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COHESION IN SELECTED ESSAYS OF FINAL YEAR UNDERGRADUATE STUDENTS OF ENGLISH

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Abstract
Like all other textual resources, thematic organization and cohesion contribute to texture. A skilful choice of themes and appropriate linkage of parts of a text lead to effect communication. This paper examines the textual quality of student essays in view of cohesion, thematisation students with high grades in text generation and those with low grades. The study observes that there should be correlation between ability and quality of thematisation and cohesion in texts. Furthermore it also brings to light that the presence of many cohesive makers are not sufficient indication of texture rather, appropriate and correct grammatical expression are also required. It also reveals that there are generally no specific distinguishing features in the students with high grades and those with low grades because they both lack a good control of thematic patterning and make in appropriate choice of cohesive makers. The study recommends that students learn to use the thematic features and cohesive makers skilfully and appropriately in order to write coherent, meaningful and effective essays.

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Introduction
Thematic organisation contributes to the development of a text. A writer has ample resources to create coherent and well co-ordinate text. Generally, written communication is used to convey information to readers for a certain purpose. Writers manipulate different aspects of the language in order to weave their texts and give them texture. Texture is the property that holds the clauses of text together to give them unity.

In Nigeria, educational institutions, academic activities are carried out in the English language and students continually write assignments, tests and examination in the language. Thus, the ability or skills to express one adequately in writing remains an important one. Regardless of their discipline, students are engaged in a variety of writing tasks which may require them to clarify, exemplify, compare contrast, draw conclusion, examine cause and effect relationship or present conclusions and generalizations. These represent a variety of functions and the ability to write logically and coherently is required. Uluikpe (1990:231) defines an essay as "the deliberate development in clear, well-reasoned prose of one or more ideas through several paragraphs to achieve a desired effect upon an audience.

Language is the vehicle through which a writer communicates his thoughts, ideas and feelings. As carol (1980:110) puts it, "language is essentially a tool for communication." Since language is a tool, the more effectively of skilfully it is used the more effectively the communication. To use the language effectively, a sound knowledge of it should be attained so that thoughts or ideas are correctly and fluently expressed. An overall communication competence gives a writer the privilege of communication.

In academic writing, it is essential that the right lexical choices, sentence structure and schematic structure are made to achieve communication efficiency: the standards are high as they emphasize on the ability to write across disciplines and the requirement the writing should be a negotiation of the meaning between the writer and the reader widdowson, (1984:89) or between the student and the teacher.
Good academic writing according to Soles, D (2010:5) has ISCE: intelligence, substance,

clarity, and energy. This means that an essay project intelligence when it contains insightful ideas and are from authoritative source, it has substance when ideas are developed in enough detail so readers grasp the message the writer in conveying. It is clear when its grammar, sentence structure, organization, punctuation and diction are sound; it has energy when the writer uses a confident voice and an appropriate style.

As coherent piece of writing, has to make sense to the reader by having the links between the parts being easily recoverable. Resources of texture help language users to communicate efficiently and effectively. A sequence of clauses that do not connected together internally or are not unified might not be fully understood.

Thus, a coherent essay is text. As pointed by Halliday and Hasan (1976:2) "a text is any passage (of language) spoken or written of whatever length that does form a unified whole, a text must have texture in concurrence with the Systematic Functional Linguistics point of view. In other words, they believe that texture relies heavily on the net of cohesive chains which create the effect of density or looseness of texture e.g. referential chains, of ellipsis and substitution, conjunction chains etc. Texture which is an important element in text formation emerges as a result of the successful joint operation of cohesion and coherent. Coherence refers to the ways a group of clauses or sentence relates to the context (Halliday and Hassan 1976:23). It includes situational and genetic coherence. Furthermore the way a clause is organized determines how effective it is going to be, depending on its purpose. It is divided into theme and rhyme (i.e., thematic progression). This plays a big role in organizing the clause as message and enabling it to be communicated and understood clearly (Halliday, 1994). The study examines how this option affects student's performance in writing. It further

examines how these options affect students' performance in writing.

In view of Halliday and Hasan's (1976:2) proposition on text and texture, the analysis in this study is therefore based on their linguistic components of the grammar of English. It examines how different theme patterning's are used to achieve coherence; and whether there are differences in thematic option and use of cohesive ties between students who score high grades in text generation and those who score low grades in it. It also investigates the use of cohesion to achieve a semantic tie between an item at one point in a text and an item at another don't in the text by the final year undergraduate students of English at Ahmadu Bello University Zaria and Gombe State University.
The 400 level undergraduate students of English are expected to produce texts or essays in and out of the academic contexts. Such essays are expected to be logical, clear, coherent, written in the appropriate style and should also contain the syntactic features and linguistic elements which help to create texture in texts. Moreover, the rigorous linguistic training they have undergone, going by the language related courses they have undertaken ought to make them develop efficient communicative use of the language.

Moreover, a B.A. English degree program aims at grooming the students so that they are acquainted with rudiments of language and communication skills. However, many of the students that this study focuses on do not seem to appreciate that the function of text is to create meaning and that to do so, language is structural and cohesive. In particular, they do not give sufficient attention to the organisation and the various aspects of inter-connectedness of a sentence. They hardly incorporate into their writing the grammatical elements, the organizational signals and the expression forms that add up to the text with the appropriate mold.

Over the years, the researcher has observed that one of the challenges the students have is that of trying to convey their message in a coherent, logical, objective and analytical manner. Teachers are often faced with a situation where they have to think and interpret coherent meaningful messages from examination and assignment essays answers. Many of such essays are characterized by poor control of thematic choice, sequences of clauses that do not hang together, errors of punctuation, spelling and tenses, poor sentence and paragraph construction etc.

Significantly, use of textual resources, specifically Them/Rheme patterning and cohesion in a skilful and acceptable manner, which this research focuses on, are essential components of coherent logical essays. Cohesive devices are combined with structure elements to give a sense of continuity to discourse. The study therefore investigates how the choices are made in appropriate textual and internal cohesion, in order to ensure that the texts 'hang together' and make sense. (Hallidays and Mathiessen, 2004:3)' that is why in seeking to find out how a text works, an evaluation of the text has to be made using Systematic Functional Analysis.

Different researchers have carried out linguistic studies using different approaches such as the traditional and the systematic function approach. These include Ofuokwu (1982) who examined grammatical errors in

written English of pre degree and final year students; Frank (2004) who carried out an investigation of intra textuality of selected samples of essays from time and tell magazines, which led to the discovery that thematic option and success in some student's writing is not enough to determine texture; and who Abdulrasheed, R.S (2011) carried out an analysis of Memoranda from higher diploma students of Kaduna Polytechnic. Similarly, the work points out that the students are faced with the challenge of using English language to communicate effectively in writing.

Accordingly, this research centers on text analysis, which is the exploration of linguistic features; such as the use of cohesive markers and organisational patterns that ensure coherence in written essays. The theoretical framework adopted for this study is the systematic functional theory developed by Halliday in various works (1967, 1970, 1985, and 1994). Halliday (1994:334) identifies features which combine to make up 'textual' components of the grammar of English and argues that these resources give texture to text.

However, for this study, the researcher has slightly modified the theoretical formulation of Halliday (1994:334) the information structure is collapsed on the thematic unit, leaving only the thematic unit in the structure component. The cohesive component, however, remain the same.

The simplified framework is given below:

Structural-thematic (theme)

Textual Structures

Reference

Cohesive → Conjunction

Substitution
Lexical
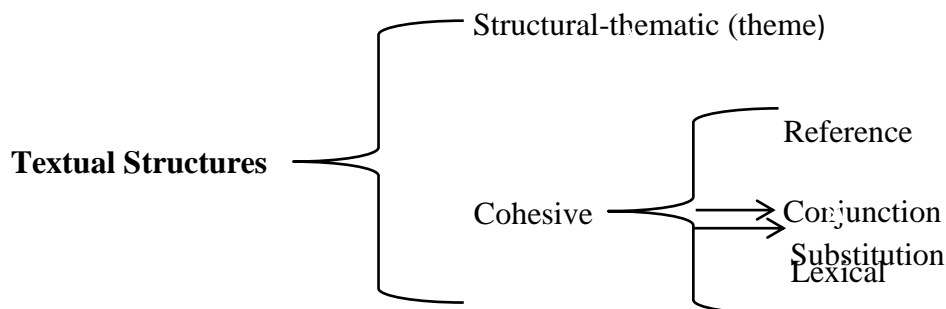
The textual component of the grammar of English identified by Halliday (1994:334) as Bloor and Bloor observed had a close relationship in their operation. Similarly, this depicts the various means by which unity is achieved Danes (1974) proposes three typical patterns of thematic progression as follows:

1. Constant Theme Pattern as in biographical information and narratives in text books and description of actual information on behavior where the themes equate with the given information, diagrammatically represented as follows:
   1. Theme A+ Rheme A
   2. Theme A+ Rheme B
   3. Theme A+ Rheme C
2. Simple Linear Pattern refers to where the rheme of a clause becomes the theme of the subsequent one, diagrammatically represented as follows:
   1. Theme A+ Rheme B
   2. Theme B+ Rheme C
   3. Theme C+ Rheme D
3. Derived Theme Pattern where, the different themes of numbers of clause all relate to a "higher theme" or 'global topic' diagrammatically represented as follows:

Hyper theme: Mescaline Research

| T1+ R1 Chemist | T2 + R2 Atheist | T3 + R3 Psychologists | T4 + R4 Neurologist and Psychologists | T5 + R5 Chemist |
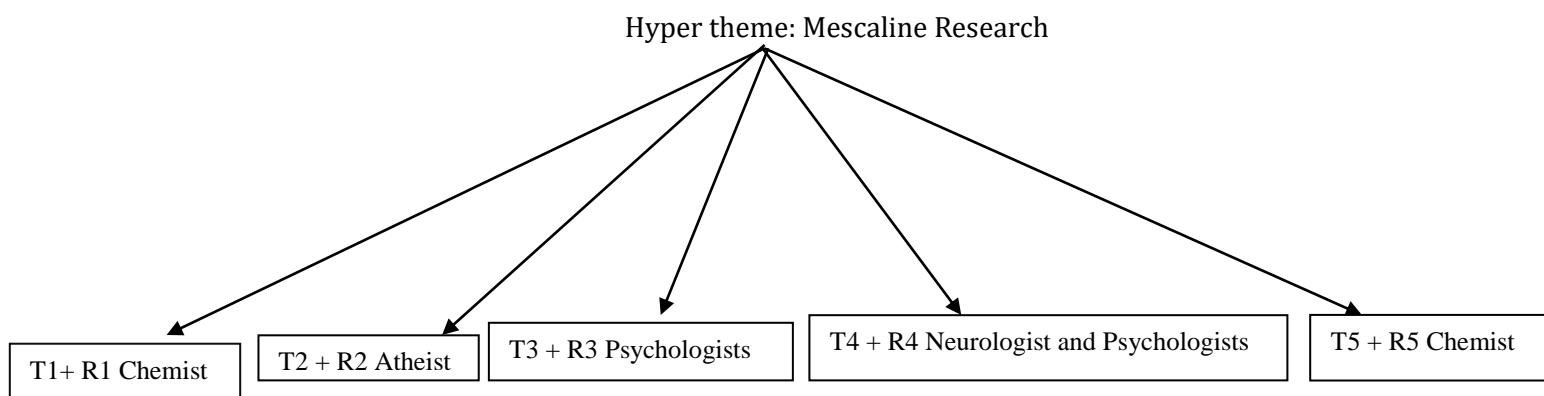
4. The Split Theme Pattern occurs when a clause has two components one of which becomes the theme of a subsequent clause as diagrammatically represented below:

Clause 1: Theme A + (Rheme B + Rheme C)

Theme B + Rheme

Theme C + Rheme
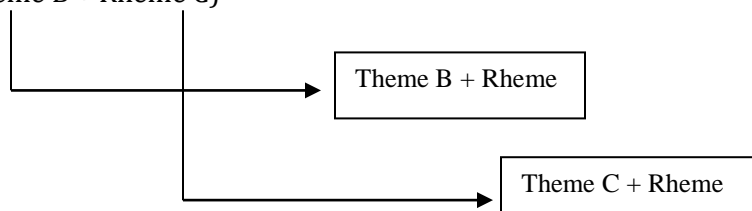
Methodology
For the purpose of analysis for this paper the first ten clauses in only four of the marked examinations essays, two from Ahmadu Bello University Zaria and the other two from Gombe State University were used, out of these two were awarded high scores and the other two low scores by their respective examiners. The data collected from the students' essays were analyzed at two levels. Each text in presented clause by clause followed by a thematic interpretation then a thematic progression and finally, comments are made based on the analysis.

The following is the key to the interpretation of the texts:

// Theme Boundary
/ Idea Ideational
TXT Textual
INT Interpersonal
CL Clause as theme/Clause Complex

At the second level the cohesion analysis of the texts, a varying number of sentences containing the clause used for the writing analysed are numbered and each sentence in analyzed for intra and inter sentence cohesion. The data are presented and analyzed in the tables; in addition with an interpretation following each table the cohesion analysis of the texts starts with sentence two, as in presented. This is in line with Halliday and Hassan (1976:293) which states that in typically situation in any text every sentence except the first, exhibits some form of cohesion with a preceding sentence. The texts are presented unedited so as not to interfere with the outcome of the investigation.

The analysis involves clause presentation and thematic patterning showing successive themes and how they relate to one another at different levels in the text. The letters (A,B,C and so on the figures 1,2,3 and so on) represent the person, thing, idea, or whatever is referred to by the wording or number. Thus, any Theme or Rheme referring to the same entity is indicated by the same letter or number. Afresh entity in represented by a different letter or number.

For analysing cohesion, the study used the model postulated by Halliday and Hassan (1976), with slight modification. It includes sentence number, number of ties, cohesive item, types, distance and presupposed item in tabular form. The cohesion ties within and between the sentences are identified. Their features are identified and entered into the appropriate slots on the table and later counted according to their types to identify the degree of usage and the contribution or otherwise to coordination in the text.

Analysis and Discussion
THEMATIC OPTIONS AND COHESIVE PATTERNING IN STUDENTS TEXTS'
The theme/rheme structure of the clause and the thematic patterning including cohesive are analysed as what aid in the realisation and coordination in texts.
Clause Presentation and Progression of Test 1AH

      ID
1. Human being// have been seen to be social animals
   Theme A   Rheme A
      ID
2. Who// needs to interact and commune with each other because of their nature
   Theme A   Rheme B
      ID
3. The idea about interaction and communication between humans//is highly dependent on the use of code.
   Theme B   Rheme C
      ID
4. Which//is used as the medium of communication
   Theme C   Rheme D
      ID
5. The concept of communication//implies the process by which human beings

      interact
   Theme D   Rheme E
6.   IDThis// cannot be possible without agreeing on a code for the communication to be successful.
   Theme E   Rheme F
      ID
7. This// brings to therefore the concept of language
   Theme D   Rheme F
      ID
8. Language// is very fundamental to human beings
   Theme F   Rheme G
      ID

9. And // it// has been generally conceived to be a medium of communication
Theme F   Rheme D
         ID
10. Block and Trager (1994)// defines language as a system of arbitrary vocal sybols by

           means of which asocial group cooperates
Theme H   Rheme F

The ideation theme is used as much as ten times: (Chuse 1 – 10) which might be because the student wants to explain a certain concept. The textual used nine times while the interpersonal and clausal themes are not used at all. In developing the essays, the linear thematic pattern is used in the first paragraph comprising clause 1-7. This achieves continuity; unity and cohesion in the text by building on newly introduced information, for instance:

Clause 1; Human beings//have been seen to be
Theme A   Social Animals

         Rheme A
Part of Rheme A (social animals) is replaced by the relative pronoun 'who'; which is

cohesive and taken up as theme of clause 2; thus;

Clause 2: who//needs to interact and commune
Theme A   with each other because of their nature

         Rheme B
The information in Rheme of clause 2 {needs to interact and commune which each other because of their nature} is taken up as theme of clause three 3, thus:
Clause 3: the idea about interaction and communication between humans// is highly
           Dependent on the use of code
           Theme B
     Rheme C
This patterning continues till the seventh clause and gives the paragraph a sense of cumulative development.

Then, the writer reiterates "language" as theme of clause 9, replaces it by the reference 'it' as the theme of clause 10 to link up ideas. The textual theme "and" helps in coordinating the ideas.

Table 1: Cohesion in table 1AH

Clause Number	Number of Ties	Unsolved	Cohesion Items	Types of Cohesion	Distance of Ties	Direction of Ties	Presupposed items
2	5	-	The	R3	O	E	Idea
		-	And	CI	O	A	Addictive
		-	The	R3	O	E	Use of code
		-	Which	R2	O	A	The use of code
		-	The	R3	O	E	Medium of communication
3	3	-	The	R3	O	E	Concept of communication
		-	The	R3	O	E	Process by which
		-	The	R3	O	E	Communication
4	1	-	This	`R3	O	A	Human being interact in the communication

5	3	-	This	R2	O	A	Communication process to be successful
		-	The	R3	O	E	Fore
		-	The	R3	O	E	Concept of language
6	5	-	Language	LI	O	A	Language
		-	Human Being	LI	N	A	Human Beings
		-	And	CI	O	A	Addictive
		-	It	RI	O	A	Language
		-	Medium of communication	RI	M	A	Medium of communication
7	2	-	And	CI	O	A	Addictive
		-	Language	LI	O	A	Language
8	5	-	This	R3	O	A	Defines language as the system of arbitrary vocal symbols…….
		-	Social group	LI	O	A	Social group
		-	Cooperative	LI	O	A	Cooperation
		-	Language	LI	O	A	Language
		-	It	RI	O	A	Language
		-	Which	RI	O	A	A particular environment
		-	The	R3	O	E	Speech community
10	2	-	This	R3	O	A	Language doest not exist…
		-	A particular environment	LI	O	A	A particular environment

Generally, in the ten sentences analysed cohesive resources have been used appropriately to link up ideas at inter and intra sentence level. The definite article 'the' has been used many times in the text as in sentence 2 thus; "the idea about interaction and the use of code…'' in sentence 3 thus; "the concept of communication implies…" etc to refer and link up with ideas earlier mentioned, so creates cohesion and internal texture of the text.

The article 'this' is also used cohesively in sentences 4and 5 to point at ideas mentioned earlier on, thereby linking up ideas and enhancing cohesion. The reiteration of keywords like 'language in sentences 6, 9, 'social group' and 'cooperates' in sentence 8 create cohesion and help the text function as a single unit.

Therefore, the text is internally unified.
Clause presentation and progression of text 2AL

ID
1. Sociolinguistics// has to do with the relationship between language and society.
   Theme A   Rheme B + Rheme C
   ID
2. It can also be defined as the various languages in the society.

Theme B   Rheme B +
Rheme C
  ID

3. Socio//means the society
   Theme A1   Rheme C
   TXT   ID
   and//   linguistics//   means
   language

4. Therefore//sociolinguistics//
   deals with language in the society.
   Theme A   Rheme B +
   Rheme C

5. // the way people use language
   the various tribes and culture of
   the people in the society.
   Rheme D + Rheme B + Rheme E +
   Rheme G + Rheme C
   ID

6. Sociolinguistics// deals with the
   language in general.
   Theme A   Rheme B
   ID
   That// is used in various societies
   Theme B   Rheme C
   ID

7. Sociolinguistics//is the study of
   the   relationship   between
   language society.
   Theme A   Rheme B +
   Rheme C
   ID
   Which// is used to enhance social
   interaction
   Theme B + C   Rheme H
   ID

8. Sociolinguistics// also deals with
   how various ethnic groups use
   language
   Theme C   Rheme B
   ID

9. The society// cannot do without
   language
   Theme C   Rheme B
   ID

10. Language// is needed in any give
    society,
    Theme B   Rheme C

The writer uses the ideation theme 12 times, the textual 4 and dropped a theme in sentence 5 which creates a gap in meaning. Though he uses a few textual themes for linkage, there is no identifiable thematic pattern in the text. Most of the linkage is by repetition and reiteration of the word "sociolinguistics" and in a few times replacing it with the reference 'it. Though the recurring word keeps the same reference, too much of it becomes monotonous, and makes the piece awkward and uninteresting.

Furthermore, despite the excessive use of the word 'sociolinguistics' as theme of clause 1,2,3,4,5,6,7 and 8, not much information is said about it, which reveals the fact that the writer is not knowledgeable about the topic. This is displayed by the rhemes not followed up in subsequent clause so, makes the ideas truncated and not fully explained. This makes full understanding difficult unavailable.

The paragraphing is poor structurally and in development. Some of them are one sentence paragraphs while others contain two to three sentences, the paragraphs which are in the following sequence; 1 sentence 1-5, 2 sentence 5-7, 3 sentence 7 only, 4 sentence 8-10 are neither well-structured nor fully developed. Ideas are left hanging which retard the development of the text and make it uninformative and ineffective.

The writer uses the ideation theme 10 times and dropped a theme in sentence 5. He uses a few textual themes for linkage and tries to achieve cohesion and coherence by the repetition/reiteration of the word 'sociolinguistics' and in a few times replacing it with the reference 'it'. Though the recurring word keeps the same reference, too much of it makes the piece awkward and uninteresting. The writer uses 7 simple, one compound and 2 complex sentences to convey his information. However the expression is fair without obvious grammatical errors but problematic with the

logical meaning of some of his expressions as in sentence 2, thus:

1. Sociolinguistics// has to do with the relationship between language and society.

2. It// can also be defined as the various language in the society.

Such construction muddles up the ideas and confuses the reader.

Table 2: Cohesion in Text 2AL

Clause No	No of Ties	Unresolved	Cohesion Items	Types of Cohesion	distance of ties	Direction of tie	Presupposed items
2	3	_____ _____ _____	It Also The	R1 C1 R3	0 0 0	A A E	Sociolinguistics Items Additive Various language
3	3	_____ _____ _____	The And Language	R3 C1 LI	0 0 M	E A A	Society Addictive Language
4	4	_____ _____ _____	Therefore Socioling uistics Language The	C3 LI R3 R	0 M 0 0	E A A E	Causal Sociolinguistics Addictive People in a society
5	5	_____ _____ _____ _____ _____	Socioling Uistics The And The	R3 L1 R3 C1 R3	0 0 0 0 0	E A E A E	Way Language Various tribes Addictive People in a society
6	3	_____ _____ _____ _____	Socioling Uistics The that	L1 R3 R2	M 0 0	A E A	Sociolinguistics Language Language in General
7	6	_____ _____ _____ _____ _____ _____	Socioling Uistics The The Language Society Which	L1 R3 R3 L1 L1 L1	0 0 0 0 0 0	A E E A A A	Sociolinguistics Study Relationship Language Society Relationship Between language and society.
8	3	_____ _____ _____	Socioling Uistics Also Language	L1 C1 L1	0 0 0	A A A	Sociolinguistics Additive Language
9	2	_____ _____	The Language	R3 L1	0 0	O O	Society Language
10	2	_____ _____	Language Society	L1 L1	0 0	O O	Society Language

The text contains ten sentences. There are thirty ties which are all resolved. There are twelve reference ties two of which are the definite pronoun 'the' and their direction is Exophonic while one is the personal pronoun 'it' which is Anaphoric. The text contains mostly simple sentences (some with modifications, two of which do not make complete meaning (sentence 2 and 5). For easier handling and to avoid the excessive use of repetition (sociolinguistics), the pronominal 'it' should have been used as cohesive so that the ideas are closely knitted together. Also, the additive 'and' is inappropriately used as a cohesive device in sentence 3 'while' should have been used instead. Such lapses weaken the textual quality of a text.

Clause Presentation and Progression on text 2BH

                    ID

1. Language// is the means of communication among human beings
   Theme A   Rheme A
2. It// is the means
   Theme A   Rheme B
       TXT   ID

Whereby//human being// share idea

       Theme C   Rheme D
           TXT
       And….//express their feelings
                            Rheme A
       ID

3. It// could be both in spoken and written form
   Theme A   Rheme F
   ID
4. Language// could by symbols or sign
   Theme A   Rheme G
   TXT ID
   Once it//conveyed the massage
   Theme A   Rheme A
   ID
   The purpose//is achieved
   Theme D   Rheme
   TXT   ID
5. Like human being// language to has life

Theme C   Rheme H
ID
Which// needs to be maintain for fear of death or extinct
Theme H   Rheme I
ID

6. Language//considered to be dead
   Theme A   Rheme I
   TXT ID
   If it// has no spoken at all in existence
   Theme A   Rheme J
   ID
7. Language maintenance// is way taking care of a language
   Theme H + Theme I   Rheme H + Rheme
   CL
8. What is required is language maintenance// is to block any factor
   Theme H+ Theme I   Rheme K
   ID
   That// could lead to endangered and language death
   Theme K   Rheme I
   TXT ID

And such factors// are as flows:
     Theme K   Rheme L

9. Language//should be documentated
   Theme A   Rheme M
   Any language// which is not documented will eventually die no matter the number of speakers
   Theme A   Rheme M + Rheme I + Rheme J
10. The native speakers// should be encouraged to write their language down for future use or
        reference by children.
   Theme A   Rheme M

There is no identifiable thematic pattern in any of the paragraphs in this essay. However, theme reiteration and repetition move the text forward and keep it focused and cohesive, for example, the same element "language" occurs as theme of many of the clauses. This helps in linking the ideas and building up the essay. Similarly, ideational themes are mostly used in the form of the

topic of discussion "Sociolinguistic," related items or replaced by pronouns like 'it', 'that' etc. nominal groups as in sentence 8 are also used as unmarked ideational themes.

The paragraphing is good and the use of successive themes that related cohesively, present a coherent text.

However, there are some lapses in meaning for example in sentence 4: language// could be symbols sign once it//conveyed the massage. The meaning in the above sentence is incomplete and vague while the word

'conveyed' is used wrongly instead of conveys'. Other errors in grammar and spelling are found, for example in sentence 5, thus;

> 5. Like human beings// language to has life
>
> Which// needs to be maintain for fear of death or extinct.

Here, the word 'to' is used wrongly instead of 'too' 'maintain' instead of 'maintained' and 'extinct' instead of 'extinction'. These errors lead to confusion and a break in communication.

Table: 3 cohesion analysis on text 2BH

Clause No	No of Ties	Unresolved	Cohesion Items	Types of cohesion	Distance of ties	Direction of tie	Presupposed items
2	5	_____ _____ _____ _____ _____	It The Human Being And Their	R1 R3 LI C1 R1	O O O O O	A E A A K	Language means human beings additive ideas
3	3	_____ _____ _____	It Both And	R1 C1 C1	O O O	A A A	Language Addictive Additive
4	5	_____ _____ _____ _____ _____	Language Or It The The	L1 C1 R1 R3 R3	O O O O O	A A A E E	Language Additive Language Massage Purpose
5	4	_____ _____ _____ _____ _____	Human Being Language Which Or	L1 L1 R2 C1	M O O O	A A A A	Human beings Language Life Additive
6	3	_____ _____ _____ _____	Language Dead It	L1 L3 R1	O O O	A A A	Language
7	3	_____ _____	Language Language	L1 L1	O O	A M	Language Maintenance

		_____	Language	L1	O		A	Language
8	7	_____	Language	L1	O		A	Language
		_____	Maintena Nce	L1	O		A	Maintenance
		_____	That	R2	O		A	Any factor
		_____	And	C1	O		A	Additive
		_____	Language	L1	O		A	Language
		_____	Death	L1	O		A	Death
		_____	And	C1	O		A	Additive
9	4	_____	Language	L1	O		A	Language language
		_____	Language	L1	O		A	Death
		_____	Lie	L1	O		A	Speaker
		_____	Speakers	L1	O		N	
10	5	_____	The	R3	O		E	Native speakers
		_____	Their	R2	O		A	Language
		_____	Or	C1	O		A	Additive
		_____	And	C1	O		A	Additive
			That	R2	O		K	Language

The text is cohesive by the use of reference, reiteration and conjunction. It uses Anaphoric, Cataphoric, and Exospheric that are retrievable, which contribute significantly to the text's cohesion. The conjunction 'and' expresses additive relationships while the adversative 'or' is used to link up alternative ideas. The reference 'it' is used to avoid repetition while reiteration is used for emphasis and to link up ideas.

However, despite the text's links and retrievable cohesive ties, there are errors in spelling, in grammar and in meaning which hinder the smooth flow of information. A text is expected to be grammatically coherent. However the reverse is the case in this.

Clause Presentation and Progression on Text 4BL

ID
1. Language// is a systematic phenomena
Theme A   Rheme B
TXT   ID
2. In which// every human need// has a means of communication
Theme C   Rheme D
ID
3. We// all need language as a tool to interact with one another in every aspect of human existence.
Theme F   Rheme A + Rheme F
TXT
4. Whatever// language situation// the conversant decide to speak with must be understand   by   both parties
Theme F   Rheme G
ID
5. Language// can be formal or informal
Theme A   Rheme H 1 + Rheme H2
ID
6. Formal language// is what is used in our educational sectors economics, political and   technological aspects.
Theme HI   Rheme I + Rheme 12 + Rheme 13 Rheme 14
ID
7. Informal...// it used in our family with friend and socially
Theme H2   Rhemej
Rheme K + Rheme L
8. All utility// that is used frequently need maintenance to survive
Theme M   Rheme N
ID

9. So// is language
    Theme M   +   Rheme A
    Theme N
    ID
10. Language// need maintenance to survival
    Theme A   Rheme N
    ID

The essay has a poor structure because the entire sentences are lumped together without any paragraphing. The ideas are not well organized and the writing does not show any of thematic progression.

However, the writer tries to develop the essay by reiteration of keyword like 'language', for example in sentence 2, 3, 4, 5, 8, 9, and 10. Although this helps in giving the essay a sense of continuity, here are lapses in choice of appropriate themes which lead to incoherence. For example;

1. Language// is a systematic phenomena
    In which// every human need// has a means of communication.
2. We// all need language as a tool to interact with one another in every aspect of human existence.

The textual theme of the subordinate clause in sentence 1 "in which", is semantically wrong. It makes the clause illogical and confusing. It should be "by which". Also, an inappropriate word 'we' is made the theme of clause 2. The theme is out of context, has no referent in the text so is in cohesive. This disrupts and confuses the reader and disrupts the flow of information.

Furthermore, the essay is poorly expressed due to many grammatical errors such as; 'decide' instead of 'decides and understand instead of 'be understood' in sentence three.

10. Language// can also be maintain though documentary or documented.

This makes the ideas difficult to be fully understood so, hinders communication.
However, ideation theme is used twelve times, textual twice, clause as theme once. Also part of theme 6 which is "language" is ellipse but the remaining part "informal" is left.
So the ellipsis is somehow partial.

Cohesive Analysis on text 4BL

Clause No	No of ties	Unresolved	Cohesion items	Types of cohesion	Distance of ties	Direction of tie	Presupposed items
2	3	_____ _____	Language Both	L1 L1	O O	A A	Language Human
3	3	_____ _____ _____	Language The Both	L1 R3 C1	O O O	A E A	Language Conversant Adversative
4	3	_____ _____ _____	Language Formal Or	L1 C2	O O	A A	Language Informal Adversative
5	2	_____ O _____	Formal Our And	L1 R1 C1	M ____ O	A _____ A	Formal _____ Additive
6	3	_____ _____ _____ _____	Language Dead It	L1 L3 R1	O O O	A A A	Language

7	3	_____	That	R2	O	A	All utility
		_____	So	S3	O	A	Clausal substitution
		_____	Language	L1	O	A	Language
8	7	_____	That	L1	O	A	Language
			Maintena Nce	L1	O	A	Maintenance
		_____					
		_____	Survival	L1	O	A	Survive
9	8	_____	Maintain	L1	O	A	Maintenance
		_____	Language	L1	O	A	Languages
		_____	Language	L1	O	A	Language
		_____	Human	L1	O	A	Human
		_____	Survival	L1	N	A	Survival
		_____	Also	C1	O	A	Additive
		_____	The	R3	O	E	Semantics, syntax And phonology
		_____					
			Also	C1	O	A	Additive
10	1	_____	Language	L1	O	A	Language
		_____	Also	C1	O	A	Addition
			Maintain	L1	O	K	Maintain
			Document ary	L1	O		Document
			Or	C2	O		Adversative

The essay contains sentences with thirty three ties. Three ties are unresolved. The essays lack structure and internal cohesion. The first sentence is poorly constructed and the writer makes use of the exospheric reference 'we' in sentence 2 and 'our' in sentence 2 and 3 which refer to the writer himself and others outside the text. Such reference does not show linkage within a text, so does not enhance cohesion. Cohesion links can however be identified in the essay by the repetition of 'language' but seems to be excessive and monotonous and reflects the writers inability to take advantage of the cohesion device that can be used to avoid repetition information such as the use of the reference 'it' in sentence 2 which would have been more cohesive. Also the repetition of 'formal' and 'informal' in sentence 5 and 6 respectively is awkward. The use of the words "former" and 'latter' would have been more cohesive.

Furthermore, the essay develops tense mix up e.g. where 'decide' is used instead of 'decides' and 'be understand' is wrongly used instead of "be understood". Also sentences 5 and 6 are not fully explained and evidently, a cohesive element like 'while' is supposed to have been used to show contrast between the information in the two clauses. This creates a gap in meaning. The study observes that students with high grades from the institutions used the ideation theme most frequently than the other themes. The high rated texts only having a slightly higher percentage shows there is no correlation between the numbers of entries and performance but only in how skilfully the choice is made.

The second frequently used theme is the textual. The rating here is slightly higher with the high rated texts which shows a correlation between high use of the appropriate theme and performance. The interpersonal theme is hardly used at all and clause as theme rarely. Evidently, most of the low rated students and even some high rated ones do not seem to be aware that the choice

of what gets to be theme and the way the sentences are arranged is necessary in the conveyance of effective information. Their essays do not have standard structure or identifiable thematic patterns.

On the other hand, the cohesion devices used generally by the entire students in all the institutions were reference lexical and conjunction. The analysis of the cohesive devices concerns the links between linguistic elements within the text that bring out semantic continuity. Table 1AH reveals a text that is cohesive and well knitted. It shows high degree of text organisation and has themes that relate cohesively and cohesive links that are retrievable. Conversely, the texts that are low rated exhibit poor level of text organisation. They exhibit grammatical, structural and semantic errors and in some cases, poor reference. The analysis reveals that there should be correlation between ability and quality of text. Although one of the texts rated high by its examiner exhibits good structure, good handling one of cohesion and grammatical coherence, the other text rated high (2BH) though exhibits good handling of cohesion does not present any identifiable thematic Patten and presents errors in tense, concord, spelling and meaning. Grammatical, lexical coherence is of ought most importance in creating a text. Many low rated texts exhibit poor cohesion and difficult to understand. This shows that the presence of many cohesive makers is not sufficient indication texture in text. Rather how appropriately these makers are used a small vital. It also supports the view that thematic structure, thematic pattern and cohesion are useful and important tools in writing, particularly in the educational genre.

Similarly this paper agrees also as Bloor and Bloor (2013) state the text and texture involve the interaction of thematic and cohesion features. It has also supported the view that themalisation cohesion and grammatical accuracy are very important tools in writing. This study has also established the fact that even some of the

high rated student has problems in generating texts, which is reflected by some many structural, textural and textual and grammatical errors in their essays writing. This has help to call attention to vital areas where pedagogy and teaching should be directed.

Conclusion
To sum up, it is necessary to reinstate the importance of skilful choice of theme, thematic pattern, and the use of appropriate cohesion devices and the construction of grammatically correct sentences in well-structured paragraphs to produce texts. Many of these students are poor linguistically. Their writing indicates poor skills in textual development, displayed by ungrammatical sentences, poor vocabulary, wrong spelling, lack of particular thematic styles and poor paragraphing. These inadequacies indicate that the way English language has been taught over the years does not seem to have much significance on students' writing. Therefore, the teachers of English should implement rigorous training in textual development in the teaching of students and ensure that students learn and make conscious effort to use appropriate themes in distinct thematic patterns and relevant lexical and grammatical cohesion for effective writing.

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