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**Coherence and Cohesion**

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**بسم الله الرحمن الرحيم**

**{ فَرِحِينَ بِمَآ ءَاتَىٰهُمُ ٱللَّهُ مِن فَضْلِهِۦ }**

**{Rejoicing in what God has given them of His bounty}**

**[أل عمران: 170].**

**صدق الله العلي العظيم**

*(Badarudin , 2018: 9)*

**Dedication**

"To the sacrifices made by the sacred Popular Mobilization Forces, the martyrs of Gaza and its children, and the martyrs of southern Lebanon, led by the martyr 'Leader Sayyed Hassan Nasrallah,' the symbol of steadfastness and resistance."

We Are Grateful ♥

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**Introduction**

In writing, especially in academic writing, students need to understand the techniques to write properly. Coherence and cohesion are among the important elements that students need to master. Here, the English language understanding is not enough to create an attractive writing in English, but the students also need to know how to make their writing make sense and easy to understand when other people read their writing. The purpose of this research is to analyze students’ understanding about coherence and cohesion in their writing by focusing on what types of coherence and cohesive tools that are dominantly used by the students in their writing text. This research used a mixed-method. Coherence, or texture, is the combination of semantic configurations of two different kinds: register and cohesion. Coherence in written text is “a complex concept, involving a multitude of reader- and text-based features”.

Cohesion and coherence are two basic concepts in the field of discourse analysis. During the past decades, linguists both at home and abroad have developed and supplemented the two concepts based on the remarkable achievements made by Halliday and Hasan. However, because of diversified study perspectives, scholars formed different even contradictory perceptions towards cohesion and coherence. This part makes comparison and synthesis across studies, and mainly covers the origin and development of cohesion and coherence, and the relationship between cohesion and coherence.

**Chapter One**

**1.1 Discourse and Text**

A‘text’ as a semantic unit containing specific textual components, which makes it ‘internally cohesive’ and functioning ‘as a whole as the relevant environment for the operation of the theme and information system’. In Halliday’s functional approach to semantics, the textual component determines the channels and modes through which a message (or a theme) is transmitted. To put it somewhat differently, you could say that the textual component (of the text) is what tells us about the kind of text we encounter. I do not intend to say much about the description of the internal meaning of a text. The material form of the text is important for the rendering of cohesion. When it comes to the semiotic form, we will have to demonstrate how a text constitutes an autonomous, meaningful order (Fairclough, 1992: 193).

Different descriptive terms can be used, depending on the type of analysis to be conducted. Within a semantic analysis, the description of the internal relations between the different segments of meaning (lexemes, words), for instance the syntagmatic and paradigmatic relation, are important. Roughly speaking, syntagmatic relations are relating linguistic entities as well syntactically as semantically (‘horizontal’ relation), whereas paradigmatic relations designate those entities that are only related semantically (‘vertical’ relation). The latter relation concerns the existence of synonyms, antonyms, homonyms (the same sound/signifier, but different meanings) etc. Within a narrative analysis, on the other hand, the focus is directed at the relation between the different roles (‘actants’) in making something happen in the text (‘the plot’). Of course, narrative analysis does not exclude a semantic approach. It could thus be of interest to examine the different terms attached to the various actants. Another type of analysis, which has become quite influential recently, is rhetorical or stylistic analysis where the focus is on the figures (tropes) and argumentative forms in the text aimed at producing an effective and beautiful language (ibid).

Discourses may be identified by a specific terminology, as is found in scientific discourses. But a discourse is also characterized by the way it combines various concepts, and how certain concepts are attributed a central role. In an analysis of the conceptual architecture of a discourse, it is also important to observe how series of concepts exist side by side, and how concepts imported from other discursive formations are retransformed. Foucault’s very structuralist way of thinking reveals itself in the prominence he gives to the relational aspect – the combinations, series and networks - that is formed through a discourse. The conceptual architecture of a discourse contributes to the formation of some basic themes or theories. In general, Foucault is not terribly precise in defining his analytical tools (Halliday & Hasan, 1976: 65).

**1.2 Cohesion as Semantic Relation**

Halliday and Hasan (1976:5) mention that cohesion in text can be achieved through grammatical and lexical cohesions. Grammatical cohesion is a kind of cohesion expressed through relation on grammar which can be divided into four parts; they are reference, substitution, ellipsis, and conjunction. In addition, lexical cohesion is the cohesion expressed through relation on vocabulary which can be divided into two parts: reiteration and collocation. Thus grammatical and lexical cohesion support each other, both of them are parts of sentences and cannot be separated. The concept of lexical cohesion as one of cohesive devices within a text should be fully mastered especially when interpreting the meaning of a lexeme to show how the sentences are related in form to make the text coherence. Cohesion is related to the semantic tie within text whereby a tie is made when there is some dependent link between items that combine to create meaning. Cohesion is semantic relation between meanings. The relation is between a word and an expression or phrase and it is realized through lexicogrammatical system. Some forms of cohesion can be realized through the grammar and other through the vocabulary. Furthermore, it is interesting in analyzing of the types of lexical cohesion and semantic relation in English texts with five different fields since to understand what words often happen and also there are a lot of lexical cohesions and semantic relations occurring in the text.

This sentence is perfectly intelligible as it stands; we know what it means, in the sense that we can 'decode' it semantically. But it is Uninterpretable, because we do not know who 'he' is or what he said. For this we have to refer elsewhere, to its 'context' in the sense of what has gone before. Now it is also true that, given just the sentence John said everything. In the items he and so contain in their meaning an explicit signal that the means of their interpretation is available somewhere in the environment. Hearing or reading this sentence, we know that it links up with some other passage in which there is an indication of who 'he' is and what he said. This is not the case with John or everything, neither of which necessarily presupposes any such source of further interpretation. We now come to the more complex part of the picture. It is easy enough to show that he and so are cohesive; there is no means of interpreting them in their own right, and we are immediately aware of the need to recover an interpretation from elsewhere. There are systematically related questions which express this: Who saidso? What did he say? By the same token we can readily recognize the cohesive effect of a sentence such as: Lying on the floor (Halliday & Hasan, 1976: 11).

**1.3 The Place of Cohesion in Linguistic System**

In Halliday's model of the three-fold macro-functions of the semantic system. Cohesion comes under the textual component. Halliday speaks of the 'text forming resources' of the system. He considers the entire semantic system as 'text-forming' in the sense that a text is the product of meanings of all four kinds: experiential, logical, interpersonal and textual. The text-forming resources of language are partly structural and partly non-structural (Bublitz, 2011: 37).

In English, the textual component is made up of (i) the structure-generating systems, which are the thematic systems and the information systems; (ii) the cohesive relations which are of four kinds (five, if substitution and ellipsis are considered separately): referential, substitutive-elliptical, conjunctive and lexical. Cohesive relations, then, are the non-structural aspect of the textual component. contrasting with the theme systems and information systems which are realised structurally. Cohesion, then, is to be considered in the light of text (ibid)

**1.4 What Makes a Sequence of Sentences or Utterances a Text?**

Discourse structure is, as the name implies, a type of structure; the term is used to refer to the structure of some postulated unit higher than the sentence, for example the paragraph, or some larger entity such as episode or topic unit. The concept of cohesion is set up to account for relations in discourse, but in rather a different way, without the implication that there is some structural unit that is above the sentence. Cohesion refers to the range of possibilities that exist for linking something with what has gone before. Since this linking is achieved through relations in Meaning, what is in question is the set of meaning relations which function in this way: the semantic resources which are drawn on for the purpose of creating text. And since, as we have stressed, it is the sentence that is the pivotal entity here - whatever is put together within one sentence is ipso facto part of a text - we can interpret cohesion, in practice, as the set of semantic resources for linking a Sentence with what has gone before. This is not to rule out the possibility of setting up discourse structures, and specifying the structure of some entity such as a paragraph or topic unit (Ballmer, 1981: 163).

It is clear that there is structure here, at least in certain genres or registers of discourse. But it is doubtful whether it is possible to demonstrate generalized structural relationships into which sentences enter as the realization of functions in some higher unit, as can be done for all units below the sentence. The type of relation into which sentences enter with each other differs from that which holds among the part or sub-parts of a sentence. We cannot show, for example, that there is any functional relation between the two sentences of above, such that the two form a con figuration of mutually defining structural roles. (It may on the other hand be possible to show something of the kind precisely by invoking the concept of cohesion. Whereas within the sentence, or any similar unit, we can specify a limited number of possible structures, such as types of modification or subordination, transitivity or modal structures and the like, which define the relations among the parts, we cannot in the same way list a set of possible structures for a text, with sentence classes to fill the structural roles(Halliday & Hasan, 1976: 10).

**Chapter Two**

**2.1 Criteria That a Sequence of Sentences Must Meet In Order To Qualify as a Text**

A sentence is a group of words that tells a complete thought. A sentence needs a noun or pronoun that names the person or thing the sentence is about. A sentence needs a verb to tell what happens. The noun or pronoun functions as subject, in the active sentence, and the verb functions as predicate. All the words that tell whom and what a sentence is talking about are called the subject. To find the subject, ask whom or what the sentence is talking about. All the words that tell what the subject does are called the predicate. To find the predicate, firstly find the subject then ask what the subject does. To avoid misunderstanding between predicate, predication, and predicating verb, In this book, it is used 'verb' instead of predicate (Akmajian, 1984: 23).

A sentence is a collection of words that work together to express a complete thought. Sentences form the most basic building blocks of the English language. Once you’ve mastered the sentence, you have created a foundation for all of your academic writing. the sentence can be classified according to two priciples: a) according to the purpose of the utterance; b) according to the structure. Investigations show that according to the purpose of the utterance four kinds of the sentences can be distinguished. They are the declarative sentence; the interrogative sentence; the imperative sentence; the exclamatory sentence (ibid).

According to the structure simple sentences are divided into two-member sentences and one-member sentences. A twomember sentence has two members – a subject and a predicate. It is necessary to state that a two-member sentence may be complete and incomplete. A one member sentence is a sentence which has only one member. This member is not considered to be either the subject or the predicate. Simple sentences both two-member and one-member can be unextended and extended. (Kaushanskaya and Kovner 1973, p.221).

Grammar is the set of rules that govern the structure of language. Language evolves and changes over time. Knowledge of grammar helps in spoken and written communication. Three basic units which constitute the [structure of language](https://www.opeton.co/blog/concise-guide-to-spoken-finnish-grammar-unlocking-languages-structure) are – Phrase, Clause and Sentence. A *phrase* is a group of words that makes incomplete sense. It is a part of a sentence and cannot stand alone. It does not include a subject and a verb. For example (Oshima & Hogue, 2007, p. 174).

* + in the south
  + a pink dress
  + at ten o’clock

A *clause* is a group of words consisting of a subject and a predicate. It can make complete sense on its own. It may or may not be part of a sentence. Clauses are of two types :

Main or independent clause : A main clause can stand by itself as a complete sentence and function as a simple sentence. It consists of a subject and a predicate. For example :

* + She has a diamond ring
  + Ashok lives in Dubai

In the above examples, She and Ashok are subjects. Has a diamond ring and lives in Dubai are predicates Also, the whole clause makes complete sense.

Subordinate or Dependent Clause : A subordinate clause does not make complete sense on its own. It is dependent on the main clause. However, it consists of a subject and a predicate, For example :

* + She has a ring *which is made of diamonds*
  + This is the place *where Himalaya was buried*.

The words in italics are the subordinate clauses. As they on their own do not make complete sense and are dependent on the main clause She has a ring and This is the place (Sauerland, 2016: 147-153)‏.

**2.2 Definition of Coherence**

Coherence, or texture, is the combination of semantic configurations of two different kinds: register and cohesion. Coherence in written text is “a complex concept, involving a multitude of reader- and text-based features”. Text-based features mean cohesion and unity (i.e., sticking to the point). Reader-based features mean that the reader interacts with the text depending on his/her prior knowledge. Coherence is defined as “the organization of discourse with all elements present and fitting together logically”. This denotes that a coherent essay consists of an introduction, a thesis statement, rhetorical support, and a conclusion. A number of research papers in the Arab world have spotlighted students’ coherence problems in English writing. For example, Arab students’ written texts revealed that repetition, parallelism, sentence length, lack of variation and misuse of certain cohesive devices are major sources of incoherence and textual deviation . In addition, other studies asserted that Yemini and Moroccan students have some weaknesses, in terms of coherence and cohesion, manifested in the students’ written texts. (Qaddumi, 1995:221).

Coherence is a relational relationship between propositions, but the linkage is not explicitly or clearly seen in the sentences that express it. Harimurti Kridalaksana suggests that the coherence of discourse is actually a semantic relationship. That is, the relationship occurs between propositions. Structurally, the relationship is represented by a semantically linked sentence (part) with one another.' Coherence is the integration of ideas between parts in writing, and cohesion is one way to form coherence. Coherence is one aspect of discourse that is important in supporting the integrity of the meaning of discourse. If an utterance does not have coherence, the semantic-pragmatic relationship that should exist is not built and is not logical. that coherence means coherence and understanding between units in a text or speech. In the structure of discourse, the coherence aspect is very necessary for its existence to organize the inner connection between one proposition and another in order to obtain wholeness. The coherent whole is explained by the existence of meaning relationships that occur between elements semantically (Mulyana, 2005: 31).

**2.3 Definition of Cohesion**

In relation to EFL essay writing cohesion, many researchers agree that cohesion, on the macro level is related to linking ideas whereas on the micro level, it is concerned with connecting sentences and phrases. "The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text" (Halliday,& Hasan, 1985). Many researchers have highlighted the importance of text cohesion claiming that a text stands as a text by means of cohesion. But for cohesion, sentences would be fragmented and would result in a number of unrelated sentences. Reviewed studies pinpointed that cohesion constitutes a serious problem to Arab students. Many researchers in different countries in the Arab world have paid our attention to the different aspects of cohesion problems from which students complain. However, to the best of my knowledge, no single Egyptian study tackled coherence and cohesion in students’ English writing. Hence, the current study is exploring the coherence and cohesion problems that student teachers of English face in their English essay writing. This, in turn, will inform my research whether these problems in the Egyptian context are similar to or different from those of the previously reviewed studies (Hinkel, 2004:265).

Cohesion refers to array of grammatical and lexical cohesion skill that have to connect something with linguistic elements with what has been previously established in reading (Bee, 2001:55). defines cohesion as the semantics between the reading part anijd other parts of the same reading. This bond plays a role in helping to convey meaning and so that it is easier for the reader to master the meaning in totality. Cohesion as „the appearance of some features of coherence (Cook, 1995:33).That is the most crucial aspect of conversation. It is the linking of sentence in a text. We don‟t only refer to cohesion as a cohesive pair in which one part relates to another element in the next phrase. As a result, form may be thought of as a coherent that binds the two phrases together. When the accordance from the matter of discourse is found that have connection to another word is called cohesion.

There are two type of cohesion namely grammatical and kexical cohesion. In grammatical cohesion consist of reference, elipse,substitution and conjuction, while in lexical cohesion are found two aspect, namely reiteration and collocation. From the definition above cohesion means semantic relationship between clauses from using conjunction. For connecting between word to word in a text is the cohesion function. So learn by cohesion it will help the reader even the writer to make a good text (Halliday and Hassan, 1976:8).

**Chapter Three**

**3.1 Types of Cohesion**

There are two broad divisions of cohesion identified by Halliday and Hasan (1976) grammatical and lexical. Reference, substitution, ellipsis and conjunction are the various types of grammatical cohesion. Lexical cohesion is realized through repetition of lexical items, synonyms, superordinates and general words.

**3.2 Grammatical Cohesion**

Grammatical cohesion refers to the linguistic structure. The highest structural unit in the grammar is the sentence. The structure determines the order in which grammatical elements occur and the way they are related within a sentence. Cohesive relationships with other sentences create a certain linguistic environment, and the meaning of each sentence depends on it. Various linguistic means help to identify whether a text can function as a single meaningful unit or not (Halliday and Hasan 1976: 28).

**3.2.1. Reference**: The principle of reference is based on the exploration of the lexico-grammatical environment of a text to look elsewhere to get a fuller picture and to make complete sense of a word or structure (Halliday and Hasan 1976: 31). Referential cohesion plays a special role in creating cohesive ties between the elements that can be difficult or even impossible to interpret if a single sentence is taken out of context (Nunan 1993: 21). The study of grammatical cohesion in students’ essays requires the retrieval of the information necessary for interpretation from the given context. This refers to endophoric reference. An exophoric relationship plays no part in textual cohesion (Halliday and Hasan 1976: 18).

**3.2.2. Substitution**: takes place when one feature in a text replaces a previous word or expression. It concerns with relations related with wording. It is important to mention that substitution and reference are different in what and where they operate. Substitution is a way to avoid repetition in the text itself (Halliday and Hasan, 1979: 88).

**3.2.3. Demonstrative Reference:** Demonstrative reference is reference by means of location, on a scale of proximity. 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. In addition, in demonstrative reference, the singular forms, this and that are used without following the noun (ibid).

**3.2.4. Comparative Reference**: Comparative reference is indirect reference except the demonstrative adverbs, and some comparative adverbs, function within the nominal group (noun phrase). Comparative reference is expressed through adjectives and adverbs and serves to compare items within a text in terms of identity or similarity (ibid).

**3.3 LEXICAL COHESION**

Involves the choice of vocabulary. It is concerned with the relationship that exists between lexical items in a text such as words and phrases. Lexical cohesion determines the instantial meaning or text meaning of the item, a meaning that is unique to each specific instance. It provides great deal of hidden information that is relevant to the interpretation of the item concerned. Lexical cohesion occurs when two words in a text are semantically related in some way. They are related in terms of their meaning. Lexical cohesions are divided into two types, reiteration and Collocation (Halliday and Hasan, 1976:227).

Lexical cohesion involves the choice of vocabulary. It is concerned with the relationship that exists between lexical items in a text such as words and phrases. Lexical cohesion includes two types, reiteration and collocation. Another example:The human body requires food in order to produce the forces which keep the heart beating, the lungs breathing and the limbs moving. But the discovery of vitamins at the turn of the present century has ‘rediscovered’ the science of nutrition.

The text above consists of two sentences that express semantic relation to hold to each other. It can be seen the cohesive effect of the text is formed by the items of the human body, heart, lungs; limbs are classified in semantic terms since they have semantic relation to one and another (Bahaziq, 2016: 112-114).

A text or discourse is not just a set of sentences, each on some random topic. Rather, the sentences and phrases of any sensible text will each tend to be about the same things -- that is, the text will have a quality of unity. This is the property of cohesion -- the sentences "stick together" to function as a whole. Cohesion is achieved through back-reference, conjunction, and semantic word relations. Cohesion is not a guarantee of unity in text but rather a device for creating it. As aptly stated by Halliday and Hasan (1976), it is a way of getting text to "hang together as a whole." Their work on cohesion has underscored its importance as an indicator of text unity. Lexical cohesion is the cohesion that arises from semantic relationships between words. All that is required is that there be some recognizable relation between the words (ibid).

**Conclusion**

Cohesion and coherence are the basic concepts and important subjects in discourse analysis. After the publication of Cohesion in English by Halliday and Hasan (1976), linguists paid close attention to cohesion, coherence and the relationship between the two concepts. They adapted and developed this theory from diversified perspectives. Since cohesion and coherence are also two critical elements of high-quality articles, a multiplicity of linguists and educators were committed to exploring the effect of cohesion and coherence on writing quality. In addition, some researchers tried to apply cohesion and coherence theory to English teaching so as to improve students’ writing quality. The past decades have witnessed the theoretical and empirical development of cohesion and coherence. This paper first makes a review of the theoretical development of cohesion and coherence, and the relationship between the two concepts. And the present paper also deals with chaos in previous cohesion and coherence studies combining the author’s beliefs. Then empirical studies of cohesion and coherence theory are introduced which are divided into two categories. The first group of empirical studies explores the relationship of cohesion, coherence and writing quality; The second group applies this theory to writing teaching. The article concludes with limitations and future directions of researches about the application of cohesion and coherence theory to writing teaching.

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