shows that they tried to write a little bit seriously in comparison with other two schools students. But the case of using different devices was not different. Here, also they used pronouns like *my, your, his, her, I, we, you, he, she, it, they, this, that, those, these, there* as a 'reference' more frequently in their writing. In case of 'conjunction' *and, but, although, so, therefore* were used haphazardly time and again in their writing. The situation of the use of 'substitution' was the same in all the students of different schools.

3.3 Item-wise Analysis of Student' Achievement on Cohesion in Writing

Table no. 5, 6, 7, 8 and 9 shows the test item-wise ability of the students of Uttar Ganga Higher Secondary School, Devisthan Higher Secondary School and Parbha Higher Secondary School on cohesion in writing. In this section the total frequency of the different cohesive devices used by the students in different types of test is analyzed and interpreted.

3.3.1Analysis of Cohesion in Item No.1 (Letter Completion)

Table No. 5

Linking Devices	**No. of Students**	**Frequency**	**Percentage**	**Remark**
Reference	26	34	26.77	(pronouns)
Conjunction	35	89	70.07	
Substitution	4	4	3.14	
Total		127		

The above table shows that the total frequency of the use of different cohesive devices used by the students in letter completion task. The total frequency of different cohesive devices was 127 times. Out of this, the frequency of 'reference' in students writing was 34 times which was used only by 26 students. It was the 26.77% of their total use of cohesive devices in item no. 1. Similarly, out of 60, only 35 students used 'conjunction' in their writing. The frequency of conjunction was 89 times. It was the 70.07% of their total use of cohesive devices which was the highly used cohesive device in this item. 'Substitution'

was the least used cohesive device in students writing. It was used only by 4 students. The frequency of it was 4 times which the 3.14% of their total use was.

3.3.2Analysis of Cohesion in Item No.2 (Answer Writing)

Table No.6

Linking Devices	**No. of Students**	**Frequency**	**Percentage**	**Remark**
Reference	45	133	26.44	(pronouns)
Conjunction	56	274	54.47	
Substitution	43	96	19.8	
Total		503		

The above table shows that the use of different cohesive devices in item no.2 by the students of different selected schools. The question was read the passage and answers the given question. After analyzing the question, it was found out of 60 only 45 students used reference as a cohesive device in their writing. The frequency of 'reference' was 133 times which the 26.44% of their total use of cohesive devices. The highly used cohesive device in this item was 'conjunction' which was repeated 274 times in their writing. It was the 54.47% of their total use. 56 students used this device in their writing. The frequency of 'substitution' was 96 times which 19.08% of their total use was. Only 43 students used this device in this item.

The most frequently used 'references' in this item were 'pronouns' like as *it, their, he, themselves, these*. Similarly, *and, but, whereas,* were the most frequently used 'conjunctions' and *both* was the most frequently repeated 'substitution' used by the students in this test item.

3.3.3 Analysis of Cohesion in Item No.3 (Summary Writing)

Table No. 7

Linking Devices	**No. of Students**	**Frequency**	**Percentage**	**Remark**
Reference	57	317	51.12	(pronouns)
Conjunction	58	231	37.25	
Substitution	49	72	11.61	
Total		620		

The above table shows that the total frequency of different cohesive devices used by the students in item no.3. The question in this item was summary writing. Altogether the frequency of cohesive devices used by the students was 620 times. The cohesive device 'reference' like *he, it, they* had highest frequency among other devices. It was used by 57 students and altogether it was repeated 317 times which was the 51.12% of their total use. Similarly, the next highly used cohesive device in students writing was 'conjunction' like *and* and *but* which were used by 49 students and altogether they were used 231 times. It was the 37.25% of their total use. The frequency of 'substitution' in students writing was 72 times which the 11.61% of their total use was. It was used by 49 students where *one* as a substitution was most frequently used.

Here, all the students used very few reference, conjunction, and substitution in their writing. What they were written was repeated the same items like *he, they, it, and, both, so* very often. As a whole they were unable to use different cohesive devices in this test item properly in their writing. It indicates there level was below average

3.3.4 Analysis of Cohesion in Item No.4 (Story Writing)

Table No. 8

Linking Devices	**No. of Students**	**Frequency**	**Percentage**	**Remark**
Reference	60	770	60.20	(pronouns)
Conjunction	60	439	34.32	
Substitution	41	70	5.47	
Total		1279		

The above table shows that the total frequency of the use of different cohesive devices by the students of three different schools while writing story. The total frequency of cohesive devices in students writing was 1279 times. The cohesive device 'reference' like *he, she, it, they, her, them, we, you, it, him* had highest frequency among the other devices. It was used by all 60 students and the frequency of the occurrence of reference in students writing was770 times. It was the 60.20% of the total use of cohesive devices in this item. Similarly, the next highly used device in this item was 'conjunction' like *and, but, because* which was used by all students. The frequency of conjunction in this item was 439 times which the 34.32% of their total use was. The frequency of 'substitution' in students writing was 70 times which the 5.47% of their total use was. It is the least used cohesive device in student writing in this item. Likewise, the table also shows that out of 60 students only 41 students were found using the device substitution.

3.3.5 Analysis of Cohesion in Item No.5 (Essay Writing)

Table No. 9

Linking Devices	No. of Students	Frequency	Percentage	Remark
Reference	60	624	50.64	(pronouns)
Conjunction	60	524	42.53	
Substitution	44	84	6.81	
Total		1232		

The above table shows that the total frequency of the use of different cohesive devices by the students of selected higher secondary schools while writing essay. The total frequency of the use of cohesive devices in students writing was 1232 times. The highly used device in their writing was reference. The device reference like *I, we, it, this, that our, they, them*, used by most of the students. The frequency of its use was 624 times which the 50.64% of their total use in this item. All the students were used this device. The second highly used cohesive device in students writing was conjunction. The device conjunction like *and, but, because, so, although, so that* were more frequently used in this item. The frequency of its use was 524 times which the 42.53% of their total use. Here, this device was also used by all the students. Similarly, the least used cohesive device in students writing was substitution. It was repeated 84 times in their writing which the 6.81% of their total use of cohesive devices in this item. Out of 60, only 44 students used this device. The frequent used substitutions in students writing were *both* and *one*.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The final chapter deals with the findings and recommendations. The main objective of this research was to find out the ability of the higher secondary level students ability to establish cohesion in writing. On the basis of analysis and interpretation the findings of the research can be stated. This chapter has been divided in to two parts. The first part deals with the findings of the study and the second part relates with the recommendations made on the basis of the findings.

4. 1 Findings of the Study

The major findings of this study are as follows:

1) As a whole, students' achievement of cohesion in writing was poor. They were found having no knowledge of cohesion at all.

2) It was found that they used only few referential cohesive devices frequently and haphazardly in their writing. The pronouns like *I, we, you, he, she, it, they, him, her, this, that, those, these, their, us* were used time and again in their writing.

3) It was found that students were familiar with only few items of conjunction as a cohesive device like *and, but, or, because, although, so* and used these items unnecessarily.

4) It was found that students were less careful about substitution. They used only *one* and *both* as a substitution in their writing.

5) It was found that the students studying in Parbha higher secondary school were better than the students of Uttar Ganga higher secondary School and Devisthan higher secondary school to establish cohesion in writing.

6) The students of all schools were found weak to achieve cohesion in letter completion task in comparison with other items.

7) This study showed that students of higher secondary level could achieve cohesion more if they were given clues.

8) The majority of the students used reference more frequently then conjunction and finally substitution. It means reference had highest frequency. It was repeated 1878 times which the 49.94% of their total use. Similarly, the conjunction had second highest frequency. It was repeated 1557 times which the 41.39% of their total use. And the least cohesive device in students writing was substitution. It was repeated 326 times which the 9.57% of their total use.

9) It was found that there was the highest frequency of the use of cohesive devices in story writing than other items.

4.2 Recommendations

On the basis of the findings from the analysis and interpretation, I have made the following recommendations for pedagogical implications and for further researches.

4.2.1 Recommendation for Pedagogical Implication

1) The research finding shows that the students need more practice to improve their writing ability.

2) The teachers need to raise awareness in learners on the function of cohesiveness through various activities for developing writing skill.

3) Students themselves should be interested and energetic for their learning. Self awareness should be developed for developing reading and writing skills.

4) It was found that students take reading as just a fashion. So, this type of thinking should be changed. Teaching learning activities should be conducted in such a way that it can help to develop creativity and enthusiasm in the students.

5) All the students were found so weak in case of Baglung district specially those selected schools. So, concerned authority should give attention to this issue.

6) It was found that unnecessary and haphazard use of pronouns and conjunctions which should be minimized and teacher should help students to use those items appropriately. For this purpose guidelines should be given to the students.

7) It was found that teachers were not using any practice activities to improve these issues while teaching in the class room. So, different writing activities should be conducted by the teacher to the students for developing their writing skill.

8) Most of the teachers were found less qualified and even the teachers who were teaching English in those schools don't have any idea about cohesion. So, teachers should be proficient in their area.

9) It was found that writing was neglected in those Higher Secondary schools. Due to this the students were unable to perform their ideas appropriately and properly to establish cohesion in writing. So, this issue should be considered while teaching language in the class room.

10) Though there are numbers of exercises in the course book which help to develop cohesion in writing, teacher neglected those exercises while teaching in the classroom. Because of which students' proficiency was poor. So, this area should not be neglected.

If those above mentioned recommendations are taken seriously into consideration by the concerned officials and persons, the achievement of cohesion would be improved and the standard of students writing can be developed.

4.2.2 Recommendation for Further research

Among four skills, writing skill is more important which has broad area. So, different types of researches can be conducted in this area. In cohesion, there are few researches in the Department of English Education. My research is a small effort in this area. So, I have made the following recommendations to the interested researchers.

1) This research was limited only to three cohesive devices. So, the interested candidate would be suggested to address more other devices.

2) The population and study was limited only to three higher secondary schools in Baglung district. The further research can be carried out taking the larger population from different parts of the country.

3) This study can be broadened by carrying out a study in cohesion relating it with coherence. As well as different researches can be conducted by correlates it with reading.

4) This research was based only on the frequency of the use of cohesive devices. So, it is advisable to carry out further researches in other areas.

5) This research was based only on writing skills. So, other several researches can be conducted correlating it with other language skills.

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APPENDIX- 1

Test Item F. M. 50

P. M. 20

Time: 1.30 hrs.

This test item is prepared to collect the data for a research study on "Students' Proficiency of Cohesion in Writing" for M.Ed. Thesis in English Education. I hope that you will co-operate me to complete this research. So, please read the instruction carefully and supply the answer correctly. Here, all questions are compulsory.

Thank you.

Researcher

Name: ……

Sex: Male ( ) Female ( )

School: ……

1. Complete the following letter by using appropriate words and phrases. 10

Dear Harry,

Remember that I told you. I was trying to get a job at Gorkha Brewery. ....., I Finally managed to get one. Of course, I haven't been working there long, ... I can already tell that it's a wonder place to work. All of staff, ... the directors, are very friendly with everybody, and ....., they have marvelous facilities for the employees.

I'm called the safety equipment officer. My job is to provide protective clothing ……...overalls. I estimate what the different departments will need, and ..... I order it from the suppliers. ..... I make sure that the various department have everything they want. I find the job very interesting ..... I get the chance to go all over the factory and to meet everybody. ..... the pay is a lot better than in my old job.

....., that's my news. What about yours? Drop me line when you have a time. Regards to your family, and best wishes to you.

Terry

2. Read the passage carefully and write the answer of the given question. 5

Although neither Wales nor Scotland is a truly independent country, both the Scots and Walsh regard themselves as having a separate nationality and identity, which is certainly not English. Both countries have their own cultural traditions, and also their own language – Welsh in Wales and Gaelic in Scotland of the two languages. Welsh is considerably more important: it is spoken by a large number of people and taught in schools all over the Wales, whereas Gaelic is spoken by far fewer people, mainly on the west coast of Scotland.

I. Write a brief note on the similarities and differences between Scotland and Wales.

3. Write the summary of the following paragraph. 5

The manager of a large office building had received many complaints about the lift service in the building. He engaged a group of engineers to study situation and make recommendations for improvement. The engineers suggested two alternative solutions: adding more lifts of the same types and replacing the existing lifts by faster one. The manager decided that both alternative solutions were too expensive. So, the firm psychologist was offered to study the problem. He noticed that many people arrived from their offices feeling angry and impatient. The reason they give was the length of time they had to wait for the lift. However, the psychologist impressed by the fact that, they had to wait a relatively short time. It occurred to him that the reason for their annoyance was the fact that they had to stand by the lift inactive. He suggested a simple and inexpensive solution to the manager. This was adopted and the complaints stopped immediately. The solution was to place a large mirror next to the lift.

4. Write a short story and give a suitable title. 15

5. Write an essay about ‘Tourism year 2011’ in your own language. 15

S.N.	Name of the Students	Frequency of the Cohesive Devices

Appendix 2 (A)

		Reference	Conjunction	Substitution	Total
1.	Yam Maya B.K.	47	28	5	80
2.	Thami Thapa	32	27	5	64
3.	Dhirendra G.M.	30	15	7	52
4.	Maya Cheetri	33	20	4	57
5.	Bel Kumari Kharti	34	21	4	59
6.	Bhumikala Chhantyal	29	26	5	60
7.	Dhana Serbuja	32	14	3	49
8.	Jiban Gaire	36	20	4	60
9.	Bhanu Bhakta Gaire	34	21	5	60
10.	Bhagwati Kunwer	34	16	4	54
11.	Lil Maya Subedi	30	27	5	62
12.	Dil Kumari Chhantyal	39	28	4	71
13.	Amala Rasali	36	21	2	59
14.	Rabindra Kumar Rasali	37	22	4	63
15.	Prakash Bhandari	31	13	2	46
16.	Jib Lal Gaire	29	11	3	43
17.	Kiran Sapkota	46	35	7	88
18.	Muna Giri	37	39	5	81
19.	Sumitra Gaire	36	38	6	80
20.	Kamal Chhantyal	34	32	5	71
Total		696	474	89	1259
Percentage		55.28%	37.64%	7.06%	

Use of Cohesive Devices by the Students of Uttar Ganga Higher Secondary School, Burtibang Baglung

Appendix 2 (B)

Use of Cohesive Devices by the Students of Devisthan Higher Secondary School, Devisthan, Baglung

S.N.	Name of the Students	Frequency of the Cohesive Devices			
		Reference	**Conjunction**	**Substitution**	**Total**
1.	Sager K.C.	35	28	8	71
2.	Purna Sapkota	30	22	5	57
3.	Kiran thapa	39	34	6	79
4.	Dipak Bhusal	10	20	7	37
5.	Bimlesh Kumar Jha	35	31	4	70
6.	Bal Bahadur Magar	26	25	5	56
7.	Urmila Aryal	23	32	6	61
8.	Kopila Sherestha	13	17	6	36
9.	Dil Maya Ramjali	12	23	4	39
10.	Gita B.K.	22	24	5	51
11.	Rama Sunar	38	26	6	70
12.	Bishnu Karki	13	20	4	37
13.	Shanti K.C.	32	29	6	67
14.	Saraswoti Karki	22	26	5	53
15.	Anita Ramjali Magar	17	24	3	44
16.	Kismat Gurung	32	41	8	81
17.	Mahesh Ramjali	34	36	5	75
18.	Dipu Chhantyal	19	24	4	47
19.	Thamman Shahi	21	16	6	43
20.	Sita B.K.	33	32	8	73
Total		506	530	111	1147
Percentage		44.11%	46.20%	9.67%	

Appendix 2 (C)

Use of Cohesive Devices by the Students of Parbha Higher Secondary School,

Boharagaun, Baglung

S.N.	Name of the Students	Frequency of the Cohesive Devices			
		Reference	**Conjunction**	**Substitution**	**Total**
1.	Hira Paudel	44	47	12	103
2.	Shanta Raj Paudel	36	29	6	71
3.	Dhan Bahadur Chand	31	24	6	61
4.	Sarita Bhusal	29	31	4	64
5.	Hira paudel	33	36	7	76
6.	Khum Kumari Khatri	30	20	6	56
7.	Dhanishor Paudel	27	21	5	53
8.	Chapala Kumari Paudel	30	32	7	69
9.	Rishi Ram Sapkota	34	28	5	67
10.	Hari Kala Kunwer	21	13	5	39
11.	Parkash Magar	30	38	9	77
12.	Yamuna Paudel	33	31	6	70
13.	Tika Malla	26	17	4	47
14.	Jagrit Acharya	29	34	8	71
15.	Maya Budha Magar	59	46	10	115
16.	Khim Bikram Acharya	33	14	9	56
17.	Khim Bahadur Malla	32	21	5	58
18.	Mina Hamal	31	19	5	55
19.	Durbal Kandel	56	29	3	88
20.	Jamuna Shahi	32	23	4	59
Total		676	553	126	1355
Percentage		49.88%	40.81%	9.29%	

APPENDIX-3

The following evaluation scheme was adopted while marking the subjective mode test items.

Evaluation Scheme

S.N.	Areas	Marks in Percentage
1	Proper use of cohesive devices	40%
2	Cohesion between sentence and paragraph	35%
3	Grammatical correctness	5%
4	Length	10%
5	Content	10%

APPENDIX-4

Sample Answer Sheets