

**PROBLEMS OF COHESION AND
COHERENCE IN THE WRITING OF NON-
NATIVE ADVANCED LEARNERS OF
ENGLISH: The case of 4th Year English
Specialists, College of Education,
Sana'a University, The Republic of Yemen.**

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DEDICATION

To my beloved wife

AFRAH AHMED SAIF

**Whose continued love and support have made the
realisation of my goals possible, and to my
children**

MOHAMMED AND MUNIA

**whom I have missed a great deal during the
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Abstract

For a long time writing as a language skill has been neglected in the curriculum of the English Department, College of Education, Sana'a University. One can see the effect of this negligence in the students' poor writing performance, most worryingly when they are on the verge of their B.A. graduation. On several occasions I have noticed that 4th Year B.A. English Specialists are confronted by obstacles whenever they are asked to write a piece of composition. Upon reading the students' written performance one will find it a hard task to retrieve the precise intended meaning. This practical problem leads to the purpose of this study, which is to investigate cohesion and coherence properties and the problems associated with them in the writings of non-native advanced speakers of English. The study is a detailed examination of both controlled and free open-ended writing tasks of 37 students in their final 4th Year B. A. English course, the English Department, College of Education, Sana'a University.

The current study depends on the works of M. A. K. Halliday and R. Hasan (1976) when it comes to investigate the internal cohesive problems in the subjects' performance. The study also relies on Michael Hoey's work **On the Surface of Discourse** (1983) to examine the cohering aspects in the subjects' written performance. I have made particular use of Hoey's Problem/Solution structural scheme. I feel that this schematic structure can be easily applied by non-native writers of this background in their writing process. In addition, a number of text types that the subjects chose to write fit into such a scheme.

The study is divided into two main parts. Part one extending from chapter one to five provides a theoretical background for the study. In the second part extending from chapters six to nine I provide a detailed analysis and investigation of a number of controlled and authentic writing tasks. In

the last chapter I present a general conclusion for the research and some recommendations for improving the writing standards of our students.

The findings reveal that in the area of cohesion, non-native writers of this background do not face severe problems in the internal cohesive world of the text either in controlled or free open-ended writing tasks. Nevertheless, in dealing with writing as an authentic process, the subjects can be confronted by some minor hindrances that might emerge at certain intervals; these do not form major obstacles that might lead towards a total barrier between the writer and the reader, and meaning is retrievable on all occasions.

However, the findings also reveal that the subjects confronted problems in the area of coherence as a global organisation of a given text. This has been observed in both controlled and free open-ended writing tasks. Sentences and their sequence organisation seem to have caused considerable problems for a substantial number of the subjects. In addition, features associated with the process of coherence, such as Field, general knowledge, experience and logic, have in one way or another contributed to a certain extent in adding to the above weakness.

The study has also embarked on finding ways and means of minimising such problems towards their gradual elimination. This was tested by conducting a number of workshops involving open-ended free writing tasks. The results obtained reveal that workshops and the collective work in the classroom do contribute a great deal in improving and enhancing the writing process.

CHAPTER ONE

The Republic of Yemen: Geographical, Educational and Institutional Background

1.0 Yemen: Geographical Location

The Republic of Yemen is located on the South–West corner of the Arabian Peninsula, between latitudes 12–20 north of the Equator, and longitudes 41–54 East of Greenwich. The total area of the country is 555,000 km², excluding the Rub–Al–Khali (the Empty Quarters). The country is bordered by Saudi Arabia in the North, the Arabian Sea and the Gulf of Aden in the South, the Sultanate of Oman in the East and the Red Sea in the West. It has a population of approximately 11,448,031 (C.S.O., 1992).

1.1. Yemen: Educational and Institutional Backgrounds

1.1.1. Education in the Republic Prior to 1962 and 1967

Before the recent re–unification of the country in 1990, Yemen remained for quite some time split into two sovereign states. The northern sector has internationally been known as the Yemen Arab Republic, and the southern part as the People's Democratic Republic of Yemen.

It is an undeniable fact that prior to the 1962 Revolution in the Northern sector there was no sign of any secondary education, not to mention higher education. People who could afford it, and they were very few at that time, used to send their children abroad for such type of studies. Nevertheless, amidst such a social background there existed some kind of very primitive primary education that one would place in the category of what is known as village education, such type of education mainly centred round the teaching of the Arabic Language and Islamic Religion.

On the south of the borders and prior to the British withdrawal from the Colony of Aden in November, 1967, higher education for many people meant secondary education, where up to 1967 there were only six secondary institutions spread throughout the colony. These were as follows:

1. The Aden College
2. The Girls College
3. The Government Boys' Secondary School
4. St Joseph High School
5. St Antony High School
6. Bilquis College

The above first three schools were government sponsored institutions, the other two were sponsored by Catholic Missions in Rome, and the last one was sponsored by a number of merchants from the northern provinces. All these institutions used to qualify students up to the G.C.E. (General Certificate of Education) in both the ordinary and the advanced levels, except for the last school, which used to implement the Egyptian syllabus. Upon passing their exams students were sent abroad for higher education. However, most of those who were sent for such studies were from prominent families in the society.

During the period prior to 1967 English remained as the official medium of communication in all spheres of daily official activities. This importance is presently recognised by the State, where English is ranked as the second official language coming after Arabic, and in the present curriculum it is taught from the 5th standard and onwards. However, in some private institutions the language is taught commencing from the kindergarten stage.

1.1.2. Education in the Republic after 1962 and 1967

Regardless of some of the negative aspects on the political front during the past three decades, education seems to have achieved some remarkable success in both the number of educational institutions and the number of students in the Republic (see table 1 below).

Table 1: Number of educational institutions and number of students in the Republic of Yemen, source C.S.O. (1992)

Educational Stage	Total No. of Schools/Universities	Total No of Students	
		Male	Female
Primary	9361	992285	318069
Unity	1063	238554	118454
Preparatory	2059	202485	36645
Secondary/3 years	944	80139	12096
Secondary/4 years	64	26636	9002
Sana'a Univ.	1	32228	5526
Aden Univ.	1	2652	1763
Grand Total	13493	1,574,979	501,555
Grand total Male/Female 2,076,534 (nearly 18%) of the population, simultaneously being evaluated in 1992.			

The figures in table 1 do not include the number of students in some private and affiliated colleges to both Sana'a and Aden Universities. Therefore, nearly 20% of the overall population now attend education in its different stages. The figures also reveal the increasing care taken by the State for female education, where the percentage has reached to nearly 24% of the grand male/female total over the past three decades. It is worth indicating that even now some families in remote governorates reject the idea of females being sent to schools. However, since the establishment of

both Sana'a and Aden Universities the number of females joining university education has been continuously on the increase.

1.2. Current institutional structure and method (s) implemented in the teaching of English, College of Education, Sana'a University

1.2.1. Introduction

The increasing number of students joining public and compulsory education forced both Governments after the 1962 Revolution and the national independent of the southern sector in 1967 to establish the present existing Sana'a and Aden Universities. Both of these universities were founded nearly at the same time. Presently there are also plans to establish two more universities, one in Taiz and the other one in Hadramount.

1.2.2. Sana'a University

Higher education in the real sense of the term, meaning to say university education, in what used to be called the Yemen Arab Republic began in 1970 with the foundation of the Faculty of Education and the Faculty of Law. The academic year 1973/74 saw the formation of two more colleges that emerged from the College of Education. These were the faculties of Science and Arts (S.U.S.B., 1970/80). Presently there are nine major specialisations offered by Sana'a University in nine different faculties, these are:

1. Faculty of Education
2. Faculty of Arts
3. Faculty of Science
4. Faculty of Law
5. Faculty of Agriculture

6. Faculty of Engineering
7. Faculty of Commerce
8. Faculty of Medicine
9. Deanship for Post-University Qualification

1.2.3. The College of Education, Sana'a University

The number of teachers recruited each year for the purpose of self-sufficiency is always on the increase, where some 26,000 teacher trainees are enrolled in some 100 teacher training institutes that are scattered all over the Republic (Chanem, 1992). This has made the roles of both faculties of education at Sana'a and Aden universities very crucial in qualifying teachers for both preparatory and secondary schools; both the faculties implement the four year B.A. degree course. According to the figures obtained for the academic year 73/74, there were 227 students enrolled in the Faculty of Education, by the academic year 90/91 this figure has jumped to 14579 (S.U.S.B., 1970/80 – C.S.O. 1992). On the one hand, the number of students who join the Faculty of Education has been steadily growing, on the other hand, the financial and social status of teachers does not leave the profession in great demand, their income is far below that of their counterparts in some other professions. One example of such negligence by the state authorities can easily be observed in the college building that has not yet been constructed; whereas the rest of the faculties have their own modern and fully equipped buildings. However, the year 1993 saw the foundation stone of the new building which is expected to be finished in four or five years time.

1.2.4. The English department, College of Education, Sana'a University

In the academic year 73/74 the total number of students enrolled in the English Department was not more than 21, 18 male students and 3

female students (nearly 85.7% to 14.2%) respectively. By the year 91/92 this figure reached 272 students in the four B.A. levels (see table 2).

Table 2: Academic registration for the year 91/92 – English Department, College of Education, Sana'a University, source S.U.S.B. 91/92

Level	Male	Female	Total
1st	57	16	73
2nd	71	21	92
3rd	35	16	51
4th	41	15	56
Grand Total	204 75%	68 25%	272

Therefore, table 2 above indicates the increasing demand for English Language teachers throughout the Republic.

1.2.5. Educational system implemented in the English Department, College of Education, Sana'a University

Since the academic year 1985/86, it has become the responsibility of the Language Centre to shoulder the burden of the academic load in the English Department, while administrative activities remained the responsibility of the College administration. Recently, and beginning with the academic year 92/93 the College decided to take full control of both academic and administrative matters for the Department. The decision that has been taken to split the efforts of running the affairs of the English

Department between two different bodies has undoubtedly affected the performance of both the staff and the students. This could be observed in the failure of the required programme to qualify local cadres to take up the responsibility of teaching in the Department, where the English Department continues to be dependent on foreign cadres, mainly from the Indian subcontinent, in order to carry-out all the teaching programme in the faculty.

However, one feels that since the College authorities recently decided to take full charge of all the teaching programme, such plans and programmes would soon be set for implementation. In this regard, it is worth mentioning that at one time the British Council used to sponsor a programme of assisting in qualified English teachers for the Department, but now such a programme does not exist any longer; instead the programme has recently shifted to M.A. in English studies particularly language teaching.

Furthermore, the split in the Department's activities between the Language Centre and the Faculty of Education and Arts has certainly affected the students' performance considerably; the following table would clarify the matter further:

Table 3: Academic registration for 90/91 – English Department, College of Education, Sana'a University, source S.U.S.B. 91/92

Level	Male	Female	Total
1st	122	23	145
2nd	44	15	59
3rd	31	11	42
4th	43	16	59
Grand Total	240 78.6%	65 21.3%	305

Out of the 59 students enrolled in the 4th level and according to the figures obtained only 33 were able to graduate (nearly 55.9%), out of which 23 (nearly 38.9%) were male students, and 10 (nearly 16.9%) were female students (S.U.S.B., 1992). The reason could most probably be due to some kind of lost identity that the students felt during their academic career in the Faculty of Education, that is to say, their sense of belonging when they see themselves dispersed over three different academic bodies. The evidence for such a conclusion could be obtained from what the subjects wrote in their fourth open-ended free writing task. It has been mentioned that one of the problems faced by the students in the English Department has been the lack of a college building.

1.2.6. Curriculum currently applied in the teaching of English, English Department, College of Education, Sana'a University

In the foundation year 1970, both the Faculty of Education and the English Department implemented the annual system for all the courses in the various academic disciplines in all its Departments. Later, in the academic year 78/79 a decision was made to change this system, and instead the semesterial system was adopted for the sake of better performance, in this case, each academic year was equally divided into two semesters of 16 weeks each. However, a third change took place in the middle of the academic year 1980/81; this time the system implemented depended on the credit hours accumulative system, where students were required to accomplish a certain number of credit hours for each course for graduation purposes (Sana'a University in 15 years 1970/71 – 1985/86).

The researcher feels that the last system implemented has not improved the students' academic performance as one expects it to do. On the contrary, in a country like Yemen with scarcity of both human and other necessary resources, such a system has contributed to a considerable

extent in delaying students' graduation procedures, because of the ample choices that it offers; one of these is for instance the number of re-sit exams that students can take; these would sometimes extend to over three or four re-sit exams in one subject. Therefore, on many occasions a B.A. course of four year duration would sometimes be completed in five to six years time. The negative aspects of such a delay would be seen in the increased number of students in the classroom, the insufficient number of staff to run the academic process, and the lack of other essential facilities to conduct the course.

Table 4 below gives the distribution of the academic load for the four year B.A. programme in terms of credit hours.

Table 4: English Specialist Courses: Distribution of Academic Load in the B.A. Programme, source S.U.S.B. 1970/85

Level	1st Semester No. of Credits	2nd Semester No. of Credits	Total
1st Year	17	18	35
2nd Year	19	19	38
3rd Year	18	18	36
4th Year	17	17	34
			143

The 143 credits in table 4 are divided amongst the following courses with the allocated credits for each course:

Table 5: Credit hours in the English Department, College of Education, in terms of courses, source S.U.S.B. 1970/85

Level	Course	Credits
1st Year	Reading and composition/courses one and two	6
	Spoken English/courses one and two	6
	English Grammar/courses one and two	6
	Introduction to Literary Forms/courses one and two	6
	Introduction to Psychology	2
	Islamic Culture	3
	Arabic/courses one and two	6
2nd Year	Reading and Composition/courses three and four	6
	Spoken English/courses 3 and 4	6
	English Usage/courses one and two	6
	Introduction to Language/courses one / two	6
	Novel 18th century	3
	Drama (Elizabethan Age)	3
	Psychology of Learning	2
	Yemeni System of Education	2
	Islamic Education	2
Developmental Psychology	2	
3rd Year	English Phonology	3
	English Morphology and Syntax	3
	Poetry till the 18th century	3
	Drama (Post Elizabethan)	3
	Novel (19th century)	3
	Analysis of Literary Texts	3
	English Discourse Skills	3
	Poetry (Romantic & Victorian)	3
	Teaching Methods/courses one and two	4
	Curriculum Planning	4
Developmental Psychology/course 2	2	
4th Year	20th Century English Poetry including the Wasteland	3
	20th Century English Novel	3
	20th Century English Drama	3
	Introduction to Transformational Grammar	3
	History of the English Language	3
	School Management	2
	Practicum/courses one and two	6
	Self Hygiene	2
	Advanced Writing Skills	3
	Educational Research	3

Distribution of the academic load according to table 5 seem to have been based on three different categories, (a) Language skills, (b) Literature courses, and finally College and University requirement courses. In this regard, language skill courses throughout the B.A. course (four academic years) run up to 23 courses with an overall accumulative of 64 credit hours (see table 6 for further clarification of the matter).

Table 6: Language Skill Courses, English Department, College of Education, Sana'a University, source S.U.S.B. 1970/85

Course	Levels	Credits
Reading & Composition courses 1/2/3/4	1st & 2nd	12
Spoken English courses 1/2/3/4	1st & 2nd	12
English Grammar/courses 1 and 2	1st	6
English Usage (grammar course) courses 1 and 2	2nd	6
Introduction to Language/courses 1 and 2	2nd	6
English Phonology	3rd	3
English Morphology	3rd	3
English Discourse Skills	3rd	3
Teaching Methods/courses 1 and 2	3rd	4
Introduction to Transformational Grammar	4th	3
History of the English Language	4th	3
Advanced Writing Skills	4th	3
Grand Credit Total		64 (44.7%)

On the other hand, literature courses throughout the B.A. course constitute 36 credits (nearly 25%) in some 12 courses commencing with the Elizabethan Age and ending with contemporary English literature in its three different components novel, drama and poetry. Finally, university and college requirement courses amount to 42 credits (nearly 29.3%) in some seventeen courses. It is worth noting that almost all Arab Universities apply the same courses and nearly the same load system. Courses might have

different titles but their nature remains the same; the reason behind this may well be for transference procedures between the different Arab Universities.

1.3 The Teaching of Writing in the 1st and 2nd levels, English

Department, College of Education, Sana'a University

The current syllabus has merged "Reading" and "Composition" for four consecutive semesters with an overall accumulative of 12 credits in one course (see table 6 on the previous page), and it provides a joint course description for both. For instance the following are some quotations concerning such description for each "Reading and Composition" course.

- a. "Reading and Composition" – (1). "The reading materials for this course consist mainly of simple narrative and descriptive texts. This course is intended to sharpen the learner's awareness of thematic structure of narrative and descriptive texts. Special emphasis is given to linguistic devices like pronoun references and sentence connectiveness. It is expected that the perception of these skills in the reading component of this course will have its impact on the learner's writing skills and that at the end of this course they will be able to write simple narrative and descriptive paragraphs".
- b. "Reading and Composition" – (2). "The reading materials in this course cover a wider variety of topics and present a higher level of difficulty than those in course one. The reading component of this course emphasises skimming and scanning and the learners are asked to suggest suitable titles for the passages that they have read. The writing component of this course includes summary writing, completing incomplete narratives and putting scrambled sentences into their proper texts."
- c. "Reading and Composition" – (3). "The reading materials included in this course consist of simple expository and argumentative texts".

- d. "Reading and Composition" – (4). "The reading materials included in this course are of a more complex type than the ones in the earlier three courses. The reading component of this course draws the learners' attention to how different types of illocutions, such as narrative and descriptions, are often found in the same text At the end of this course the learners are expected to acquire the ability to write descriptive and argumentative texts and to write short essays on topics within their range".

All the above four quotations are taken from the present syllabus currently in effect at the English Department, College of Education, Sana'a University. These quotations leave a crucial issue vague and unanswered. One is left wondering how it would be possible for the students to achieve their goals in writing properly through the reading sessions. In other words, how would the students manage to improve and upgrade their writing skills, and what are the ways and means that would ultimately lead towards the intended goals of writing as a process and a skill based on the writer's own efforts? In addition, a number of discrepancies seem to appear in such descriptions. For instance, part one of the course, as described in quotation (a), has not fully clarified the point of how the students in their first year and particularly in their first semester will be able to write simple narrative and descriptive paragraphs, when they have not yet been exposed or examined for their writing abilities in controlled and guided exercises. The other vague issue in part two of the course, as described in quotation (b), is that the syllabus expects the students to put scrambled sentences into their proper order, which is part of the controlled and guided exercises in the writing process, and which students should have been familiar with in part one, after expecting them to write short paragraphs in the first part.

The syllabus does not provide detailed guidelines and information for the teacher to follow in order to implement an organised Writing syllabus and materials for the students, rather than leaving it the responsibility of

individuals to implement what seems to be most appropriate from their own perspective. However, for the second year course, a reference book has for quite some years been used, INROADS by David F. Clarke (1987); the contents of the book mainly revolve round sentence connectedness, but it does not offer any kind of writing topics, and it does not tackle writing as a skill and as a complicated process that needs regular practice.

One of the researcher's aims has been to follow the Writing classes in both the 1st and 2nd levels in order to examine the teaching method (s) adopted by teachers responsible to conduct the "Reading and Composition" course. In the previous academic year 92/93 there were two classes of approximately 40 students in each class for the 1st level; there were also two classes of nearly the same number in the 2nd level; these classes were attended at different intervals. The initial observation has been to witness newly appointed instructors delivering and guiding the classes in such a course with no kind of supervision, guidance, or some kind of prior training that could have improved their performance; the reason could be due to some financial and budgeting discomforts that the College of Education had to face, and as a result of which it was impossible to appoint qualified cadres that the College desperately needed.

There has been no specified teaching method that one could follow in the classroom. Most of the classes attended were mainly instructionally based. In other words, the teacher would attend the class with some prepared writing material. Such material would mainly depend on asking the students to write a composition on a prescribed topic or paragraph that the teacher offered. Students did not have a say in this regard, they simply followed the instructions, and when each student finishes his work, it is handed in for correction. Sometimes correction is done inside the classroom between the teacher and each student independently, and on some other occasions the teacher would collect the written work for home correction,

where later these are returned with some remarks and comments that the teacher finds necessary to add.

It has been found necessary to go through a number of students' exercise books for the purpose of examining the nature and the type of writing tasks taken by students in the 1st and 2nd levels of the B.A. course. The following are a number of topics that the students were required to attempt:

- a. Things you did last weekend
- b. A visit to Kenya
- c. Ancient Egyptian Civilisation
- d. A letter to Aunt Stella
- e. Smoking
- f. Describing an Egg or an Apple
- g. Why people study in foreign countries
- h. My first visit to New York

In most of the above topics, there seems to be no relevance to the students' own social background. In other words, the students are not properly familiar with the precise Field of the context around which they are supposed to write their text, and that would enable them to express their ideas in an accurate and orderly form, since most of them have not travelled outside Yemen. In this case, it would be a hard task for them to describe a trip to Kenya or New York (see appendix A-I for a sample of such a performance).

Nevertheless, the main issue that draws one's attention is the number of topics that the students were asked to write over a period of 4 semesters (two academic years); all in all these did not exceed 12 topics, which means 3 topics per semester, and some of these were in fact very short compositions. The rest of the material for the "Reading and Composition"

course has been allocated for the reading part of the course. Therefore, one feels that the lack of ample and sufficient practice that the students ought to have gained in writing in their 1st and 2nd Years, could be one of the reasons behind the present writing conditions. The other reason may well be the tiring process of correction, discussing and commenting on the students' writing performances, which in fact does not encourage many to shoulder the responsibility of this course that depends mainly on continuous and regular observation and follow-up.

1.4. The teaching of Writing in the 4th Level B.A. Course

In the 4th Year of their B.A. course, the students are required to take three credits in "Advanced Writing Skills" in the first semester. The course description according to the current syllabus states that:

"Writing is aimed at strengthening the learners' ability to write long and short paragraphs on topics of professional interest. It is assumed that because of the four courses in Reading and Composition the learners will have acquired the ability to write coherent paragraphs consisting of grammatically correct sentences. In this course, therefore, stylistic acceptability will be given greater attention than grammatical correctness. The course includes tasks like writing precise, essays, reports and books-reviews."

(B.A. syllabus, College of Education,
Sana'a University, 1980)

No doubt the above course description has offered some encouraging goals for the purpose of improved writing skills. However, obtaining such intended goals may seem hard to achieve. The first point that one would put forward against the above claim would be the insufficient practice in writing that students receive in their 1st and 2nd Years, where throughout the four semesters students are only able to obtain an academic load of 1.5 credits per semester for writing only, nearly 3 credits in the whole academic

year, because, as has been indicated earlier, the present curriculum has merged two courses together "**Reading**" and "**Composition**", whereas the current syllabus of the English Department, College of Education, Aden University, treats "**Reading**" as a component on its own and "**Composition**" as an independent component with an accumulative of 12 credits equally divided into 3 credits per semester. That is to say, the writing course commences with the 2nd level and ends with the 3rd level of the B.A. course. Hence, one feels it is most appropriate to begin a writing course with the above stages, because the first year is generally spent on strengthening and reviewing students' English abilities of what they know about the language.

Therefore, if one considers the assumed 6 credits allocated for writing in the 1st and 2nd Years in the syllabus of Sana'a University, and add to them the other 3 credits for the "Advanced Writing Skills" in the 4th Year, this will result in 9 credits against 12 currently offered by Aden University for the same purpose. In addition to the difference in the number of credits, the present curriculum for the College of Education, Sana'a University, leave a gap of one whole academic year between the first part of the **Writing** course in the 1st and 2nd Years, and the second part pursued in the 4th Year. It is therefore obvious that students reach the final year of their B.A. course without having acquired sufficient practice and guidance to master the writing process as an essential skill, particular when they are going to be teachers of English in various preparatory and secondary schools after their university graduation.

In the 4th Year's "Advanced Writing Skills" no precise and specific writing programme has been observed. It is left entirely upon the lecturer concerned to tackle any programme of his own, in the way he feels most appropriate to do so. The researcher has approached the Department officials for any detailed programme for the "Advanced Writing Skills" course,

or any intentions of drawing such a programme , but unfortunately all his efforts were in vain, there was no such programme available nor any intentions of drawing one. However, this shortcoming can also be equally applied to the writing courses of the 1st and 2nd levels, where no such detailed programme exists.

Therefore, in view of what has been mentioned, writing seems to have been ignored as an important language skill and as an essential language component by both the College and Departmental authorities in the present curriculum.

1.5 Conclusion

The present syllabus offers an acceptable variation in the academic load between its three main categories; (a) Language skill, (b) Literature courses, and (c) College and University requirement courses. However, one would not hesitate to pass some comments and remarks concerning the current curriculum, particularly those who have been engaged with its implementation. In this regard, the first point would obviously be the absence of a detailed writing programme, a syllabus that considers writing as an independent language component. However, one might exclude the "Advanced Writing" course meant for the 4th Year students. The other remark centres round the College requirement courses, all of which are mainly delivered in Arabic. Students, when asked, feel that if these courses are first decreased and are delivered in English, at least there would be more time for them to spare in both "Spoken" and the "Writing" components which might enhance and improve their abilities in these skills, in the way that it forces them to take notes and create the necessary interaction in the classroom. Finally, and most important of all, one feels the teaching process itself need to be thoroughly reviewed, where in almost all occasions the student happens to be always fulfilling the recipient role in the classroom.

That is to say, there is very little classroom interaction between the two parties, the lecturer and his students, or between the students themselves. Students always seem to find themselves following instructions and accomplishing goals other than their own, and to the satisfaction of some higher authority, the lecturer. Therefore, if the students are made to distinguish the difference between teaching and learning, by teaching I mean to say spoon feeding the students with the appropriate knowledge and information in any specific area, one would definitely notice a positive improvement in the standard of education. In other words, if students are made to dig their own way in the learning process under the supervision of their teacher, the outcoming results would certainly show encouraging signs of performance inside and outside the classroom.

CHAPTER TWO

The Writing Process

2.0 Introduction

Writing is a complex and natural process that usually challenges the mind. It is necessary therefore to define the term "natural" before one attempts to define what is a "Writing" process. In this regard, as humans we seem to have a genetic predisposition to write as well as to speak; and, if we come across a forcing environment, one that possesses certain characteristics and presents us with certain opportunities, we will then learn either to speak or write (Chomsky, 1972).

In order to see how writing on the one hand can be a learning process, and on the other hand a problem-solving activity, one might imagine that he/she has been asked to write a letter of recommendation or an application. Focusing on this task, one must first create an internal representation of the problem. We need first to define our goals and strategies for achieving these goals. Then, as we write, we must assess our progress towards the goals, and on some occasions we need to redefine them. In contrast, ill defined problems, such as the task of writing an essay, offer a chain of problems and sub-problems, which require us to be very active in defining the procedures for the sake of reaching the goals.

On the other hand, the object of prose writing is to make the contextualising presupposition explicit so that the reader derives the intended meaning from the statement. While sentences themselves cannot be treated as autonomous expressions of meaning, a single sentence meaning may be derived for a statement within a given Field of context provided that this Field is explicit enough. Any particular statement then may have several alternative representations, but that statement in context may have only one.

In addition to the task of creating an internal representation of the problem, writers are faced with the problem of how to select and use language devices that will enable the reader to comprehend the written

message. Green and Morgan (1981) observed that certain of these devices are selected as a matter of convention in particular communicative settings (e.g., dialects, register, and discourse types or genres). Writers also choose other language devices to express their intentions. Examples are anaphors (i.e., referring devices), conversational implicatures (i.e., the logical and pragmatic relations between sentences), devices to signal topical organisation and purpose, and explicitness (to establish unambiguous context for interpretation).

However, it is necessary to indicate that writing tends to occur within a communication framework that involves the writer, the message, the shaping of the message to accord with how the writer perceives its reception, sometimes a real audience, and sometimes a response to the message. Writers communicate effectively when they construct their intended messages in ways that enable efficient and accurate comprehension.

2.1 The Relationship between Language as Knowledge and Writing Processes as Skill

People are generally aware that there is a relationship between spoken language and writing, but they are in no way conscious of what this might mean. Those who do perceive the relationship seldom see it in its fullest potential. That is, they may generalise about the desirability of people writing as they speak, but they are unable to identify the component parts of this phenomenon or their developmental characteristics. There are certain parallels that are clearly evident among fields related to composition. In the field of second language, for example, it is very likely that the five major component parts of language learning (phonology, lexicon, morphology, sentences and utterances) are all available to learners at all stages of development; but it is also likely that these vary tremendously in terms of their rate of development at different periods in their language

development, this in turn leaves its weak traces on the writing process as a whole.

Therefore, one of the most critical school subjects in terms of individualisation is that of writing. One learns writing by oneself, not in a group, but it is also not wrong to say that it can also be learned in groups. Writing, like most school subjects, suffers from surface analysis, that is, writing is taught or assessed primarily in relation to its surface as opposed to its deeper semantic and syntactic features. It is only the surface level aspects of composition that are measured. That which is not measured is too difficult to see, too difficult to explain, too difficult to assess or all of the above together. In other words, aspects such as internal and external connectedness within a given text, proper sequencing of sentences, avoiding sequential gaps, world knowledge and experience, logic, relevance, all these are scarcely examined or measured. In addition to this, language is always used in a specific situation, at a specific time with different participants leading to different purposes. Contextual factors heavily influence both language form and usage; language ability is, however, almost always assessed out of context, yielding, at best, an approximate indication of such ability.

One might say that writing process in general and composition in particular have not had the proper required investigations, where most of the research is being directed towards areas and skills other than writing. In this regard, one problem seems to be that composition needs the analysis of cohesive discourse while linguists in the past have been studying units much smaller and much less relevant to composition and the writing process. In the forties and fifties, linguists focused on phonology and morphology. In the sixties, the focus turned on to sentence syntax. It was not until the seventies that the field of linguistics seriously gave its attention to areas of language which have promise for aiding the study of written composition. Linguistics in

the seventies can be characterised by an increased awareness and analysis of context and variability (sociolinguistics), by a deep concern with meaning (semantic, pragmatics) and by focusing on units that are larger than a sentence (discourse analysis), all for the sake of investigating clarity in the writing process.

Most of the misconceptions about clarity in the writing process result from a failure to understand the organisational principles which determine the structure of well-formed sentences and well-formed discourse. A language is highly structured at all levels. But on the surface, it presents itself to us as sentences made up of words (and, secondarily, of small-scale syntactic units like infinitives and prepositional phrases). Most people, when they think of language, think of words, and for them vocabulary becomes a common indicator of what is generally considered to be intelligence. It is wrong to assert that teaching vocabulary alone will assist in any way in teaching one language because words and their arrangements are only the surface manifestations of a larger linguistic system. There are deeper principles which serve to relate surface forms to meanings, and which link sentences together into a coherent whole. In summary the process aspect of writing is currently viewed as more important than the product aspect.

2.2 The Writing Process

In the writing process one needs to be able to choose language appropriate to the task, and, more important, be aware that communication is not a necessary consequence of expression (Reddy, 1979), so that the writer must take care to anticipate and prevent all possible confusion, at every step, because the reader is in no position to ask for explications. Writing is currently viewed as a process rather than as a product (Britton, 1975; Emig, 1971; Flower & Hayes, 1981), where planning and revision goes side by side throughout the writing session.

The writing process involves the use of specific kinds of knowledge that a writer possesses and is able to discover in constructing meanings and expressing them in writing. There are a number of cognitive processes that underlie the writing process. These include: discovering or generating an intended propositional meaning; selecting aspects of an intended meaning to be expressed; choosing language forms that encode this meaning explicitly and simultaneously; guiding the writer/reader through different levels of comprehension of a given text; receiving what has been written, and frequently revising so as to alter and improve meaning and its expression. The processes just mentioned reflect not only a writer's knowledge, his thinking strategies and skills, but they are also influenced by general limitations on a writer's processing capacities and performance.

Writing processes are also influenced by what a writer knows about language forms and principles for both their selection and use in different contexts, and for different communicative purposes. Writing shares much of the knowledge required for spoken language, but it also includes language conventions that are specific to written language at the sub-sentence levels of spelling, punctuation, morphology (of written words) and lexicon; at the level of sentence syntax; and at the discourse-level. Our success in learning to write depends in part on our mastery of resources that are provided by the above identifiable code.

Another aspect of writing involves how writers imagine the communicative function of their written messages. The degree to which a writer is aware of the need to adjust the content and expression of a message to its potential reception can influence a whole range of composing processes. Writers' efforts to anticipate their messages' processing demands are reflected in the rhetorical choices they make at every stage of the composing process. The process of learning to write involves students in

anticipating the possible effects of their messages and in using such knowledge to guide their composing.

How writers understand the context of their writing, that is, the situation in which they write and their purposes for doing so also influences the processes in which they engage while writing; since most young people learn to write at school or college level, the situation and goals of much of the student writings are closely associated with instructional writing tasks. Depending on how and to what extent these tasks are structured, student writing will vary in its goals and functions. The situations involved in a writing task may be relatively non-specific, emphasising private, individually-defined goals, or they may in turn be highly structured, identifying specific goals for the writer and approaches for accomplishing those goals. In non-school or college settings the contexts in which individuals write also vary in their degree of structure and specificity.

Research carried out by philosophers, linguists, and psychologists in the past several years has made it very clear that even in most straightforward and colourless prose, far more is conveyed than just the literal meanings of the sentences that make up the text (e.g., Grice, 1975; Horn 1972; Keenan & Kintsch, 1974). Full comprehension of the text requires from the reader a considerable amount of referential reasoning, at several levels. Some of these inferences can only be made if the reader has the knowledge of the world necessary for making the inference. In other words, in sentence processing, interpretation of the various anaphoric devices such as pronouns, demonstratives, and ellipsis, require the reader to infer who or what the intended referent is (cf. Kantor, 1977; Webber, 1978). Therefore, a writer must be in a position to estimate whether the reader will be able to make the inferences necessary for the intended interpretation of the anaphoric device, or whether it should be replaced by a non anaphoric element. In this regard, Shuy (1981) suggests that the most important area

of writing development is likely to be that which occurs at the level of written discourse. He stresses the point that one has to draw on a number of areas of linguistic inquiry including: semantics, pragmatics, analysis of conversational discourse, and of discourse cohesion (e.g. anaphoric referring devices, conjunctions and lexical cohesion), organisation (e.g. foregrounding sequencing) and prepositional structure and sociolinguistic study of language variation (genres, registers and dialects). These areas illustrate the richness that is possible in characterisation of writers' language development and of writing instruction, it also indicates that discourse is structured.

2.3. Writing Categories

A number of researchers have classified the writing processes into different categories. For instance, Britton (1975) has classified the writing processes into prewriting, writing and rewriting, whereas Flower & Hayes (1981) in turn classified it into planning, translating, receiving, and they further sub-classified planning to pre-planning. Graves (1983) on his part groups the writing process into three actual writing stages, the following are the stages with a precise definition of each as suggested by him:

- a. **Beginnings: choice/rehearsal.** Choices are made about the writing topic. That is to say, choices of what to include and what to ignore are considered. Rehearsal occurs at this stage. It may take the form of day-dreaming, outlining, sketching reading, writing, or conversing. (Graves 1983:223)
- b. **Composing:** "composing refers to everything a writer does from the time first words are put on paper until all drafts are completed" (Graves 1983: 223)
- c. **Composing patters:** "All writers follow a simple pattern: select, compose, read, select, compose, read" (Graves 1983: 223)

Therefore, planning in the writing process seems to be a crucial stage. It is the process during which the writer plans, organises and discovers information; this takes place in the form of articulating/translating/transcribing, when the writer proceeds to put ideas into words; and, post-writing/reviewing/revising, when the writer evaluates and modifies the text. Nevertheless, there are two kinds of constraints that influence transcribing as part of the planning process: global plans (that reflect a writer's conception of meaning, audience and persona) and local plans (that reflect a writer's knowledge about language, such as syntax, vocabulary and orthography). In this case, it would be proper to say that a text production process normally requires the interplay between a writer's global structure of discourse and the local production of sentences. Added to this, there are some other specific constraints on the transcribing process, such as word choice, selection of propositions and the syntax required to produce them, and the management of references, as well as other cohesive features.

Furthermore, since plans can reduce a vast problem to manageable size, Simon & Newell (1972) refer to them as the most powerful heuristic procedures. First of all, because plans break a problem down into sub-problems, they enable us make large, unwieldy situations manageable (Miller et al, 1960). Second, good plans are operational; that is, they specify a sequence of procedures for solving the problem. A third major strength of plans is that they enable one to set priorities and to decide on an order in which to do things. Plans usually answer the "what next?" question from the perspective of a final goal, they enable one to return to a top-level goal. For instance, composing plans may remind us not to spend longer time trying to choose a syntactic form when we are still trying to figure out what we need to say.

However, in their efforts to organise their plans, writers usually face two main problems: a knowledge problem and a communicative problem. On the one hand, they are required to produce an organised set of ideas for their written text by selecting and arranging a manageable number of concepts and relations from a vast body of knowledge. On the other hand, they must fit what they know to the needs of another person, a reader, and to the constraints of formal prose (Flower & Hayes, 1980). This is why it is necessary to treat writing as a communicative process, and not to drop the imagined reader out of this process, because if a writer does choose to do so, one has therefore made the choice of what to say easier but his chance of successful communication becomes more remote, and he would lose a good goal against which to test his progress. Both of these are considered demanding problems. Hence, most idea-generating plans are content-specific, acting on the information immediately available to the writer. In general, a plan for generating ideas is an instruction a writer gives to oneself to either: (a) search for topic related information stored in the memory or in the external sources; or (b) operate on available information to produce new ideas. In this case, the concern for the reader operates at a number of levels, governing not only the ideas and focus of the given written text, but decisions about word choice and the general impression the piece of prose creates. Second, planning for a reader becomes an intimate part of idea generation, one which leads the writer and enables him to go back and explore the topic itself.

When plans fail to map easily onto one another and writers give up in frustration, or stop productive idea generation because the work doesn't look like a finished written text, we can see how writers' faulty or inadequate understanding of the writing process actually prevents them from doing what they could do. It is not that they lack the skills to write, but that they do not know how or when to use them. In this regard, it is worth indicating that

nearly 28 out of 37 (nearly 75.6%) of those who participated in the field study when asked whether or not they prepare any plans before embarking on any writing process, their reply was either that planning is not necessary for a writing process, or they have never thought of planning their text before writing it.

The next stage of the writing process is the actual writing. This stage needs much more intensive work by writers, where writing becomes a kind of solitary struggle in which the writer attempts to manipulate several complex operations simultaneously. The writing stage in fact involves all three stages of pre-writing, writing, and re-writing, because while writing takes place, planning ahead is occurring, and revisions are also happening.

In the re-writing stage, both editing and revising occur. Student writers usually feel some sort of contempt for editing because many feel that it is a tiring process to pursue. It is an unpleasant process for some writers, the reason being mainly with the writer, who has been deeply involved in the process of composing and has struggled to bring the writing into being, must act as the editor, in fact a disinterested critic reading for conventions and looking for errors. A rethinking process also accompanies re-writing during which the writer attempts to reconcile what is written on the page with the intended message. In the process of revision/editing, the writer becomes the first reader of his own piece of writing.

2.4 Current Writing Paradigms

It seems necessary that one should be familiar with the current writing paradigms that dominate the educational institutions whether in schools or colleges. Most teachers believe that "Writing" as a language skill ought to be taught rather than being learned by students in the classroom. They feel that students must be taught to write atomistically, from parts to wholes. The commonplace is that students must be taught to write sentences, before they

can be allowed to write paragraphs, before they can be permitted to attempt whole pieces of discourse. Teachers generally feel that there is essentially one process of writing that serves all writers for all their aims, mode, intents, and audience. It is believed that the writing process is linear: all planning precedes all writing (often described in the paradigm as transcribing), as all writing precedes all revising. It is also believed that the process of writing is almost exclusively conscious: as evidence, a full plan or outline can be drawn up and adhered to for any piece of writing: the outline also assumes that writing is transcribing, since it can be so totally prefigured; thought exists prior to its linguistic formulations. Teachers believe that because writing is a conscious process, it can be done swiftly and in an orderly form. Finally, writing is taken to be exclusively a silent and solitary activity (Emig, 1981).

Emig (1981) further states and in contrast to the above existing paradigms that developmental researchers currently see writing as predominantly learned rather than being taught. Such research has also indicated that writers of all ages as frequently work from wholes to parts as from parts to wholes: in writing, there is a complex interplay between local and global concerns: from an interest in what word should come next, to the shape of the total piece. Research in the writing process found that there is no monolithic process of writing: there are processes of writing that differ because of aim, intent, and audience, although there are shared features in the ways we write, there are as well individual, even idiosyncratic, features in our processes of writing. Findings revealed that the processes of writing do not proceed in a linear sequence: rather they are recursive – we do not only plan, then write, then revise; but we also revise, then plan, then write. Writing is as often a pre-conscious or unconscious roaming as it is a planned and conscious rendering of information and events. Developmental research in writing processes pointed out that the rhythms of writing are uneven, that is to say, the pace of writing represents significant learning.

Writing is also a slow process since it involves supplying the specific and explicit links to render lexical, syntactic, semantic, and rhetorical pieces into organic wholes. In conclusion, research findings state that the process of writing can be enhanced by working with a group of other writers, perhaps a teacher, who would give vital response in the form of an appropriate advice. These findings are summarised from Emig (1981).

2.5 Research conducted in the area of Writing Process

As has been mentioned elsewhere in this chapter, modern writing theory focuses on the writing process instead of the product, since a written product is much more than the act of putting words on paper. It is the result of a broad range of interconnected task and planning constraints that condition the content form of the final product.

One theorist who concentrated on the writing process is Burke (1969), whose theory of "identification" presumes that the reason that human beings act rhetorically on one another is to promote social cohesion. Thus, in considering the writing process, one of the rhetorical processes, the motives, become of primary importance. Kinneavy (1971) goes further to suggest a theory of language pragmatics in which a major section concerns the aim of discourse.

Britton (1975) considered audience as a controlling factor in any use of rhetoric. According to Britton, audience determines the kind of writing that the writer does. The writer begins by writing for self. Such writing is termed "expressive" by Britton (1975) and is congruent with Piaget's theory of cognitive development which plots progression from an egocentric view of the world, away from self, and toward an exocentric view of the world. Britton (1975) mentions that as the writing development continues and progresses, the writer gains more ability to write for increasingly distant audiences.

Flower's (1979) theory echoes Britton's consideration of distances. Flower's "Writer-based" prose is that writing which one can label as immature. It is the type of writing in which the writer assumes that the reader has the identical experience as the writer and, therefore, can interpret the text as easily as can the writer. The laywriter begins at the egocentric point, and then, with maturity and experience in writing gradually moves to the "Reader-based" prose. Therefore, "reader-based prose" is the mature writing in which the writer takes the audience into consideration.

Moffett (1965) offers another consideration of distance. One of his dimensions of distance is the "I-You" relationship which represents the distance from the writer to the audience. The second type of dimension is the "I-It" relationship that indicates the distance from the writer to the subject. According to Moffett (1965) increasing distance from the writer along the "I-You" continuum or along the "I-It" continuum is equivalent to the increasing level of abstraction in the writing that is produced. For instance, a journal entry involving a personal experience would be easier to attempt than a political article to be published in a newspaper. The reason being that in a journal entry the audience would be the writer and the topic would be very close, but in the newspaper article the audience and the topic become further removed from the writer, thus the task needs more skill and sophistication.

Flower and Hayes's (1981) model of the writing processes includes three major elements: the task environment, everything outside the writer, the writer's long term memory, the shared knowledge of the topic, the writing plans, and audience; and the writing processes that include planning, translating, and reviewing, that are properly controlled and monitored by the writer provided he has the purpose and the motive to do so.

2.6 Conclusion

Writing as it has been defined in the present chapter is a complete activity. It involves the specific kind of knowledge that a writer possesses and is able to discover in constructing meanings and expressing them. It is a problem-solving activity, where one needs to create an internal representation of the problem and to form strategies in order to reach his goals. Writers need to select and use language devices to assist the reader to comprehend the written piece of work; their choices include the selection of communicative setting such as dialects, registers, and discourse types or genres; or language choices such as referring devices, conversation implicatures, devices to signal topical organisation and purpose, and explicitness. The proper manipulation of such devices will ultimately lead to a much fuller understanding on the part of the reader regarding the organisational principles which determine the structure of well-formed sentences and well-formed discourse.

The results of this study will later reveal that when writers fail to take into account such holistic issues, then their attempts in writing an overall coherent text would not reveal encouraging results. The written performance would certainly show various signs of defects in the writing process.

CHAPTER THREE

COHESION: a means of local connectedness and a binding force within a given text

3.1. Cohesion: the basic concept

Cohesion is a linguistic connecting process within a text. It is the process whereby an element in the discourse whether spoken or written depends on another to clarify the intended meaning. Language reveals three levels of coding, the semantic level (meaning), the lexicogrammatical level (form) and the phonological and orthographic level (expression). In the cohesive process elements that are structurally unrelated to one another are linked together, through the dependence of one element on the other for its interpretation.

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 Cohesion is one of the components of the writing process which is closely associated with the coherence of a text. It refers to the links which provide the (necessary connection and transition in a given text.) Cohesion also indicates the potential that the speaker or writer has at his disposal for enabling further comprehension of the text. It is a process that mainly refers to the semantic units which form ties in any given text. (Those ties, in turn, form intra- or intersentential links which join ideas or propositions.) Cohesive ties may also form cohesive chains or networks which link units of discourse. These cohesive chains may indicate the relationship between coherence and cohesion more accurately than the study of cohesive ties alone (Hasan, 1984a). Therefore, cohesion refers more specifically to the relations of meaning that exist within a text. In this regard, if one examines all the metaphors used to describe the cohesive system such as 'chain', 'distance', 'tie', 'coherer' etc.; all would imply that connectedness and interrelatedness is at the core of the semantic meaning and that complex meaning is not developed in a single word or phrase but through longer semantic structures that cross or intertwine with others. To illustrate, consider the following sentence:

- a. Laila promised to send me the money, but she hasn't done.

Both the noun "Laila" and the pronoun "She" are dependent on each other. It would be hard to comprehend and interpret the precise meaning of the discourse unless one is capable of forming a cohesive relation between the referent and its appropriate item in the form of the pronoun She. Bearing this definition in mind, then it is possible to say that cohesion is a general text-forming relation.

Cohesion is viewed as part of the language system, rather than arising from outside the text. It is a non-structural process, where the cohesive ties can occur within and between sentences, and these ties can indeed operate over quite long distances. Halliday and Hasan (1976) documented in detail the various cohesive devices of reference (e.g. by personal pronouns, demonstratives, comparatives, etc.), substitution (nominal, verbal or causal), ellipsis (substitution by zero), conjunction and lexical cohesion. Such devices become cohesive if the source of their interpretation is located within the text, in this case what is known as a cohesive tie is established; it is in fact the establishment of such a tie that creates the cohesion. In this respect, the term, "tie" itself implies a relation: one cannot have a tie without two members, and the members cannot appear in a tie unless there is a relation between them. Therefore, the two members of any tie are tied together through some meaning relation, and this forms the basis for cohesion between the messages of a text.

3.2 Means of Cohesion

There are various means through which one can achieve an internal connectedness within a given text. In this regard, one needs to view cohesion from a wider perspective. It is proper to say that the overall intended meaning in a given discourse can be better retrieved if one can form the required relationships between the different cohesive devices either in short or long distances amongst the various sentences in the said

discourse. However, there are also other means other than the use of cohesive devices that support the internal connectedness of a given text in order to present it in the form of a complete package serving the purpose of better comprehension. In the following sections I will be discussing some of these means that are necessary for the cohesive process.

3.2.1. Cohesive Devices

Halliday and Hasan (1976) in their attempt to study cohesion as a connecting process within a given text offered a list of cohesive devices. These are the devices that are used in the writing process in order to create the essential links and the necessary cohesive ties in a given text. These devices appear in the form of cohesive ties between sentences that stand out more clearly in a discourse because they are the only source of texture (the ability of a text to function as a unity with respect to its environment), whereas within the sentence there are the structural relations as well. Halliday and Hasan (1976) classify cohesion into the following cohesive ties.

3.2.1.1. Reference Ties

In every language there are certain items that possess the property of reference. In this process the information retrieved is the referential meaning, that is to say, the identity of the particular thing or class of things that is/are being referred to; and the cohesion lies in the continuity of reference, where the same thing enters into a discourse for a second time. In other words, a reference tie exhibits a semantic relation, in which meaning is specified through identification of a referent; the source of identification in this case is the situation, this would make the relation of reference basically an exophoric one. Or one would say that the meaning of reference indicates what is known as co-interpretation, which means that there is a semantic

link between the reference item and that which it presupposes. Reference is sub-classified into the following reference ties:

- a) Definite reference, which include Personal Pronouns: He, Him, She, Her, Hers, It, Its, They, Their.
- b) The definite article THE
- c) Deictics, these include This, That, These, Those, Here, There, Then.
- d) Comparatives: Same, Identical, Similar(ly), Such, Other, Different, Else, More, Less, As Many, Ordinal numbers.

3.2.1.2. Substitution

In the simplest definition substitution is taken to be the replacement of one item by another in a given text. Therefore, substitution is a device for abbreviating and for avoiding repetition. In this second respect it is similar to the use of lexical equivalents that are not identical repetition. Across sentences, substitution seems to be optional, and for stylistic reasons. Within sentences, it is sometimes obligatory. The cohesive ties that generally assist in the substitutive process are pro-forms such as One-Ones- Do- So. The following sentence would illustrate the function of the tie further.

- a. "Did you buy the red apples?"
- b. "No, I bought the green ones instead."

The word "ones" in sentence b substitutes for the word "apples" in sentence a.

3.2.1.3. Ellipsis

This is the process in which omission or deletion of an element whose meaning is "understood" because it is recoverable from the context. It is purely a surface phenomenon. In other words, it is the absence of some

required stretch of language that has to be supplied by the listener or reader to make sense of the sentence encountered. It functions as a type of short-term repetition and is only countenanced in our discourse analysis as a means of creating repetition in those cases where a sentence is grammatically incomplete unless something is supplied from earlier in the text. There are different types of ellipsis, some of these are listed below:

- a. The elliptic genitive
His mind is like Newton's (mind)
- b. In comparative constructions
Ahmed likes cinema more than Fatima (likes the cinema).
- c. Across sentences
 - aa. "Did you talk to Ali about it?"
 - bb. "No, (I spoke) to Farida (about it)"

It is worth mentioning that some types of ellipsis are not dependent on the adjacent linguistic context for their interpretation. They may, however, be dependent on the situational context. For example, **Told You** can be expanded in any way to **I told You So** or to **We told You So**.

3.2.1.4. Formal Repetition

This is the repeated use of an expression (a morpheme, a lexical item, a proper name, a phrase etc) in a given text. Formal repetition can be sub-classified into:

- a. Repetition of the same or closely related word, including inflections and derivations, not necessarily with the same meaning or referent.
- b. Repetition of synonyms such as King and Ruler, and hyponyms where semantically related words are expected to be found together and interpreted in terms of each other, such as (tree) and (leaf)

- c. A word of a more general, higher category that includes the original items as a subset of it.
- d. General nouns usually accompanied by the reference item THE or a demonstrative.

3.2.1.5. Collocation

Collocation indicates the relationship that a lexical item has with some other lexical items in a given text. It is the process whereby words appear in recurring combinations in a written composition; such a relationship does not necessarily take place between adjacent words – it might be spread through the whole text. The lexical relationship created by such words is subconsciously recognised by the reader. Furthermore, collocative relations contribute in the creation and organisation of the text, because each time the reader faces a word in context, that particular context gets either reinforced, modified, or in turn assists in the creation of further collocation(s) for him. There would also be individual variations in the types and strengths of collocation each reader recognises depending on the text he is dealing with. The following example would further assist to clarify the above definition:

- a. Beautiful weather
- b. handsome weather.

In the first example the adjective 'beautiful' collocates with the noun 'weather', whereas in the second example 'handsome' does not collocate with the noun following. There are other links of collocation that one can indicate in a given text, nevertheless, on all occasions they take the form of repeated lexical items. Therefore, in the present study I have decided to consider the collocative links in the category of lexical repetition.

3.2.1.6 Linkage

Linkage in the cohesive process is mainly represented by the role played by the co-ordinating conjunctions. The conjunctive process is based on the assumption that there are in the linguistic system forms that show systematic relationships between sentences. The logical relations that are revealed by the conjunctive process are therefore embodied in the linguistic structure in the text in the form of co-ordination, apposition, modification ... etc. Conjunctions as cohesive markers can be sub-classified into the following categories:

- a) **Adding Conjunctions:** And – Also – Nor – Else – And Not – And Also – Furthermore – Added to that – Alternatively – By the way – Incidentally – That is – In other words – Thus – Likewise – In the same way – On the other hand.
- b) **Contrasting Conjunctions:** Yet – Though – Only – But – However – Even So – All the same – In fact – Actually – And however – Conversely – Instead – On the contrary – At least – In any case – Or rather – Anyhow.
- c) **Cause Conjunctions:** So – Then – Therefore – Consequently – On account of this – In consequence – With this in mind – For – Because – It follows – Arising out of this – To this end – In that case – In such an event – Under the circumstances – Otherwise – In this respect – Apart from this.
- d) **Time and Summation Conjunctions:** Then – Next – Before that – Hitherto – In the end – First – Finally – At once – Soon – Meanwhile – Until then – At this moment – In conclusion – From now on – To resume.
- e) **Continuing Conjunctions:** Now – of course – Well – Anyway – Surely – After all.

3.2.2. Grammatical means in support of the cohesive process

In the above section I have discussed the means whereby cohesion within a given text is achieved by the use of specific words or phrases. However, I have also mentioned that there are other means that one needs to take into account in order to present an overall cohesive text. Lexical cohesion requires the support of grammatical cohesion. In any typical text, grammatical and lexical cohesion move hand in hand, the one supporting the other. In this case, grammar becomes a crucial language component that needs to be considered whenever cohesion is discussed. The set of cohesive relations is usually incorporated within a sentence structure, and these relations are subjected to certain restrictions because the grammatical conditions of "being a sentence" ensure that all parts go together to form a text (Halliday & Hasan, 1976). Therefore, one would conclude that cohesion is expressed partly through grammar and partly through vocabulary. But we need to observe that when we talk of cohesion as being "grammatical or lexical", we do not imply that it is a purely formal relation, in which meaning is not involved. The cohesive relations may be found within a sentence as well as between sentences. Hence, cohesion in turn can lie in the relation that is set up between two words, and as for the rest of the grammatical units—sentences, clauses, groups – these are internally "cohesive" simply because they are represented as structured patterns. In other words, parts of a sentence or clause are said to 'cohere' with each other, by virtue of the structure. There is also a sense in saying that the sentence is a significant unit for the cohesive process because it is the highest unit of grammatical structure: it tends to determine the way in which cohesion is expressed.

3.2.3. Tense and Aspect as means in support of the cohesive process

Cohesion is also supported by Tense and Aspect (Beaugrande & Dressler, 1981:69). There are usually means to distinguish: (a) past,

present, and future times; (b) continuity vs. single points; (c) antecedent vs. subsequent; (d) finished vs. unfinished. In addition to this, there are a limited number of possible structures, such as types of modification or subordination, transitivity or modal structures and the like, which state the relation among the parts can be specified within a sentence, or any similar unit. But we cannot in the same way list a set of possible structures for a text. Instead we have to show how sentences, which are structurally independent of one another, may be linked together through particular features of their interpretation. It is worth noting that some of these distinctions arise mainly from the perspective of the text users at that moment, and others from the organisation of the text world's situations or events among themselves, for instance, when the verb systems do not make the necessary distinctions explicit, modifiers or conjunctions must be used instead.

3.3. The Context of Situation

Elsewhere it has been indicated that cohesion is mainly identified as a means of signalling semantic relations; such semantic relations need to be considered within the framework of what is called the 'context of situation' in which a text is embedded; and which refers to all those extra-linguistic factors which influence the text in one way or another. It was Malinowski (1923) who first formulated the concept, and later Hymes (1967) categorised the speech situation in terms of eight components, and these are: form and content of text, setting, participants, ends (intent and effect), key, medium, genre and interactional norms. Halliday, McIntosh and Strevens (1964) in their turn proposed the three components of Field-Mode-Tenor, where each of these indicate a certain aspect of the text: (a) Field – the total event, in which the text functions, together with the purposive activity of the speaker or writer; thus it includes the subject-matter as one element in it; (b) Mode –

the function of the text in the event, including both the channel taken by the language, either spoken or written, and its genre, as narrative didactic, persuasive; (c) Tenor– refers to the type of role interaction, the set of relevant social relations, permanent and temporary, among the participants involved.

Taking the context of situation into account, one can then go further to establish the semantic relations in a given text. In this regard, one would say that there is one specific kind of meaning relation that is critical for the creation of texture, where one element is interpreted by reference to another; whenever the interpretation of any item in the discourse requires making reference to some other item in the discourse, we can say that there is a cohesion.

3.4. Theories of Cohesion

3.4.1. Halliday and Hasan's 1976 Cohesive Theory

I have earlier pointed out that Halliday and Hasan's (1976) theory of cohesion depends on the view that a text is created by cohesive relationships within and between sentences. One can obtain such relationships with the help of the various cohesive ties in the said text. If a writer is capable to use all the available cohesive ties properly, this will certainly enable the reader to retrieve the intended meaning of the composed text.

If one examines Halliday's **Systemic Functional Grammar**, it will be observed that semantics (meaning) is the basis of the grammar. On the one hand, functional grammar does not deny that certain principles of syntax do apply, and on the hand, it seeks to consider and identify the role of various linguistic items in any text in terms of their function in building meaning. Halliday's functional grammar examines both written and spoken modes of the language in use, and aims to explain the differences between the two

and the importance of both. Finally, this type of grammar allows useful movements across the text, addressing the manner in which linguistic patternings are built for the construction of the text as a whole in its particular 'genre'; and in response to the context of the situation which gave rise to it..

In this regard, I have earlier mentioned that the concept of cohesion can be systematised by classifying it into a small number of categories, such as (a) reference, including antecedent–anaphor relations, the definite article THE, and demonstrative pronouns; (b) substitution, including words such as one, do, so, so, etc.; and several kinds of ellipsis; (c) conjunctions involving words like And, But, Yet, etc.; (d) lexical cohesion, which has to do with repeated occurrences of the same or related item. These are the set of linguistic resources that every language has (as part of its textual metafunction) for linking one part of a text to another, that is to say, to enable one part of the text to function as the context for another. Each of these categories is represented in the text by certain features such as repetition, omission, occurrences of certain words and constructions, which exhibit in common the property of signalling that the interpretation of the passage in question depends on something else, and the condition is if that 'something else' is verbally explicit, then one can say that cohesion exists. The cohesive ties that have just been indicated can still further be classified in terms of their relations into (a) Exophoric relations and that happens when the relationship cohesively lies out of the text. Although exophoric relations do not have a direct link with the overall structure and the internal cohesiveness in a given text, nevertheless, they are part of the connecting procedures for both the writer and the reader, because both of them need to recall their general knowledge and experience in order to provide the global connectedness in addition to the internal cohesive world within a given text. (b) Endophoric relations where in this case the relation occurs cohesively within the text. The endophoric relation is once again sub–classified into

(bb) Anaphoric relation which looks back for a cohesive interpretation, and
 (bc) Cataphoric relation which in turn looks forward for cohesive relation.

Halliday and Hasan in their 1976 work **Cohesion in English** provided a taxonomy that one can apply to distinguish the strength and weaknesses of a written performance. The system upon which such taxonomy operates is simply by counting the cohesive ties according to their categories. In accordance with such counting, it would then be possible to say which written text is better connected and offers better texture than the other. In turn the text revealing better connecting procedures would convey the intended meaning and would be read and comprehended better than the text implementing weak connecting ties.

3.4.2. Hasan's Modification of the Cohesive Theory

Hasan suggested further modification to the cohesive theory (Hasan, 1984 a/b), leading to considerable refinement of the concepts of register consistency and cohesion as hallmarks of well-formed text. In her revised categories of cohesive devices the relation of coreference holds between linguistic items which refer to the same entity, and is thus normally realised by the cohesive device of reference (pronominal, demonstrative, etc). although lexical equivalence may also serve this function. The relation of co-classification holds between two entities or events which, though not identical, are members of the same class, as is the case in (**My father likes rice. My mother does too**, where the 'rice-likings' are not identical but related in terms of class membership), and is most usually realised through the closely-related devices of substitution and ellipsis, but sometimes also by lexical repetition. The third and the final relation indicated by Hasan is that of co-extension, where two linguistic items in a text belong to the same semantic field, but not to the same class (as in **My brother likes apples My sister prefers oranges**; where the pairs **brother/sister, likes/prefers** and

apples/oranges are linked semantically, but do not relate to individual instances of the same class of entities or events). Co-extension is realised lexically as is obvious in the examples given earlier. Hasan distinguishes between general lexical relations, which exist between items independently of the particular text in which they occur, and instantial relations, which arise because of the local demands of a certain text. For instance, in a particular story about one's teacher, the expression '**My teacher**' and '**John**' might be used coreferentially, but this relation depends on knowledge, derived from the text or extra-linguistic situation shared by the speaker/writer or hearer/reader, that my teacher's name is John.

As part of her attempt to modify the theory of cohesion, and within the class of general lexical devices, Hasan (1984 a/b) enumerates the sense relations of synonymy, antonym, hyponymy, meronymy (the term meronymy refers to a part-whole relation as in the case of tree, limb, and root), and the final sense relation is that of repetition within the instantial class. She also recognises equivalence, naming and semblance (relations set up by such devices as similes within the text).

One added feature of Hasan's modification in the theory is that of Cohesive Harmony (Hasan, 1984a). The idea of cohesive harmony is based on the recognition of cohesive chains of lexico-referential kinds. She believes that what makes a text coherent is not merely the presence of such chains, but their interaction with one another. She argues that cohesive devices are the realisation of semantic groups, and discusses the cohesive chains in terms of the underlying semantic relations of co-reference, co-classification and co-extension. Coreferentiality chains are therefore sub-categorised into two types: Identity Chains and Similarity Chains. The relation between the members of an identity chain is that of co-reference, where every member of the chain refers to the same thing, event, or whatever. This particular identity chain is text-exhaustive, i.e. it runs from

the beginning till the end of the text, while members of the similarity chain are related to each other either by co-classification or co-extension. Each such chain is made up of items that refer to non-identical members of the same class of things, events, etc. For example, a similarity chain would occur with members like **Went-Walk-Got** (i.e. reached); the relationship between these items is not identity of reference but that of similarity, where the referents lie within the same general field of meaning. The items in a text that form part of one or more chains are termed **Relevant Tokens (RT)**; while items which do not participate in chains are called **Peripheral Tokens (PT)**. Those relevant tokens which are involved in chain interaction are said to be **Central**, and those that do not take any part in the interaction are termed **Non-Central**, and chains which interact with a large number of other chains are said to be **Focal** (Hasan, 1984a).

Furthermore, and in her attempt to revise and modify the cohesive theory Hasan (Halliday & Hasan, 1985) has been concerned with the idea that a well-formed text need not only be cohesive, but also consistent in register, showing functional adaptation to the situation in which it is produced and understood. In this respect, Hasan introduced the term 'contextual configuration' (CC), this concept indicates the complex of values for field, tenor and mode characterising a particular situation type. Using the contextual configuration available in a given discourse Hasan then predicts aspects of the macrostructure of the said discourse or text, in terms of possibilities for occurrence, sequencing and iteration of obligatory and optional structural elements. She calls the macrostructure **Generic Structure Potential**. Hence, the **GSP** is an abstract schema, specifying which elements must occur in texts with a particular CC, which elements can but need not occur, what sequences of elements are permitted, and which elements may be repeated.

The difference between Halliday and Hasan's (1976) taxonomy and Hasan's (1984 a/b) taxonomy lies in the counting procedure of the cohesive items. In Halliday and Hasan (1976) counting for cohesion within a text is carried out for each cohesive tie, whereas in Hasan (1984 a/b) counting is carried out in terms of the cohesive chains and tokens. Therefore, to conduct a comparison in the writing quality of a number of whole texts, it might be useful to use Hasan's modified version of the taxonomy but in my present study I will not be using it.

3.4.3. Choosing a Taxonomy for analytical purposes

In view of what has been discussed in 3.4.1. and 3.4.2. it would not be easy for one to choose between Halliday and Hasan's (1976) approach for analysing a text, and their modified and revised versions (Halliday & Hasan, 1985; Hasan, 1984 a/b). It would be proper to say that Hasan's (1984 a/b) modification of the cohesive relations is more varied and diversified than the 1976 version of the taxonomy. Nevertheless, I decided to implement the 1976 taxonomy for my analysis of the various examples in chapter seven. The decision has emerged for the following reasons:

First of all, I feel that counting the cohesive density within a given text in the form of the various cohesive ties and chains is not a guarantee of a coherent text, and therefore it would not serve my purpose in the current study, since my aim in this research lies in investigating the kinds of problems that non-native writers of this background might face in their attempt to write a cohesive text. Secondly, my analysis in chapter seven depends on examples that on most occasions do not extend beyond the six sentences. All these examples were extracted from full authentic written versions attempted by the subjects in their free open-ended writing tasks. Therefore, I found Halliday and Hasan's 1976 version of the taxonomy more

suitable to apply to short examples than Hasan's 1984/85 modification of the cohesive relations.

3.5. Research Findings in Favour of and Against the Cohesive Theory

3.5.1. Introduction

Cohesion is an area of study which has initiated much research that in turn resulted in much disagreement among theories in the field of linguistics some of which I will discuss below. But beyond any doubt the work of Halliday and Hasan especially **Cohesion in English** (1976), remains widely acknowledged and the most comprehensive contribution to our knowledge of cohesion in English texts. The book is a detailed exploration of the view of how a text is created by cohesive relationships within and between sentences – this is to say, by the use of cohesive devices that are available in the language; it has been the most influential reference for text analysis techniques in applied linguistics ever produced.

3.5.2. Cohesion as a process necessary for text coherence

Cohesion as theory has attracted a number of research projects that were mainly based upon the idea of trying to find a relationship between cohesion as an internal world (local connectedness) of a given text and text coherence. It would be possible to classify the findings of these experiments into three different categories. In the following sections I will attempt to investigate and elaborate on these views. The discussion will reveal that cohesion as a linguistic theory has always stood in the midst of different claims either in favour or against it. We begin our discussion with findings in favour of the cohesive theory.

Using Halliday and Hasan's taxonomy, Irwin (1986) examined coherence factors in children's textbooks. The purpose of the study was to

examine the varying types and levels of coherence and cohesion in the language of eight social studies textbooks ranging from the first grade to the high school level. In this regard, Irwin defined coherence as "the psychologically significant semantic links that tie individual sentences to adjacent sentences. This is to be distinguished from global unity achieved through a larger organisational pattern" (Irwin, 1986:2).

Irwin examined three 500 word passages from each text in terms of instances in which a main clause did not share an argument with the preceding main clause in terms of cohesion analysis as represented by Halliday and Hasan (1976), and in terms of the explicit and implicit connective propositions described by Kintsch (1974). Irwin found that lower-level textbooks were more coherent than upper-level textbooks in terms of the frequency of shared arguments across sentences. She also found that in terms of total numbers of cohesive ties, connective concepts, and implicit connectives, no statistically significant differences were found across the selected grade levels. Interestingly, Irwin hypothesised that the lower level textbooks which are replete with cohesive ties, although not statistically significantly so, may have been more difficult for students to comprehend than would have been the case had there been fewer ties. Irwin suggested that the sheer density of the cohesive ties may have interfered with comprehension. Thus, Irwin did not necessarily equate a large number of cohesive ties with a high level of coherence comprehensibility.

Cherry and Cooper (1980) studied ties and discourse structure in average and superior texts written by students at grades 4, 8, 12 and college. They found that as words per T-unit (cohesive token) increased over the grade levels, so did cohesive ties per T-unit. This trend held true for both average and superior writers. For both groups, reference and lexical ties steadily increased over the grade levels; however, the increase in lexical ties far exceeded the increase in reference ties in both groups. An

interesting finding regarding lexical ties was that its highest category was "Same Item, Identical", with the highest incidence in that category being in the writing of superior students at grade 12. The highest peak in any lexical category was in collocation at the college level among superior texts. Substitution and ellipsis were rare with their occurrences fluctuating over the grade levels. Conjunctions showed an overall decrease in use from grade 4 to grade 15. Cherry and Cooper's study indicated that the use of different kinds of cohesive ties is in fact developmental in nature and that it changes with the maturity of the writer.

Neuner (1987) compared cohesive ties and chains (Halliday and Hasan, 1976) in good and poor essays of 40 college freshmen. The essays were randomly selected from 600 essays written by entering freshmen. Neuner found no difference in the frequency of the 18 kinds of ties among the two groups of essays. However, he did find that there are significant differences in distances of cohesive chains, variety of word types, and maturity of word choices among the good and poor essays. Neuner segmented each essay into T-units (Hunt, 1977). Then he computed the number and the percentage of each of the 18 types of cohesive ties in each essay. A strict interpretation of the cohesive units was employed at all times. Neuner also identified and counted cohesive chains in each essay. He further analysed the cohesive chains to determine the length of each chain and the variety of vocabulary used in each chain. A length of chain— also called distance — average and a variety of vocabulary average were computed for each essay. Length of chain is determined by counting the intervening T-units (cohesive tokens) between the first and the last units in each chain. Variety of vocabulary was determined by counting the total number of words in a chain, counting the number of different words in the chain, and then computing a percentage of different words. Finally, Neuner computed a maturity of word choice score for the words in cohesive chains.

This was done by using Standard Frequency Index. The SFI measures maturity of word choice by assigning values to words based on their frequency in American school books, magazines, and other common courses at the university level.

Neuner found that percentages of types of cohesive ties did not appear to distinguish good from poor essays, and average number of words per tie did not vary between the two groups. However, the length of cohesive chains did seem to distinguish good essays from poor ones with the chains in the good essays being longer and involving greater proportions of the text. Better essays also had a larger number of minor chains. Neuner's study revealed that better writers use a larger variety of words in cohesive chains and words which are considered more mature according to the SFI index.

Several researchers have investigated the relationship between the number of cohesive ties in a written composition and other features without employing specifically Halliday and Hasan's (1976) system. Their findings conform to the idea of consistency of cohesion. One such study by Stotsky (1981) examined growth in essay writing. The subjects were 20 tenth grade students who were instructed to choose and defend a position on whether the granting of high school diploma should be contingent on a student's tested competence in all the basic skills. Essays written by the students were holistically evaluated (see chapter 5 for further discussion of "holistic evaluation") and then the 12 papers judged lowest and 8 judged highest were analysed for the types and numbers of lexical cohesive ties used and the nature of the grammatical subject, or focus, of each clause.

Stotsky found that more pronoun subjects (81%) were used in low-rated essays than in high-rated essays (78%). Across-sentence lexical ties among low-rated essays totalled 49 and within sentence ties totalled 25, while across-sentence lexical ties in high-rated essays totalled 127 and

within sentence ties totaled 52. The number of different words entering in lexical ties in low-rated essays was found to be 321 while in high-rated essays the number was 502. The results indicated that an increase in vocabulary indicates growth in writing; however, the ways in which these words are used may be just as important an indicator of growth as the size of the vocabulary.

Another study which concerned cohesion and coherence in children's writing was conducted by Fitzgerald and Spiegel (1986). Their subjects were 27 third graders and 22 sixth graders. The subjects wrote two stories each for which they were given stems and were guided in a planning period. Thirty minutes was allotted for the planning and writing. Students who did not finish in that period of time were allowed to finish their writing the next day.

Fitzgerald and Spiegel (1986) scored each story for 13 cohesion variables, using Halliday and Hasan's (1976) taxonomy; coherence, using a modification of Bamberg's (1984) rubric; and quality, using a holistic rating. T-units (Hunt, 1977) were used rather than sentences for determining distance of cohesive ties. The analysis of variance and analysis of covariance procedures showed some evidence of a significant relationship between coherence and cohesion in children's writing. Writing of greater coherence contained shorter distances between ties and their referents, although the relationships varied according to text content. Generally, cohesion and coherence did not vary with quality of writing, nor did the relationship between cohesion and coherence vary according to grade level. The researchers also found an overall decline in use of cohesive ties -- except lexical ties -- and in distance between ties from third to sixth grade level. Coherence and quality, on the other hand, increased from third to sixth grade.

3.5.3 Cohesion as a by-product of text coherence

There are linguists who chose a middle stand between the first view which I have just discussed and the opposing view which I will discuss in section 3.5.4.

McCulley (1985) investigated the relationships among features of textual cohesion, primary-trait assessments of writing quality, and coherence for persuasive essay. The researcher studied a random sample of 493 persuasive essays written by 17-year-olds during the 1978-79 National Assessment of Educational Progress writing evaluation. McCulley found that 15% of the variance in writing quality could be accounted for by textual cohesion, and 41% of the variance in writing quality could be accounted for by coherence. However, McCulley also found that 53% of the variance in textual cohesion could be accounted for by coherence. The conclusive result for McCulley has been that textual cohesion is a sub-element of coherence.

Witte and Faigley (1981) were nearly identical with McCulley's findings. They examined five good and five poor college freshman essays. They found that about two-thirds of the ties in the essays were lexical. Moreover, the better essays had greater density of lexical ties than the poorer essays. In other words, low-rated college essays when compared with high-rated ones, the latter ones were denser in specifically lexical cohesive ties, and distance between the cohesive ties and their references were shorter.

Kieras (1981) in his research found that highly cohesive texts in which the dominant linking device operates through the control of topics are more coherent than the ones lacking such connectedness. This finding once again seems to follow from the assumption that cohesion is a by-product of coherence, its function being mainly to help mark or identify a discourse topic.

Reinhart (1980) views cohesion in terms of linear relations between pairs of sentences that are 'either referentially linked or linked by semantic connector' (Reinhart, 1980: 168). She further specifies that for a referential link to count as a cohesive device, the linked referent in the second sentence of the pair must be part of the topic or scene-setting expression of the sentence. She adds, however, that if a text fails to be referentially linked it can still be cohesive 'if its sentences are connected by semantic connectors' (1980: 176). Therefore, Reinhart assumes that cohesion is only one part of the necessary conditions for text coherence. This, if a cohesive text fails any of the other requirements on coherence (e.g. relevance) it would be coherent. However, it is crucial for Reinhart's approach that cohesion be considered as a necessary condition for text coherence.

3.5.4. Research Findings against the Cohesive Theory

The cohesive theory has attracted criticism against its function and its relation to the non-standard use of the term 'reference', the relation between exophora and endophora and between reference and substitution, and in particular the relation between cohesion and coherence (see Huddleston, 1978; Morgan & Sellner, 1980; Carrell, 1982; Brown & Yule, 1983). In this regard, Enkvist (1978) in his study indicated the inadequacy of cohesive ties across sentence as a basis for guaranteeing textness. Fries (1986) seems to share the same view. His findings suggest that although meanings are realised in language form, mere counting of the language forms contained in a text will not lead to useful judgements of readability of that text. This is to say, that mere presence of cohesive ties is not by itself a guarantee of a coherent text.

Morgan and Sellner (1980) provide some of the strongest criticisms of Halliday and Hasan's cohesive theory of coherence. Their criticism centres

on Halliday and Hasan's point that mere coherence of content does not suffice to make a text coherent, and that there must be some additional linguistic property (like cohesion) that enables a text to be coherent. Morgan and Sellner claim that coherence of a text is a matter of content which happens to have linguistic consequences. They further claim that Halliday and Hasan have mis-constructed all their examples by taking certain aspects of linguistic form as the cause, and not as the effect, of coherence, that is to say, they have not shown that their view of lexical cohesion has any explanatory value, nor have they shown cohesion to be the cause, and not the effect of coherence. In other words, recognising that text is about an example of a class of situations makes possible the complete processing of the cohesive element in that text. They claim that strictly linguistic approach to discourse analysis fails because the analysis assumes that all the burden of text comprehension rests with the language faculty. On the contrary, they say the mind employs all available resources to interpret discourse; and the meaning of a text is not limited to the text itself. For example, the ability to summarise is not a linguistic skill but is the ability to impose some kind of organisational structure on the event of discourse. Instead of counting cohesive ties in the manner of Halliday and Hasan (1976), Morgan and Sellner (1980) suggested that researchers need to explore the purposes or motives of speech acts as they relate to some goal.

Another criticism of Halliday and Hasan's (1976) view that cohesion causes coherence comes from Carrell (1982). Carrell argues that the concept of cohesion as a measure of the coherence of a text is theoretically unproductive in the light of theoretical and empirical research on schema theory. In the schema theory model, text processing is an interactive process involving both the text and the body of knowledge and experience that the reader brings to the reading of the text. If a reader has not had the experience to build schemata, then he does not bring the necessary body of

knowledge to reading experience, and new knowledge is difficult to comprehend (see Pearson 1984 for the definition of schema). Carrell (1982) shares the view with Morgan and Sellner (1980) that cohesion is not the cause of coherence, if anything it is the effect of coherence (Carrell 1982: 486). She warns against the idea of considering cohesive units as a remedy for producing coherence in student writing, because although cohesion contributes to the coherence of a written text, it accounts for only a portion of the quality of coherence.

Tierney and Mosenthal (1983) investigated the relationship between Halliday and Hasan's (1976) taxonomy for analysing cohesion and instructor's rankings of textual coherence. Twelfth grade students wrote essays about two topics. One essay was a biographical sketch of Nathaniel Hawthorne and the other essay was on the theme of evil in Hawthorne's work. Students were shown a sound filmstrip of Hawthorne's life before writing. Content and structure of the essay were controlled by the researchers' writing outlines of the two topics and requiring students to adhere to the outlines. Essays were ranked on a scale of 1 to 10 as a measure of coherence. The essays were also ranked using Halliday and Hasan's (1976) taxonomy. To control for variables of handwriting and spelling, essays were typed and spelling errors were corrected prior to scoring.

A statistically significant main effect was found for topic and cohesive patterning. As expected, a high percentage of personal and lexical ties in relationship to total ties was in the biographical essays, and a low percentage of these ties was found in the theme essays. Biographical essays were rated more coherent than were essays on the topic of evil in Hawthorne's writing. Because students had viewed a filmstrip on Hawthorne's life prior to writing, they were familiar with his biography, thus creating a familiarity effect. The familiarity effect correlated strongly with

coherence rating on the biographical essays. Tierney and Mosenthal found in their study that for temporal conjunctions, the cohesive index was an inadequate predictor of success. Their study demonstrated the complexity of coherence/cohesion issue and indicated that coherence could not be entirely accounted for by an index of cohesive ties used in a text.

Brown and Yule (1983) commenting on the concept of cohesion as it is developed by Halliday and Hasan (1976) pointed out a general ambiguity in their approach as to its status in relation to phenomena to be described as texts. The vagueness of position found in Halliday and Hasan may be clearly observed in their claim that cohesion should be viewed as an essential ingredient of text, at other times, however, implying that this cohesion should not necessarily be realised linguistically.

Giora (1985) also offers a point of argument against the concept of cohesion, where she states that the notion of sentence topic is necessary for an adequate definition of cohesion, but cohesion as such cannot account for the construction of a well formed text. That is to say, cohesion in the sense of referential control is not necessarily a factor that determines the well formedness of a text. Her claim is that it should always be possible to argue that a certain text is cohesive but incoherent. Then, it is possible that one can regard cohesion as a derivative notion stemming from a higher principle of coherence.

3.6. Conclusion

In chapter three a detailed review and discussion of cohesion as a linguistic theory has been conducted. Since the publication of Halliday and Hasan's main reference in the field, **Cohesion in English** (1976), the area has attracted the interest of quite a number of linguists, this in turn resulted in a substantial amount of research projects that have been carried out in the effort of examining and investigating the validity of the theory. The theory

seems to have created a three way split in belief between those who feel that cohesion (internal connectedness) is a distinct process and feature from coherence, and those who feel that cohesion is only a portion of the overall global coherence of a written text, and that both processes of cohesion and coherence are complementary to each other, whereas the third group feels that counting cohesive chains and ties in a given text to account for the cohesive feature is simply a waste of time. In the present study I find myself inclined to agree with the second view. The results of this study will support the idea that both processes of cohesion and coherence are the two faces of the same coin where one cannot function in the absence of the other.

In my work I will be using some of the cohesive concepts that have been discussed in this chapter in the analytical work of chapters six and seven. In this regard, I will attempt to examine some of the cohesive ties in both controlled and open-ended free writing tasks. In my examination of the cohesive ties in my subjects' authentic writing tasks I will be applying Halliday and Hasan's 1976 taxonomy. However, I would like to remind the reader that my main purpose of investigation will focus round the problems that non-native writers of this background might face in the use of cohesive ties.

CHAPTER FOUR

COHERENCE: a means of global connectedness and a binding force within a given text.

4.1. Coherence

The results of the present study will reveal that the major problem faced by the subjects of this study lies in the area of global connectedness within a given text. On several occasions the subjects failed in controlled and authentic writing tasks to place their sentences into an acceptable sequential order. In controlled writing exercises they were unable to indicate the various paragraphing boundaries. However, when it comes to their free open-ended writing tasks, and upon classifying the information provided in each paragraph, it is possible for the reader to feel the presence of some kind of schematic organisation. Finally, the subjects seem to have faced problems in using cohering features that mainly revolve round the context of situation, particularly the Field component.

The subjects' weak performance, particularly those who received the one point score and the two point score, has certainly reflected itself in the weak manipulation of some essential cohering factors. These factors are for instance, the improper use of general knowledge and experience in relation to a certain topic of writing, the subjects' inability to be logical and sometimes relevant in their text discussion, and some other minor issues. The factors which I have stated are difficult to measure because they are part of a writer's subconscious behaviour, and that is why on most occasions they are not considered for evaluation purposes. It would be proper to claim that the major problem has been in successfully manipulating the above cohering features by those who participated in the field study. Hence, the review in the present chapter will focus on the issue of concepts and relations governing coherence as a global connectedness and a binding force within a given text.

In this regard, I will endeavour to provide a detailed review in connection with the above cohering features. Thus, the discussion in this chapter will be directed towards providing a brief definition of the term

coherence, and a discussion of concepts and relations governing the cohering process. I will also provide a definition of the term 'text'. I will end my chapter with a discussion of text organisation and schematic patterning. My forthcoming analysis in chapters seven and nine examines the various authentic writing performances in view of the above mentioned areas.

4.1.1. What is Coherence?

In straightforward terms one can say that a text is characterised by coherence. At any point after the beginning, what has gone before provides the environment for what is coming next. This sets up internal expectations; and these are matched up with the expectations referred to earlier, that the listener or reader brings from the external sources, from the context of situation and of culture (Halliday & Hasan, 1985). That is to say, if we assume that the set of sentences we are dealing with constitute a text (because they are presented in an ordered finished sequence), we usually interpret them in such a way that it becomes a coherent whole.

However, coherence is not only the central part of the different cotextual and contextual information sources. It is also the central part of the text receiver's Constructive Thinking Process (Giora, 1985) which concerns the cotextual and contextual information sources. These Constructive Thinking Processes are variously termed inferences, inferential processes, reasoning processes, inferential strategies, inferential steps, inferential processing, and inferencing. The construction of coherence results from the text receiver's (inferential strategies of) selecting/organising the needed cotextual and contextual information sources. In addition, the construction of coherence merges from the text receiver's (inferential strategies of) disclosing the required links within/between/beyond the selected cotextual information sources.

The above characterisation would lead one to view coherence in its global form. The theory of global coherence is mainly the theory of discourse understanding; this means that the reader will try to derive a global theme or topic from fragments of the text. In other words, texts will construct what is known as semantic macrostructures. The macrostructures are derived from the text base by the application of macrorules to sequence of propositions, both those expressed by the text and those inferred from general knowledge (Dijk 1972a:77; Petofi 1983:22). The concept of "global coherence" indicates, however, not only a high level character (of the text), but also the complexity of a text (its organising levels and contexts). This is why Dijk (1979) speaks of semantic and pragmatic coherence (in his terms: semantic and pragmatic macro-structures).

The notion of coherence and its manifestation in the structuring modes of the text is subordinate to a higher and more overall principle, that of the "text totality" which can be called a text organising principle. That is to say, a principle of producing or describing, interpreting a text. This principle is, by its very nature, an overall property which is characteristic of the whole text as well as of all of its parts.

The above idea of subordinating coherence to a higher category has also been stressed by Dijk (1972a): "The notion of coherence and continuity are ultimately based on underlying macro-structures "(1972a:72). A similar view has also been expressed by Halliday and Hasan (1976:299): "What creates a text is the textual, or text forming, component of the linguistic system of which cohesion is one part". These concepts of "macro structures" and "textforming-component" both represent a super-ordinating category which in spite of various differences are, at least in this respect, similar to the text organising principle.

The students writers' inability to properly control the above text organising principle in order to present an overall connected text will not

adequately convey the intended meaning to the satisfaction of the reader. In the present study, it has been observed that the main problem facing the subjects has been their failure to recognise such a principle, whereby on a number of occasions they could not convey the intended message and meaning properly.

4.1.2. Coherence vs. Cohesion

In chapter three I have mentioned the various means of cohesion (local coherence). I have stated that cohesion within a text can be achieved by using cohesive devices in the form of the various cohesive ties (such as reference items, conjunctions, lexical repetition, ellipsis, and collocation) in order to provide the necessary connectedness between the various sentences in a given text. The proper use of these cohesive ties together with the grammatical means which I earlier indicated in chapter three would provide the required internal connectedness within a text. They would in turn assist both the writer and the reader to form the necessary links between the various parts of the text. The proper manipulation of the cohesive means would help in either conveying or retrieving the intended meaning. Nevertheless, using the proper cohesive means is by itself not a guarantee that a text is fully coherent, because as explained earlier in chapter three, a text can be cohesive without having explicit features of being coherent. The subjects taking part in this study have provided evidence for this claim. In their authentic writing tasks most were able to present a locally (cohesive) connected text but they failed to master the rest of the cohering features in order to provide the necessary global connectedness (coherence).

As there are means for achieving cohesion, there are concepts and relations that one needs to observe in applying the cohering features to a certain text. These concepts and relations would come under the canopy of what is known as the "Theory of Coherence". From my discussion it would

then be proper to argue that both the cohesive and the cohering means function side by side in order to present a well bounded text, and that neither cohesion (local coherence) nor coherence (global coherence) can operate in the absence of the other.

In the following sections I will attempt to provide a detailed review of some of these concepts and relations that one needs to observe in order to present a globally well connected text, because I believe that failure to take into account these cohering concepts and relations would ultimately result in a defect in the overall well-formedness of the text.

4.1.3. The Notion of Text

A text can be defined as language that is functional (Halliday & Hasan 1976, 1985). By functional, we simply mean language that is doing some job in some context, as opposed to isolated words or sentences. So any instance of living language that is playing some part in a context of situation, one can call a text. It may be spoken or written. One important aspect of the text is that it reveals the overall general meaning. Of course, the meanings have to be expressed, or coded, in words and structures, just as these in turn have to be expressed over again—recorded in sounds or written symbols. It has to be coded in something in order to be communicated; but as a thing in itself, a text is essentially a semantic unit. Because of the nature of the text as a semantic entity, a text, more than any other linguistic unit, has to be considered from two perspective, both as a product and as a process.

4.1.3.1. Text as a Product and a Process in the Writing Process

When we discuss the concept of text it is necessary to view it from two different perspectives, one as a product and the other as a process.

A text is considered a product because it is an output that can be recorded and studied. It possesses a certain construction which can be represented in systematic terms, as the case is with the four authentic writing tasks that the subjects attempted in this study.

On the other hand, a text is also viewed as a continuous process of semantic choices for the writer in order to convey his intended meaning. Hence, the meanings in a given text are connected in such a way that to understand them, we do not look separately at its different components; rather, we look at the whole written performance simultaneously from a number of different angles. Therefore, writing a text becomes a challenging process of how best a writer can make both the cohesive and the cohering worlds combine together for the sake of presenting a unified whole written performance. On the part of the reader each of the above perspectives contributes towards the total interpretation and comprehension of the written composition in the best possible manner.

Furthermore, the above two perspectives would enable one to view the text as a written component made of two unities. Hasan (1985) offered two major unities for the text:

- a. The unity of structure
- b. The unity of texture

In this regard, the structure of a text is defined as the overall structure; the global structure of the message form, whereas the unity of texture indicates the overall connectedness of the text. Hasan (1985) points to three elements of the structure of the text, which are:

- a. The Precipitative Event: an event that propels from one stage to another. It would thus lead to the second element.

- b. **The Consequential Event:** an event brought about as consequence of the Precipitative Event.
- c. **The Revelation:** The Consequential Event leads to some revelation of the facts hitherto concealed. The Revelation leads to a reinterpretation of the Precipitative Event.

The above three elements of structure in the Western model correspond to the Aristotelian definition of the Greek tragedy as being based upon the beginning, the middle, and the end. However, this type of structure does not apply to any type of text because different text types would use different structures. Even if the same words have been spoken or written many times before, each instance is in a certain sense unique. Hence, one would say that a text is considered a piece of "Literature" simply because of its high value of uniqueness. In my coming discussion of the structural organisation I will provide some additional types of text structures.

The findings of the present study revealed that the subjects taking part in this research were not explicitly familiar with the main characteristics of the concept "text", as a result of which they were unable to control the writing process in their authentic writing tasks. Hence, they were not in a position to link their internal structure (cohesion) with the global structure (coherence) of the text. The findings of this study could have been different if the subjects were able to command the global world (coherence) because many of the errors resulted from the same area of text connectedness.

4.1.4. Schematic Coherence

The human mind has the power to store and utilise world knowledge and experience. This system of storage usually takes place in the forms of Global Patterns. One means of achieving global coherence is by using

SCHEMES. These are patterns of events and states in ordered sequences linked by time proximity and causality (cf. Mandler & Johnson 1977; Spiro 1977). Schemes are the global patterns that are always arranged in progression, so that it becomes possible to set up hypotheses about what will be done or mentioned next in a textual world. Therefore, one would say that schematic coherence is the process whereby a text is classified into certain scheme (pattern) so as to divide the information package in the text into a number of levels. The various levels in a particular scheme appear in hierarchy and in the form of a paragraph, each level overlaps on the other to present a unified whole structural plan of the text, and each level in turn represents a specific component that deals with one part of the scheme. For example, if the level concerns the Problem part of the text, it would then provide the reader with a specific problem. This part will lead to the Response for the Problem raised earlier. However, such a classification can also be carried out between the various sentences within the paragraph itself (Hoey 1953:53).

Hence, schematic coherence is one added feature of text organisation that would assist in creating better writing procedures on the part of the writer, and it would also enable better comprehension on the part of the reader. In this regard, linguists seem to have been uncertain as to the exact nature of a scheme and to its absolute centrality in comprehension. Rumelhart (1977:31) suggest that the "process of comprehension is taken to be identical to the process of selecting and verifying conceptual schemata". Contrary to this view Beaugrande and Dressler (1981:199) contend that not understanding a text should be attributed to scheme match. However, any survey can not but make one aware of the power of the scheme theory, its value in emphasising the crucial role of expectation in text comprehension, and its suggestiveness for answering a number of the questions posed in the study of coherence in a written discourse. Furthermore, one would say that

discourse topics are partly dependent on the reading process which is linear by nature, where the reader is presented with "a language continuum (...) and he has to shift from sentence to sentence, from paragraph to paragraph, from scene to scene" (Hrushovski 1976:7). This reading process involves "linking numerous elements" towards an "understanding" of the text, which is primarily a process of constructing a hypothesis as to what the text is about (Hrushovski 1976:2). "Any reading of a text is a process of constructing a system of hypothesis or frames which can create maximal relevancy among various data of the text which can motivate their 'co-presence' in the text" (Perry 1979:43).

From the above review of the nature of scheme and the links that one ought to observe between the writing and the reading processes, it would be proper to advocate that if student writers do not possess explicit knowledge of these details, then one can expect them to face problems in handling their writing process, and to make their writing performance stand in its full cohering aspects. In my coming analysis I will attempt to investigate some of the concepts of this and the coming section. Attempts will be made to examine the possibility of classifying organisational patterns in the subjects' written performances. I will also attempt to examine the sequential ordering in the subjects' controlled and authentic writing tasks.

4.1.4.1. Sequence Gaps

When student writers attempt to perform an authentic writing task, they tend to leave a sequential gap(s) between their various sentences. This tendency on the part of the reader delays the comprehension process. A sequential gap arises when the writer fails to pursue his sequence in an orderly form for the purpose of clarifying some ambiguous information while being engaged in his writing process. Hence, the reader while reading the text feels the existence of the gap that refers to some missing information in

the text, which he in turn has to infer in order to complete the intended meaning, or on other occasions he has to look for the missing information endophorically by either searching for the proper reference anaphorically or cataphorically in the text. Therefore, leaving a gap in the written sequence does not only create vagueness and confusion but it also affects the overall general cohering pattern of the text and hinders the reading process on the part of the reader.

The findings of the current study revealed particularly in the area of text coherence that when student writers ignore issues such as the ones discussed in this section, which would assist in the building of the overall global connectedness of a text, then their written performance would not be satisfactorily received. For instance, the study has shown lack of information about way certain things happen in real life. Subjects on many occasions were unable to supply an orderly and convincing sequence to the satisfaction of their reader, and on many occasions the subjects left sequential gaps. This has ultimately led to some kind of disruption in the overall coherence of the text, for which the reader, in this case the researcher, had to infer the necessary information within the text both endophorically and exophorically.

My aim in this section has been to expose some of the less superficially obvious facts and details about the writing process. I believe that those who are responsible for teaching the writing course may not be well informed of such details. Therefore, when one familiarises oneself with such valuable information, then he would be in a better position to guide his own students in this important language skill.

4.1.5. The Problem–Solution Scheme

In this and the coming sections I will attempt to review some schemes that one can apply to different texts, since they are one of the main cohering features in text organisation. However, before I embark on my discussion of

the Problem–Solution scheme, it would perhaps be necessary to indicate that this type of scheme, and other relevant ones, do not apply to all kinds of text equally. I will attempt to review the Problem–Solution scheme in discourse structure since my study is partly based on it. I have selected Hoey's (1983) Problem Solution scheme because it has been found easier to implement for students of this background, and it deals with a variety of themes and topics. It is worth mentioning, that the subjects taking part in this study chose to write about topics that basically depend on the Problem–Solution scheme. The only reason could be that they find it easier to tackle a topic from the point of a problem that needs to be solved (see the questionnaire in Section B of the appendixes).

The Problem–Solution scheme was first identified by Monroe Beardsley (1950) who gives a short text which is divisible into five patterns:

- a. The Problematic Situation
- b. The Question
- c. The Hypothesis
- d. The auxiliary assumption used to deduce a consequence from the hypothesis.
- e. The Consequence, tested

Beardsley in his work shows the close connection between logic and language, and how language has specific linguistic means for conveying logical relations.

In some earlier versions of the Problem–Solution scheme, Alton Beaker (1965) is concerned with the identification of types of paragraph structure. He names two structures of particular importance – The Topic – Restriction – Illustration structure, and the Problem–Solution structure.

In Young, Beaker and Pike (1970) the Problem–Solution structure is offered instead a 'generalised plot' that is common in discourse. This 'generalised plot' can be presented under the heading of:

- a. Introduction
- b. Background
- c. Argument
- d. Conclusion

It is worth mentioning that a number of linguists have also identified the Problem–Solution discourse structure, or something nearly identical to it, since 1970. In this regard, one would also add Dijk's (1977) contribution to this scheme. Dijk notes the existence for narratives of the structure Setting – Complication – Resolution – Evaluation – Moral, and for scientific discourse the structure of Introduction – Problem – Solution – Conclusion.

Grimes (1975) in turn recognises the Problem–Solution structure. He comments (1975:211) "Both the plots of a fairy tale and the writings of scientists are built on a response pattern. The first part gives a problem and the second its solution. The solution has to be a solution to the problem that was stated, not some other; and the problem is stated to resolved. Again, however, the content of the second part is dependent upon the content of the first part to a great extent".

A more crucial role and a fuller description of the Problem–Solution are assigned in two papers by Hutchins (1977a; 1977b) which discuss the structure as it applies to scientific texts and relate it to other posited structures. Hutchin's description distinguishes the following parts:

- a. The problem
- b. The Solution
- c. Implication of Solution

Nevertheless, the linguist who has most pursued this line of investigation into discourse is E. O. Winter. He sets out to pursue the idea of using grammatical questions as a way of teaching science students to write reports. He divides grammatical questions into two types – starting questions, which define the type of discourse to be produced, and continuation questions, which seek to flesh out the detail provided by the starting questions. He further developed this issue and other techniques for revealing the Problem–Solution scheme. One of his published references to the structure was in *Instructional Science* (1977), where it is mentioned that the Problem–Solution structure in discourse can be identified by converting the written monologue into dialogue and the identification of lexical signals. For Winter the final structure for a minimum text would then reveal the following pattern in the Problem–Solution scheme: Situation–Problem–Solution (Response) – Result/Evaluation.

One needs to be cautious whenever one converts a monologue into a dialogue in order to know the nature of his discourse pattern. A linguistic "problem" need not be seen as a "real-world" problem by the reader, nor need the reader accept the linguistic "solution". The reader identifies the writer's problems and the solution presumably because they have been presented as such in the language itself. It is normally the structure that tells us of the reality, not the reality that helps us to create structure.

Winter also indicates that the relationships between clauses can be signalled in one of the three ways—by subordination (which he terms as Vocabulary 1), by sentence connectors (which include conjuncts, and which he terms Vocabulary 2) and by lexical items (which he labels as Vocabulary 3). He notes that items from all three vocabularies can frequently be used to paraphrase each other. Winter points out that the difference between these possibilities lies not in the relations they represent but in the contexts in which they would most naturally appear. Since vocabularies (1) and (2) are

closed systems, it follows, he suggests that their vocabulary (3) paraphrases must share some of their closed-system features.

Michael Hoey wrote a book titled **On the Surface of Discourse** (1983) providing detailed analysis of the various kinds of discourses based on the work of E. O. Winter. In dealing with the theory he defined the most essential concepts in connection with discourse analysis, and then applied those to many examples that he discussed. The writer provided a good analysis for either a sentence, a clause, a paragraph or even a written text, in order to see how the usual pattern of text organisation works. The book can be considered as a source for those wishing to investigate cohesion and coherence in the written performances of their own students. In the present research, I have applied Hoey's analysis of the Problem-Solution scheme in classifying the subjects' various information into paragraphing boundaries based upon the said scheme.

The different patterns in the Problem-Solution scheme can best be revealed from an example borrowed from Hoey (1983:53)

Situation	I was on sentry duty
Problem	I saw the enemy approaching
Response	
Inner Problem	I tried to open fire
Inner Problem	The gun's bolt jammed
Inner Response	Staying calm, I applied a drop of oil
Inner Evaluation	That did the trick
Inner basis	I opened fire
Evaluation/Result	I beat off the attack

From the above example it would be clear how each of the schematic patterns overlaps on the other forming a network of connected discourse. The above expansion can be recognised in a discourse whenever it is linguistically signalled, or where the appropriate linguistic tests can be successfully employed. The hierarchy of the Problem–Solution scheme can continue within a larger Problem–Solution component and the chain goes on in this way.

All the linguistic signals, whether they signal sentences, clauses or phrases, are evaluating signals, though not at the level of the overall text organisation. In this regard, the Situation and Evaluation parts are considered the fundamental units of discourse analysis, where the Problem/Response are the molecular forms built out of these atomic types of information.

Lexical items also seem to play an important role in signalling the relationships that exist between these patterns. In this regard, Milic (1967) shows how the use of conjuncts as signalling devices may give the illusion of logical relations rather than that of unity. It is worth noting that Halliday and Hasan (1976) in their turn discuss the role of conjuncts and the relations between sentences they indicate, though they deny the existence of structure as such beyond the sentence boundary.

An early indication of the nature of these signals is given by Garvin et al (1967). They attempt to paraphrase the connection between clauses by means of lexical items. They demonstrated that the kind of relations between clauses normally considered to be signalled by conjuncts only can also be signalled by full lexical items. In other words, lexis can accomplish the relational role normally assigned to closed–system items.

Finally, Farnes (1973) seems to have been concerned with the role of context in reading comprehension. He notes that 'link' or 'function words' (such as although, rather, whereas and similarly) impose a sequence on the

sentences in a discourse. In addition to the above types of cues, however, he notes that one can have cues of a different sort or "signposts". These relate either to the subject matter's content or its structure. He categorises them according to whether they tell the reader where he is going, where he is at a particular point, or where he has been. Farnes has recognised three important facts about discourse signalling. The first of these is that the function of a sentence or a group of sentences in a discourse may be signalled by a conjunct, a clause or even a sentence. The second follows inevitably from the first and it is that the function of a sentence need not be signalled from within the sentence. The third fact of importance Farnes draws attention to is that it is quite normal for the function of a sentence (or group of sentences) to be signalled in advance, i.e., cataphorically.

4.1.5.1. Other Types of Schemes

I mentioned in the preceding section that there are other schematic structures that one can apply to text coherence, particularly the narrative text. William Labov (1972) in an analysis of oral narrative identifies the following narrative scheme:

- a. **Abstract** – Labov considers this the first stage in narrative communication. In this part the narrator finds himself offering a summary of the whole story in one, two, or three clauses. For instance: "Did you ever face a situation in which there was nobody to help you?".
- b. **Orientation** – In this part of the narrative the narrator tries to draw clearly his time, place, participants, and their activity or the situation.
- c. **Complicating Action** – This part of the story provides the continuing development of the various events.

- d. **Evaluation** – In this section of the narrative the narrator has to indicate the point of his story. That is to say, why was it necessary for him/her to tell the story, and what are the things that he or she is getting at.
- e. **Result** – In this part of the story the narrator discusses and elaborates on the events that happened.
- f. **Coda** – This part of the story could be taken as the opposite of the Abstract, where some narrators use certain clauses to signal that their narrative is coming to an end or is finished. Codas usually remind both the narrator/writer and the listener of the point made in the beginning of the story. For example, a narrator might choose to end up his story with a clause such as "And this is how I was able to get over the situation".

R. E. Longacre (1974), similarly, assumes a narrative structure more or less identical with the above one. According to Longacre the notional structure of a particular story does not necessarily look like the surface structure, nevertheless, one would expect the surface structure to possess features similar to those of the notional structure. In his turn Longacre (1974) proposes the following notional narrative structure:

- a. **Exposition** – This part in the story holds the required information of time, place, local colour, and the people taking part in the narrative. This information is necessary for the coming build up of the other parts of the story.
- b. **The Inciting Moment** – In this part of the narrative the writer finds a peculiar event or theme around which he creates his tale.

- c. **Development Conflict** – This is the process whereby the narrator continues to develop his theme in order to intensify or deteriorate the events in his narrative.
- d. **Climax** – This is the process where the narrator gradually builds his events heading towards the highest point in his narrative.
- e. **Denouement** – In this part an important point takes place that assists in bringing about a resolution.
- f. **Final Suspense** – This part of the narrative is considered to be a continuation of the preceding one. In other words, the narrator in this part continues to solve his resolution (s).
- g. **Conclusion** – This is the final stage that brings the narrative to its happy or sad end.

It would be possible to argue that the above narrative structures are a wider and advanced version of the Problem–Solution scheme. The following comparison would show that Labov's and Longacre's patterns in their narrative structures can be represented by Hoey's Problem–Solution scheme.

<u>Labov (1972)</u>	–	<u>Longacre (1974)</u>	–	<u>Hoey (1983)</u>
a. Orientation	–	Exposition	–	Situation
b. Complicating	–	Inciting Moment	–	Problem
Action		Developing Conflict		
Evaluation		Climax		
c. Result	–	Denouement	–	Response
		Final Suspense		
d. Coda	–	Conclusion	–	Result/Evaluation

From the above comparison it would be observed that the contents of orientation, exposition, and situation would mainly be directed towards furnishing the reader with the necessary information concerning the time, place, the characters etc. In other words, these patterns in the above three schemes would assist the writer to draw the required background for his narrative. This could also be applied to the nature of patterns b, c and d in the above three schemes. Nevertheless, Labov's and Longacre's schematic structures may be more suitable for advanced and complicated narratives. They may also be suitable for native student writers.

But when it comes to non-native writers of poor writing background, as it is the case in this study, I would advocate the use of simpler narrative structure such as the Problem-Solution scheme, because it would be the foundation upon which future writing practices can be established. When the students receive the required practice and gain confidence in their writing process, it would then be possible to expose them gradually to some other more complicated and advanced writing schemes. For instance, I think the Problem-Solution scheme for topic one in the authentic writing tasks (see chapter seven and nine) is suitable for non-native writers of this background as part of their gradual training in the writing process towards much higher goals. In fact, I found the Problem-Solution approach much easier for the subjects of this background to adopt. The reason could be the simplicity of applying this type of scheme to some very common themes in every day life. The other reason could well be the application of such themes for the various writing practices in the intermediate and secondary schools. Therefore, it would become necessary to enable the students of the same background to gain explicit knowledge of how to construct a composition based on the Problem-Solution scheme.

4.1.5.2. Text Typology under the Problem–Solution Scheme

There are different types of text that are written for different occasions and purposes. For example, writing a recipe is one type of text and attempting to write a horoscope is another type. Each text requires a schematic organisation that would make it look different from other texts. In this regard, I have found that the Problem–Solution scheme may provide the schematic organisation for a number of texts for writing which is viewed as a problem solving issue. The texts that can be considered under this scheme are varied in their nature. For instance, writing a short and a simple narrative like the one I have in this study (see chapter seven–task one in the authentic writing tasks) may easily be based on the Problem–Solution scheme. However, this does not deny the fact that one can apply other much more complicated schematic organisations to the task. Writing a recommendation letter if examined from the Yemeni context can also be considered as a text belonging to this scheme (for further discussion see chapter seven and nine). Even attempting an instructional type of text (see chapter eight–task three) may also be examined under the Problem–Solution scheme, if the information package is considered as a whole and then classified under the various patterns of the scheme.

For the purpose of this study I have provided the subjects with a variety of texts that could be classified under the Problem–Solution scheme (see the questionnaire in appendix B for text types). It would be observed that the majority of the subjects were in favour of writing texts that could be based on the Problem–Solution scheme. If non–native student writers set their goals on such texts, then they need to gain access and the explicit knowledge of this type of scheme, and later they can move on to some other more complicated schematic organisation like the ones in the preceding section.

4.1.6. Research Findings in the Area of Text

In conclusion to the discussion in this chapter, it would be appropriate to review the research findings in the area of text. I begin my review with the notion of text analysis.

Written texts differ radically from spoken; the amount of time available for composition permits extensive revisions and consequently the production of a much more polished and highly organised text emerges. There are two major approaches to text analysis within the sphere of stylistics. One is concerned particularly with narratives; it begins with the concept of a complexly organised text and attempts to show structure in terms of narrative, not linguistic, units. The analysis is based on the breakdown of the topic or content into episodes and events on which operations analogous to the sentential operations combination, transformation, embedding, and so on, can be performed (Chatman, 1969). The other approach beginning with the idea that a text has been carefully composed, looks at the grammatical choices the author has made, and discusses their literary effect and effectiveness; authors of this approach are concerned with the principles of connectivity which bind a text together and force co-interpretation (cf. for example Dijk, 1972a; Gutwinski, 1976; Beaugrande, 1980; Beaugrande & Dressler, 1981; Halliday & Hasan, 1976; Halliday, 1971; Sinclair 1966, 1968). In this regard, Brown and Yule (1983) suggest that Halliday and Hasan were not attempting to explain how texts are understood but were instead concerned with the linguistic resources available in English for making relationships within a text.

Research in the field proceeded and led to the discovering of types of texts structures and the attempt to classify them in some sort of scheme. Occasionally, the framework was expanded to include sequences of texts or situations of occurrence (Pike, 1967). It is worth mentioning that both Katz and Fodor (1963) argued that the text might as well be treated as one

super-long sentence that happened to be joined by periods rather than conjunctions. Karl-Erich Heidolph goes further in this issue to suggest the factors of accent, intonation, and the word-order within a sentence in the vicinity. He suggested that a feature of 'mentioned' vs 'not mentioned' could be inserted in the grammar to regulate these factors (Gutwinski, 1976). Horst Isenberg follows Heidolph with a further enumeration of factors which cannot be solved within the bounds of the isolated sentence, such as pronouns, articles, and the sequence of tenses. He adds features intended to capture the status of noun phrases, e.g. knownness, identity, identifiability, generality and contrastivity. He also appeals to coherence relations like cause, purpose, specification, temporal proximity (Gutwinski, 1976).

Dijk (1972b) pursues a further and a rather different range of considerations. In his study he concluded that there must be 'literary operations' applied to sound, syntax, and meaning in order to obtain such conventional texts, e.g. addition, deletion and permutation (i.e. inserting, leaving out, or changing the basic material). An important notion which sets Dijk's work apart from studies of sentence sequence is that of Macro structures: a single-scale statement of the content of a text. Dijk reasoned that the generating of a text must begin with a main Idea which gradually evolves into the detailed meanings that enter individual sentence-length stretches. When a text is presented, there must be operations which work in the other direction to extract the main idea back again, such as Deletion (direct removal of material), Generalisation (recasting material in a more general way), and Construction (creating new material to subsume the presentation) (Dijk, 1977). Accordingly, Dijk turned to cognitive psychology for a Process-Oriented model of the text. In collaboration with Walter Kintsch, he investigated the operations used to summarise text of some length, notably stories (Dijk and Kintsch, 1978). Dijk indicates that typical summary for a text ought to be based on its macro-structure (Dijk & Kintsch,

1978). However, research revealed that the actual outcome involves both the macro-structure of the text and previously stored macro-structures based on the knowledge of the organisation of events and situations in the real world (Beaugrande & Dressler, 1981).

A still different approach has been adopted in the work of Igor Mel'cuk and Alexander Zolkovski (1970). They argue that the transition between "meaning" and text should be the central operation of a linguistic model, i.e. how meaning is expressed in or abstracted out of a text. Mel'cuk claims that 'Meaning' is to be defined as "manifesting itself in the speaker's ability to express one and the same idea in a number of different ways and the hearer's ability to identify a number of outwardly different synonymous utterances as having the same meaning" (Mel'cuk & Zolkovski, 1970:11)

4.1.7. Conclusion

If cohesion refers to those textual units which form both intrasentential and intersentential links, coherence refers to the understandability of the text and its functioning as a unified whole. In other words, coherence represents the global (external) connectedness of a written text, as cohesion happens to be its local (internal) links.

The cohesive features are usually reflected in the close relationship and association between a context and its text, since the latter functions within the spheres of its context. Coherence as a linguistic binding force is mainly achieved by gaining an appropriate experience in world knowledge, that is to say, in everyday world experience of how things happen in real life. It also depends on how a writer can successfully use his imagination in as far as things can be most convincing and realistic. In addition to this, logic and relevance are also two other main factors that assist in placing ideas into their proper order of occurrence.

However, the above global factors are the external influences that are mainly linked with the mind. Linguistically, the cohering process in as far as the written text is concerned mainly depends on how the ideas and events in a particular text are placed in an orderly and convincing form. Therefore, the most appropriate and acceptable sequencing pattern of both ideas and events become a major and crucial factor that assists in providing the precise intended meaning, and hence is considered an important force in a written text.

The classification of a written text into a proper acceptable and organised structure based on a convincing scheme (cohering pattern) is an additional factor that forwards a major contribution to the overall features in a written text, thereby assisting in providing the necessary flow in both the reading and comprehension processes. In this regard, the placement of ideas and events and the classification of the written text into acceptable schemes (paragraphs) helps to avoid the sudden jumps and shifts that might occur every now and then in the writing process, since the ultimate goal of the writing process becomes writing with the utmost explicitness and clarity. Hence, the proper application of coherence and cohesion as connecting linguistic processes will assist the writer in attaining his objectives of presenting a well connected text.

CHAPTER FIVE

METHODOLOGY

5.1 Introduction

The purpose of this study has been, on the one hand, to examine and investigate the connecting processes of both cohesion and coherence in the writings of non-native writers. My focus is specifically on students of the English Department, College of Education, Sana'a University, who are on their verge of graduation and will soon become English language teachers for both preparatory and secondary schools throughout the country. On the other hand, the study aims at investigating the sorts of problems that non-native writers such as the above might encounter in their efforts of attempting both controlled writing tasks and free open-ended writing assignments. Although the background of the study rests mainly on Halliday and Hasan (1976) and Hoey (1983), it does not apply Halliday and Hasan's taxonomy, since the aim is not to count the cohesive density in the written performance of non-native writers in order to examine their writing quality, but to investigate problematic areas in cohesion. Therefore, error analysis has been considered as the most appropriate evaluative method in as far the controlled tasks are concerned.

The study also advocates the benefits of collective writing performances and workshops in "Writing" as a step towards gradual remedy of the obstacles that face non-native writers in their attempts of presenting overall cohesive and cohering written texts. In this respect, it is worth noting that at the onset the subjects who participated in the field study were requested to attempt writing an application letter each on his own; they were neither provided with any kind of guidance nor were they allowed to consult each other. The results of this task were not very encouraging (see appendix A-2 for a model of such a performance). Therefore, the idea of workshops and collective work has been tried as an alternative target for obtaining better and improved results.

The analytical procedures in the current study have been split into two distinct parts for both the cohesion and the coherence processes. Chapters six and eight will be concerned with the analysis of controlled tasks, whereas chapters seven and nine will be the concern of the free open-ended writing assignments (a detailed review of the analytical procedure will soon follow).

5.2. Significance of the study

The significance of the current study is mainly to find means of improving the writing process, particularly with those who will soon join the teaching field as English Language teachers, and also to open new approaches in learning and teaching writing, a subject which has long been neglected in the current English syllabus at the English Department, College of Education, Sana'a University.

5.3. Population and General Classroom Procedures

The subjects who participated in the current study have been students of the 4th Year B.A. course at the English Department, College of Education, Sana'a University, for the academic year 92/93. Upon their graduation, they will all be recruited as English Language teachers in various preparatory and secondary schools throughout the Republic.

The various writing tasks and assignments for the current study were conducted in the normal classroom situation, and during a specified time limit. There was no obstruction of any kind from the outside world while the work was being carried out. For the controlled writing tasks, all the subjects were asked to leave a space around them in order to examine the individual performance of each in isolation, whereas for the free open-ended tasks, the subjects were asked to conduct four workshops, for each workshop four groups within the range of nine to ten were formed; later each subject would retire to his place to perform the work on his own. All the subjects were

offered 100 minutes, as one class is of 50 minutes duration, in order to conclude the work. However, in the case of workshops 20 minutes were deducted for the sake of group work and collective discussions. Therefore, the actual writing process for the free open-ended writing assignments did not exceed the limit of 80 minutes for the sake of handing in the written task.

There was no intervention, assistance, or any kind of guidance offered during the subjects' performance by anyone. Therefore, the writing tasks that are discussed in the current study represent the subjects' own attempts to perceive and understand each writing task on its own.

5.4. Limitations of the Current Study

The major limitation of the current study has always been the difficulty of keeping the number of the subjects constant since the field study extended over a period of three months (one whole semester). Therefore, for the sake of uniformity in both performance presentation and analysis, the researcher decided to consider the least number of participants taking part in one occasion. In other words, it has been found that the least number of subjects in one of the tasks throughout the field study was 37, whereas the participation in the rest of the other tasks varied between 38 and 47, so the least number of those who took part 37 has been considered as the standard ceiling throughout the research for all the subjects. This selection has been carried out on random basis beginning with paper one to thirty-seven in each writing task.

5.5. Research Procedures and Data Collection

The field study for the current research commenced from the period October, 92 till the end of January, 93. It covered the whole of the first academic session (semester). Permission was granted by the University and College authorities, upon receiving an official request from Strathclyde

University for conducting the field study. The researcher was therefore given full charge to run and conduct the **Advanced Writing** course for the 4th Year B.A. students at the College of Education, Sana'a University, covering the above mentioned period.

The total number of students enrolled for the Advanced Writing course was 47; this has been the actual figure of those subjects who attended the final examination. Nevertheless, attendance varied during the course of the semester within the range of 37 and 47 students, added to this there emerged some other minor shortcomings. On one occasion the researcher had to cancel a class due to a health set-back, on two other occasions classes had to be called off due to strikes announced by the students' union, and finally a civil disobedience that broke-out on a large scale in different major cities of the country during the month of December, 92; no doubt all the above shortcomings in one way or the other have hindered the research programme to a certain extent.

All in all 13 classes of 2 credit hours each were given of which the days and dates are shown in appendix B-1. The classes started with an introductory meeting. A questionnaire based on some questions concerning the present curriculum, writing skills, writing tasks and some other related issues was prepared and handed to the subjects to answer, a copy of the questionnaire is attached here with this study (see appendix B-2).

5.5.1 Analytical Methods used in the Research

During the course of the field study the subjects were asked to attempt a number of writing tasks that mainly fell within the mainstream of the research project of cohesion and coherence. In this regard, Halliday and Hasan's (1976) classification of the cohesive ties and Bamberg's (1984) assessment of coherence categories in a written text, were the basis for all the analytical and evaluative results.

It has earlier been mentioned in the introduction part of this chapter that in order to investigate the subjects' writing skills in general, and their abilities in writing a cohesive and a cohering text in particular, two different methods to carry out the investigations were used.

In the first method the subjects were tested for their controlled attitude when dealing with cohesion as a means of internal connectedness in a given text, and when dealing with coherence as a Problem/Solution scheme. Such a controlled attitude would show how the subjects deal with both cohesion and coherence when they are fully attentive and alert to one specific goal and instruction. In other words, when the subjects are aware of attempting one specific instruction in a writing task that mainly revolves round either the cohesive or cohering processes. On the other hand, the free open-ended writing assignments would reveal the way in which subjects tackled their whole writing process in the best appropriate way according to their choice.

In view of the above point the analytical work therefore had to be divided into two different parts for each process, where part one discusses the controlled attitude, and part two discusses the free open-ended writing attitude. The same procedure applies to the cohering process.

In this regard, and in order to investigate the subjects' controlled attitude in tackling the cohesive markers such as Pronouns, the Definite Article, the Indefinite Article 'A', the Zero Article , and the various connecting conjunctions, the subjects were provided with passages based on either filling in the blanks with the proper cohesive connector, or to choose the appropriate connecting word from a given list of connecting words for a certain blank.

On the coherence part, and in order to investigate the subjects' controlled attitude, they were asked to divide texts into their proper paragraphing boundaries; these were mainly based on the Problem-Solution

scheme beginning with the Situation/ Problem/ Solution/ Result-Evaluation pattern. The texts were presented as one overall unit and the subjects were asked to indicate the different paragraphing zones of the above patterns by pin-pointing the beginning of the paragraph where each point of the above patterns begins. The term paragraph for the current study indicates the nature of the overall information package included in each unit that exhibits one level of the Problem-Solution scheme. Hence, if a paragraph furnishes the reader with the information connected with the Situation, it will be considered as referring to the situation level in the Problem-Solution scheme. Furthermore, the classification also depended on the recognition of some lexical signals acting as signposts and that pointed towards each level in the scheme. The subjects were also required to rearrange a number of sentences that form one whole meaningful text into its proper order in the hope of retaining the intended and most appropriate meaning of that text.

Subjects were also asked to translate some of the above mentioned passages into Arabic where later the Arabic translations were compared with the English versions in order to detect the presence of any language transfer that might have been caused while the subjects were attempting their work.

In the second method, the subjects were tested for their free open-ended writing attitude. In this regard, they were asked to attempt **Four** writing assignments, these writing topics were the subjects' own choice as a result of the workshops that were conducted, except for the first topic where they have been provided with an opening paragraph in the form of Situation / Problem, and they were asked to conclude the paragraph in the most appropriate way, whereas the rest of the topics were purely their own creation.

5.5.2. Assessment and Scoring of written Performance

The current study is divided into two parts for both the cohesion and coherence processes. Therefore, two different assessing and evaluation methods have been implemented throughout the research.

In chapters six and eight (controlled writing tasks) the tabling and counting method has been applied for both the cohesive and cohering errors. Hence, for the purpose of detecting the errors in using the cohesive markers such as Reference items and the conjunctions, the paragraphing boundaries, and the sequence of sentences, tables were used. In this regard, a table for each writing task has been prepared and devised by the researcher, where each sample paper has been identified by a number, then each reference item or conjunction represented by a particular blank has also been identified by a number. Errors made in each sample paper are inserted with a cross sign in the table; the accurate attempts are represented with a null (blank) space in the table, when all the errors in a particular task and all the sample papers have been inserted in the table, counting is then carried out. The same procedure has also been implemented for tracing the errors in the sequencing of events represented by the proper ordering of the sentences, or by detecting the paragraphing zones. All the errors that are made either in the arrangement of the sentences or paragraphs are then indicated in the table by means of a cross mark, and the correct choices are left with a null mark. For instance, in table 7 passage 'A' the error in blank 9 received a 'X' mark, errors in this blank are finally calculated, where it has been found that 20 out of 37 of the subjects (nearly 54%) made the error. The same applies for the cohering process, where in paper one of table 19 the proper sequencing of sentence 2 is incorrect, it therefore received a cross mark, but as sentence 3 offers the proper sequencing in this case it is offered a null mark. After all the errors are noted down in the table counting is carried out. The error score for each sentence is counted and the total

number for each score is then inserted in the table with its percentage score. Any error with a score exceeding the 40% range is then considered as a problem that deserves a thorough investigation and an appropriate interpretation (reasons for selecting the 40% ceiling will soon follow). This in turn requires that the researcher needs to refer back to all the papers where the error score exceeded the 40% range in order to examine the subjects' incorrect choices, and then to interpret their errors with the nearest possible logical reasoning.

For part two, the free open-ended tasks, it has been found necessary to ask the assistance of three colleagues working in the same establishment. In this respect, Bamberg's (1984) **Holistic Scoring Guide for Coherence** (see appendix C) has been adapted for the purpose of evaluating each written performance. The scoring guide is classified into four different categories, each category offers a number of writing characteristics according to which a written text may coherently be judged. In turn, each of these categories has been offered a point. For instance category 'A' has been offered the one point score, category 'B' has the two point score, 'C' has the three point score, and the final category 'D' has the four point score.

The above method of scoring written composition depends on the raters' reading each essay rapidly and assigning it an overall score (Odell & Cooper, 1980). Corrections are not made nor are comments written by the raters. The score mainly represents the impression which the rater has made of the essay as a whole composition. Raters have been trained before reading the essay so that all of them have the same idea of the characteristics that the essay ought to have in each of the rating categories (Odell & Cooper, 1980).

In the present study raters read and rated the different essays on the basis of the categories that are indicated in the scoring guide. As I have mentioned earlier, the **Holistic Scoring Guide** offers four different cohering

categories, and the researcher in turn has allotted each category a scoring point. These points commence from the lower scoring point one heading upwards towards the two, three and the four point score. Hence, the one point score is attached to category 'A' the two point score to category 'B' and so on and so forth. Each point in the scoring category offers a number of characteristics that the rater ought to observe in passing his final decision, the rater is only required to scan the essay 'text' and to offer it the most appropriate scoring point according to the impression it left on him.

One additional reason for selecting the above scoring guide in the present study is in the way it offers the participation of a number of raters, which in turn means that the evaluation process will not depend only on one source but on a number of impartial sources. This process will ultimately result in the nearest evaluation and findings that one would like to have, and that would best serve the purpose of the current study.

When for part two the participation of three experienced colleagues working in the English Department, College of Education, Sana'a University, has been sought in order to assist the researcher in the process of assessing and scoring the written topics, they have been carefully briefed on the purpose of the research and the ways and means of using the scoring guide. Each has been supplied with a copy of the scoring guide; they were requested to read this copy thoroughly in order to be familiar with the required characteristics for each rating point. They were requested neither to correct nor to pass any comment on the text they read. They were notified that all that the researcher needed was their impressionistic view on the text as a whole composition. They were requested to hand in their evaluation in a separate sheet of paper, and they were asked not to indicate any scoring point on the subjects' papers. For assessment purposes each of the raters was allowed to retain the written performance for some time. However, the only means of identification was the number offered in each

paper; this has been decided for the sake of obtaining absolute impartiality. Raters were requested to offer the accurate scoring point opposite the exact paper number in their sheet of paper. Raters were also requested not to use the subject's paper for any kind of remark or sign that might lead or assist to divert the attention of his colleagues. The scoring results that were finally received later became the researcher's main feedback and his main source of information in preparing the general results and findings for part two in both the cohesion and the coherence processes.

For the purpose of easy reference the researcher devised a general table that included the overall scoring results of the three raters for each of the written topics. Hence, table 16 and the other similar tables have been arranged in the form of three distinct tables that include the scorings of the three raters together for one topic; whereby the ratings of rater 'A' are included in the table as 16-1-A, and so that of rater 'B', and the same applies to the ratings of rater 'C' whose ratings are included in the table as 16-1-C. It has been indicated earlier that each table represents the main source of information needed in as far as each writing performance is concerned. These tables had to be drawn in such a way since they will tend to provide an easy access for comparing the different rating results.

5.5.3. The 40% Ceiling

The subjects' errors throughout the study have been traced with the help of a number of tables. The tables' ultimate goal has been to calculate the errors committed in each writing task; the errors in each table are indicated by a cross sign; a grand total of each error is then given under each blank with its appropriate percentage, errors that exceeded the 40% range have been considered as problems encountered by the subjects in their efforts to perform the various 'controlled' and 'free open-ended' writing tasks.

As regards the 40% range of errors, clearly a proportion of errors can be explained on a random basis involving factors other than communicative (or writing) competence. A threshold had to be set, above which errors would count as significant for the purpose of this study. That is they had to be consistent so as to indicate a generalized problem in writing for students from this background. Therefore, a threshold that exceeds the 40% ceiling has been set up in order to consider the errors made by the subjects as problems facing them in "Writing". Although the threshold of 40% may seem arbitrary it does indicate that an error was being produced by at least 22 out of 37 of the subjects (nearly 59.4%), well over half of the sample, as a result of a problem that could have encountered them. The remaining 15 subjects (nearly 40.5%) therefore seems to be a sufficient figure to account for errors made due to some factors other than a consistent problem. These factors that could have intervened in the field study are for instance, stress, tension, mood, personal psychological and physical conditions, climatic conditions, surrounding social and political atmosphere ... etc., such factors may have interfered in misinterpreting an error in the sense that it need to be. In fact, in most of the cases the significant errors discussed in the study were committed in upwards of 50% of the examples.

5.6. Control of Variables

A number of steps had been taken in order to control the variables that might in one way or the other affect the results of this study. Some of these have already been discussed in the preceding pages, these include, for instance, the training of the three raters on the ways required to have their impressionistic views on each written performance. All the written performances were labelled with numbers in order to avoid any kind of partiality in the rating process.

Finally, the writing tasks that are mainly concerned with part one, the controlled type of tasks, were also handed to six native writers requesting them to attempt the same exercises. The reason behind such a decision is that if native writers commit the same errors as a non-native writer does, in this case the error would not be considered as a valid error but rather as an accepted norm of the language.

CHAPTER SIX

**COHESION: Results and Findings for the
Controlled Writing Tasks**

6.1 Presentation of Preliminary Findings

In this and the coming chapter I aim to demonstrate empirically that non-native writers do not encounter severe problems whenever they use cohesive ties, such as reference items, conjunctions as sentence connectors, lexical repetition, particularly when these writers are students of the English Department and are on the verge of their college graduation. This does not deny the fact that some minor errors would emerge in the process of using the above cohesive ties, in both controlled and free open-ended writing tasks, but such minor errors could be overcome and may gradually be eliminated by more practice (which of course has to be allocated to Writing as one of the crucial language components)

Chapters six and seven, therefore, will deal with the data and the findings related to cohesion. For the purpose of the current research the term cohesion relates to the overall general connectedness of a given text maintained by the use of reference items, such as articles, demonstratives and pronouns, or the use of conjunctions as sentence connectors, and lexical repetition. Furthermore, the idea of the current research is not to count the density of the cohesive ties in order to differentiate between the various writing styles, but to find the kind of cohesive and cohering problems that non-native writers might face in their writing process. In considering this data I shall endeavour to prove the following claims:

6.1.1 It is sometimes claimed (e.g. Swales, 1981) that non-native writers face problems in using reference items and conjunctions. My findings on the contrary suggests that the non-native writers involved in this study do not face major problems in the use of articles, pronouns, conjunctions as cohesive ties when working under normal classroom circumstances.

6.1.2 I will support the view commonly expressed by my colleagues in the English Department who teach writing. They claim that conjunctions as sentence connectors are not essential for the cohesiveness of a text. My findings support the view that a text can be cohesive without the use of conjunctions; this is because they are only one single aspect of text cohesiveness, and meaning will still continue to be retrieved by the reader regardless of the use of conjunctions.

6.1.3 It is claimed that some of the problems which non-native writers face in achieving cohesion in their writing may well be due to language transfer (e.g. Tarone, 1988). My findings support the existence of such problems in the written performance of non-native writers working under normal classroom circumstances, particularly when they are engaged in controlled writing tasks. However, my findings in chapter seven also reveal that the rate of such problems decrease when non-native writers of such a background are engaged in free open-ended writing assignments.

6.2. Results and Findings

6.2.1. Introduction

This chapter carries the results and the findings of a number of exercises that have been given to the subjects to examine their explicit knowledge of the use of articles, the pronouns, and the conjunctions as reference and connecting tools in their writing practices.

By the term " controlled " I mean that the subjects were requested to attempt a number of structured writing exercises that are mainly in the form of filling in blanks and multiple-choice exercises. The reason for furnishing the subjects with such controlled exercises is on the one hand to investigate their perception of the above mentioned items and their relation to text cohesion, particularly when they are fully attentive and concerned with one

specific item at a time. On the other hand, the aim and the purpose of such exercises is to trace the errors emerging from various problems that might have faced the subjects in their attempts to handle such items, and to see where such problems lie. Added to what has just been mentioned, the results and the findings of these controlled exercises will later be compared with the results and the findings of chapter seven, where the subjects have been responsible for handling their entire writing processes in a number of free open-ended writing tasks of their own choice except for the first one.

6.2.2. Reference Ties

For the purpose of analysis reference ties in the study are taken to be the occurrence of a pair of cohesively related items in different sentences (Halliday & Hasan, 1976). Reference in itself refers to the relationship which holds between words and things in a written extract or text (Lyons, 1968); a detailed review of both Tie and Reference has earlier been provided in chapter three.

6.2.3. The English Indefinite, Definite and the Zero article as reference ties

In order to investigate how the subjects would manage English articles, they were requested to attempt a number of exercises based on the format of filling in the blanks with the appropriate indefinite, definite, or zero articles. They were furnished with five different passages that dealt with various topics; the first two passages were drawn from the subjects' own social and cultural environment, the third represented a short narrative, the fourth was in the form of a short biographical note, and the last passage was a brief historical note on the use of "Money" as a medium of commercial transaction (see appendix D passages 1, 2, 3, 4. and 5 for a full version of each of each of these passages).

The subjects were also requested to translate these passages into Arabic; later these translations were compared with the English versions in the hope of finding points of similarity or difference between English and Arabic. Furthermore, such a process would make it easier to detect some signs of language transfer in the subjects' written performance, because usually when a student writes in a foreign language he might involuntarily reflect some of his native language's accepted norms in his non-native language writing such as English.

It has earlier been indicated that the same writing tasks that represent the current chapter were also handed over to six native writers in the hope of finding out whether or not the errors made by non-native writers are worth investigating. In other words, if native writers commit the same errors as non-native writers do, then that error would not be taken into account. Therefore, a comparison with native writers is the means of controlling whether or not an error is worth investigating as a problem specific to non-native writers.

In view of what has just been mentioned two of the five exercises had to be cancelled where the errors fell below the range of 40% (see chapter five page 100 for the 40% ceiling decision). For instance, in passage 2 the highest score of errors was 11 out of 37 (nearly 29.7%) of those who participated, whereas in passage 3 the highest score of errors was 14 out of 37 (nearly 37.8%), while the rest of the errors in both passages fell well below 11 and 14, (see table 8 and 9 pages 111 – 113). Thus the remaining three passages 1 – 4 – 5 are the ones that are included for the purpose of investigating the problems facing the subjects in using the articles as cohesive tools that would indicate and remind the reader of a certain referent in a given text, and because these passages offered errors above the 40% range.

The 40% decision has therefore lowered the total number of blanks from 95 to 61, (see tables 7, 10, and 11 on pages 109, 115 and 117). On the other hand, the errors in passages 1, 4 and 5 occurred in the following blanks, where the score exceeded the 40% range, (see table 12 below).

Table 12: Total Errors in Articles in Passages

1 – 4 – 5

Passage	Title	Errors in blanks	Total
1	The Yemeni House	9-18	2
4	Michael Faraday	2 – 4 – 6 – 11 – 15	5
5	Money	11-13-14-19-22-9	6
Grand Total			13-21.3%

Therefore, a total of 13 out of 61 of the opportunities for errors (nearly 21.3%) were made by the subjects above the 40% range. Hence, the above table reveals encouraging results that indicate the fact that when the subjects of this particular background dealt with one particular reference item, they were more alert and cautious in their attempt and thereby achieved good results. Nevertheless, although the subjects scored good results still one can account for problems that hindered their attempts and reveal errors that point towards such problems.

Passage A: The Yemeni House

Table: 7

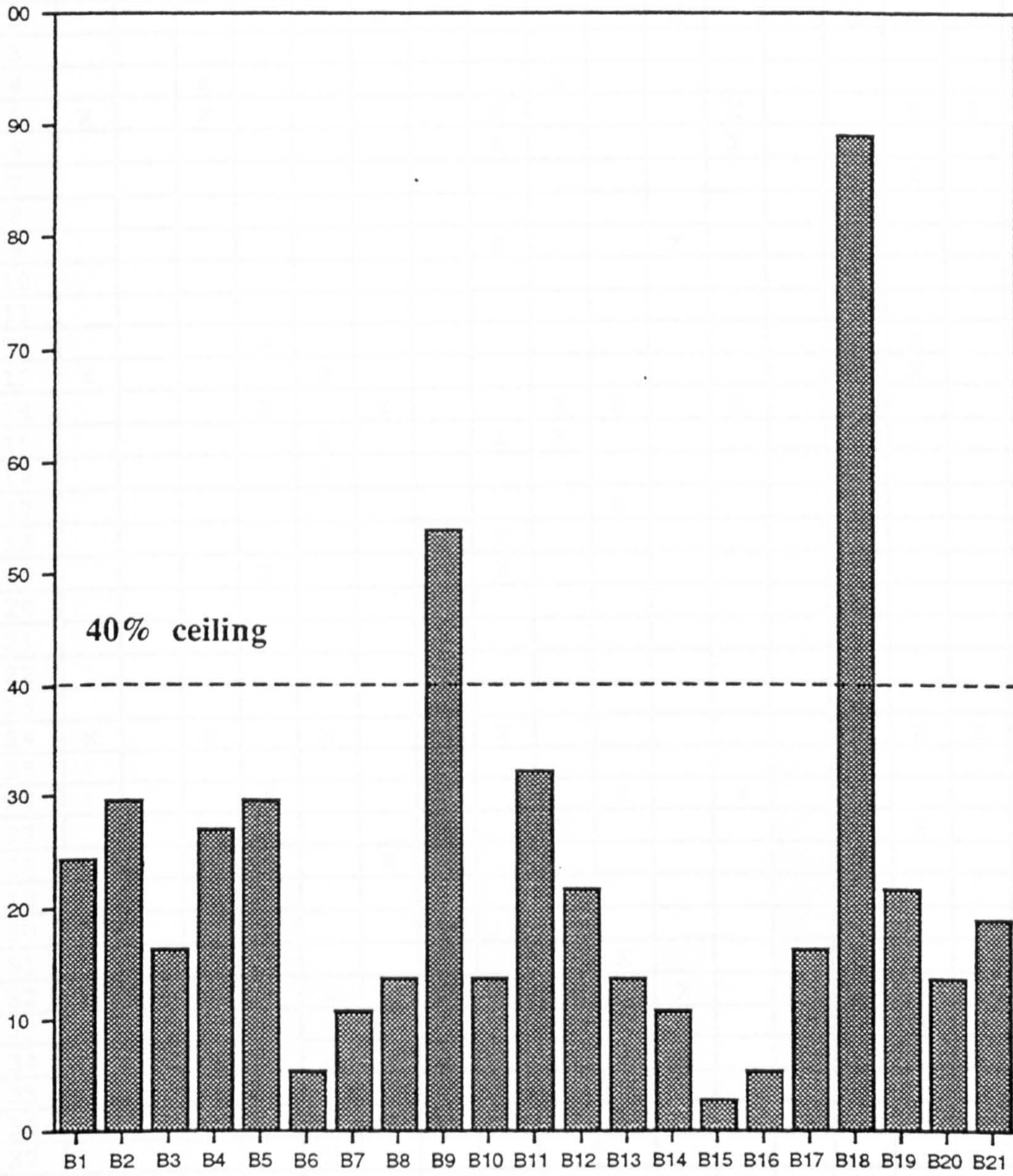
Subjects: 37

Paper No	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21
1									X									X	X		
2					X			X	X									X			
3					X													X			
4									X												
5	X	X	X	X					X			X						X			X
6	X	X	X	X					X	X	X		X					X		X	
7																		X			
8	X	X	X						X				X	X				X			
9					X				X		X						X	X			
10	X	X																X			
11					X							X						X			X
12	X			X					X						X			X	X	X	
13				X					X									X			
14		X		X				X	X			X						X	X	X	
15				X					X	X			X						X		
16	X	X		X					X			X									X
17									X										X		
18												X					X	X			
19		X			X			X	X		X		X					X	X		X
20							X										X	X			
21					X												X	X			
22					X													X			
23									X		X							X			
24		X	X	X	X					X	X			X						X	X
25					X													X			
26	X	X				X			X								X	X			
27											X							X			X
28									X		X							X			
29																		X			
30																		X	X		
31										X	X							X			
32	X	X	X								X							X			
33	X			X		X	X					X						X			X
34				X				X			X	X		X				X			
35			X						X								X	X	X		
36		X			X		X	X	X	X	X	X	X	X	X	X		X	X	X	
37					X		X		X		X							X			
errors	9	11	6	10	11	2	4	5	20	5	12	8	5	4	1	2	6	33	8	5	7
%	24.3	29.7	16.2	27	29.7	5.4	10.8	13.5	54	13.5	32.4	21.6	13.5	10.8	2.7	5.4	16.2	89.1	21.6	13.5	18.9

KEY: * Paper No : Refers to the subject's paper number.
 * B : The letter B and the number that follows refers to the appropriate blank in the passage.
 * X : The cross sign refers to the error in the said blank occurring in the corresponding paper number.

Passage A: The Yemeni House

Subject: 27



Key: B: The letter B and the number that follows refers to the total error in % in the appropriate blank.

Passage B: Kamal

Table : 8

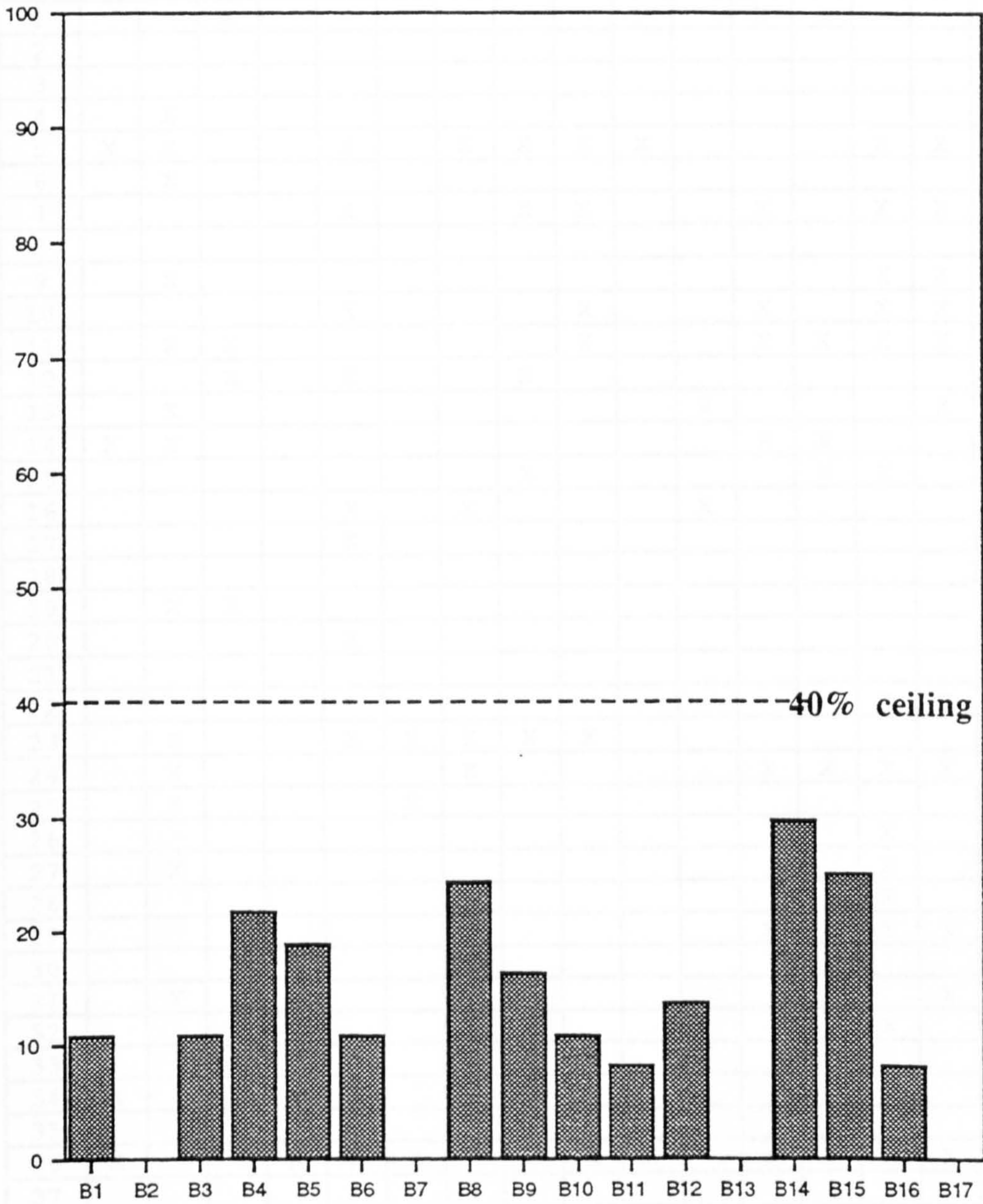
Subjects: 37

Paper No.	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B10	B11	B12	B13	B14	B15	B16	B17
1															X		
2						X					X			X	X		
3																	
4			X						X								
5	X		X					X				X			X	X	
6								X				X					
7															X		
8																	
9								X			X			X			
10														X			
11														X			
12				X											X		
13	X				X									X	X		
14				X		X			X	X		X					
15					X			X	X								
16					X												
17										X							
18								X									
19				X				X									
20																	
21																	
22																	
23														X			
24	X		X		X			X						X	X	X	
25														X			
26				X						X		X					
27				X					X						X		
28						X								X			
29																	
30																	
31										X				X			
32				X	X						X			X			
33				X				X							X		
34					X				X								
35				X				X									
36	X		X			X			X			X				X	
37					X												
Error	4	0	4	8	7	4	0	9	6	4	3	5	0	11	9	3	0
%	10.8	0	10.8	21.6	18.9	10.8	0	24.3	16.2	10.8	8.1	13.5	0	29.7	24.9	8.1	0

KEY: * Paper No : Refers to the subject's paper number.
 * B : The letter B and the number that follows refers to the appropriate blank in the passage.
 * X : The cross sign refers to the error in the said blank occurring in the corresponding paper number.

Passage B: Kamal

Subject:



Key: B: The letter B and the number that follows refers to the total error in % in the appropriate blank.

Passage C: On the Train

Table : 9

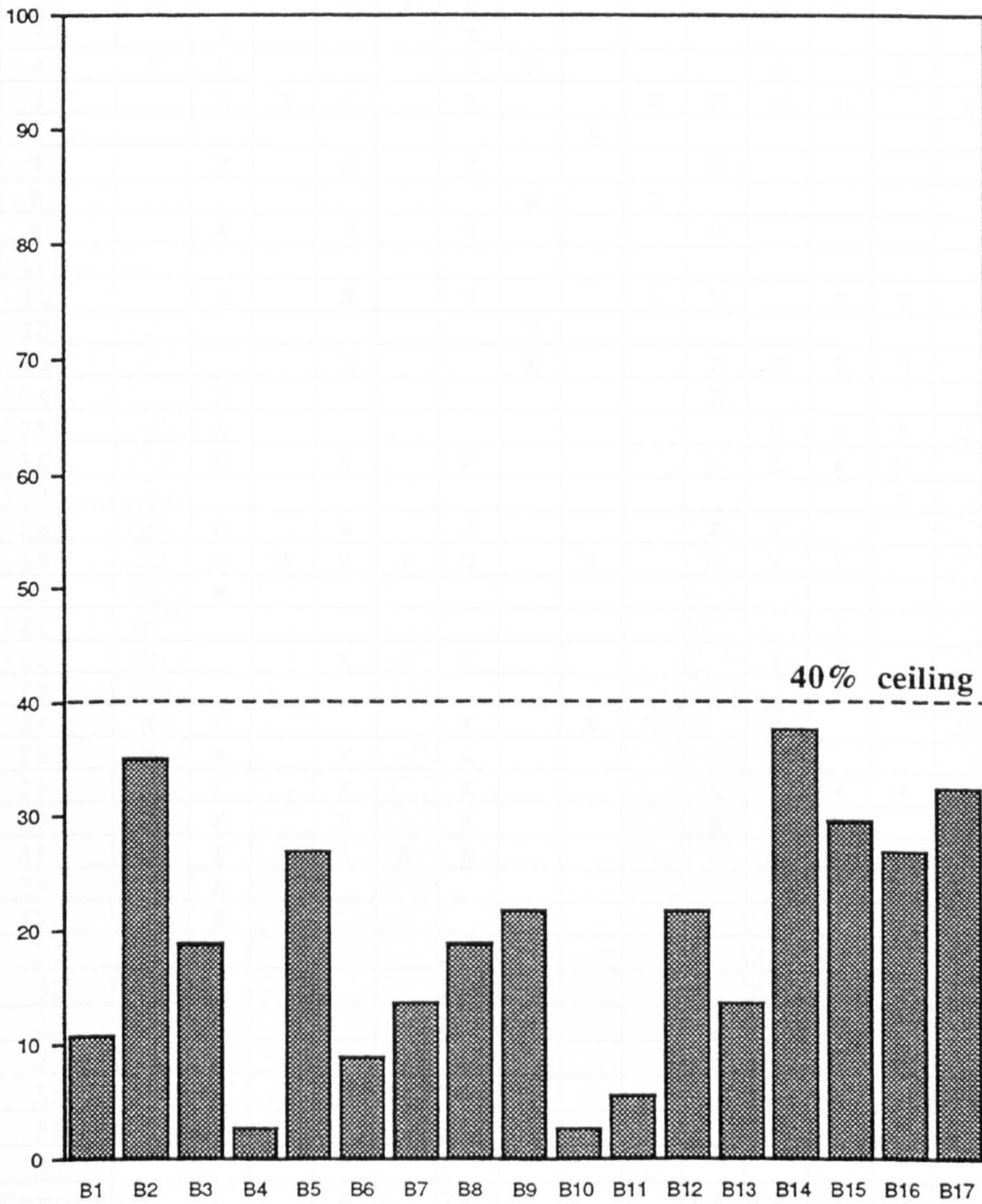
Subjects: 37

Paper No.	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B10	B11	B12	B13	B14	B15	B16	B17
1			X									X					
2																	
3																	
4		X															
5	X	X			X		X	X	X	X				X	X	X	X
6		X															
7					X			X	X			X		X	X	X	X
8																	
9		X												X	X	X	
10					X				X			X		X	X	X	X
11		X	X						X			X	X	X	X	X	X
12			X		X			X									X
13		X									X				X		
14	X	X										X	X				
15								X					X	X		X	X
16					X		X				X					X	X
17					X												X
18																	
19		X	X														
20					X												
21																	
22														X	X	X	
23		X			X	X	X	X	X								
24		X					X					X	X	X	X		X
25		X				X											
26														X			
27		X												X			X
28														X			
29												X	X	X	X	X	X
30																	
31		X													X		
32			X				X							X			
33								X	X								
34	X		X		X			X	X								
35			X														
36	X			X	X	X			X			X		X	X	X	X
37																	
Error	4	13	7	1	10	3	5	7	8	1	2	8	5	14	11	10	12
%	10.8	35.1	18.9	2.7	27	8.1	13.5	18.9	21.6	2.7	5.4	21.6	13.5	37.8	29.7	27	32.4

KEY: * Paper No : Refers to the subject's paper number.
 * B : The letter B and the number that follows refers to the appropriate blank in the passage.
 * X : The cross sign refers to the error in the said blank occurring in the corresponding paper number.

Passage C: On the Train

Subject:



Key: B: The letter B and the number that follows refers to the total error in % in the appropriate blank.

Passage D: Michael Faraday

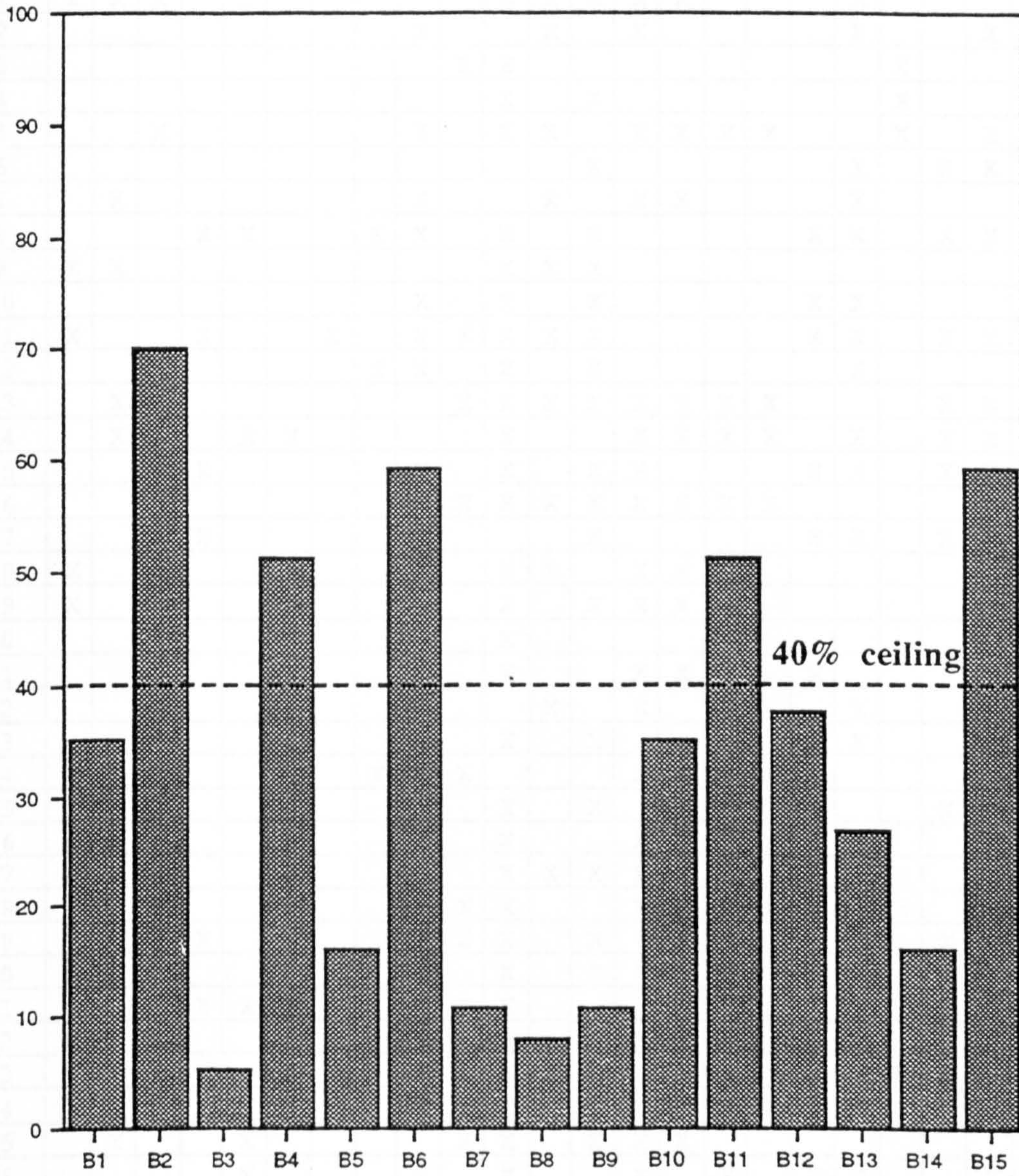
Table : 10

Subjects: 37

paper No.	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B 10	B 11	B 12	B 13	B 14	B 15
1	X	X		X	X	X				X	X	X			X
2	X			X	X	X					X	X			
3		X				X									X
4	X	X				X	X				X		X		X
5		X	X	X		X			X	X	X	X		X	X
6								X							
7		X		X		X				X					X
8							X		X						
9		X		X		X				X					X
10															
11		X		X		X			X	X		X	X		X
12							X								X
13				X			X			X	X	X	X		
14		X								X					X
15		X									X	X	X	X	X
16		X		X		X				X	X	X	X		
17													X		X
18	X	X		X		X				X	X				X
19	X	X	X	X	X	X		X		X	X	X			X
20	X	X													
21	X											X			X
22	X			X	X	X					X	X			
23													X	X	
24	X	X				X		X	X		X			X	X
25	X	X		X		X									
26		X		X		X				X	X	X	X		X
27	X	X		X		X				X	X	X			
28	X	X		X	X	X					X			X	
29		X													X
30		X									X				X
31		X				X					X	X	X		X
32		X		X		X					X	X			X
33		X		X		X				X					
34	X										X				X
35		X		X	X	X					X				X
36		X		X		X							X	X	
37		X													
Errors	13	26	2	19	6	22	4	3	4	13	19	14	10	6	22
%	35.1	70.2	5.4	51.3	16.2	59.4	10.8	8.1	10.8	35.1	51.3	37.8	27	16.2	59.4

KEY: * Paper No : Refers to the subject's paper number.
 * B : The letter B and the number that follows refers to the appropriate blank in the passage.
 * X : The cross sign refers to the error in the said blank occurring in the corresponding paper number.

Passage D: Michael Faraday



Key: The letter B and the number that follows refers to the total error in % in the appropriate blank.

Passage E: Money

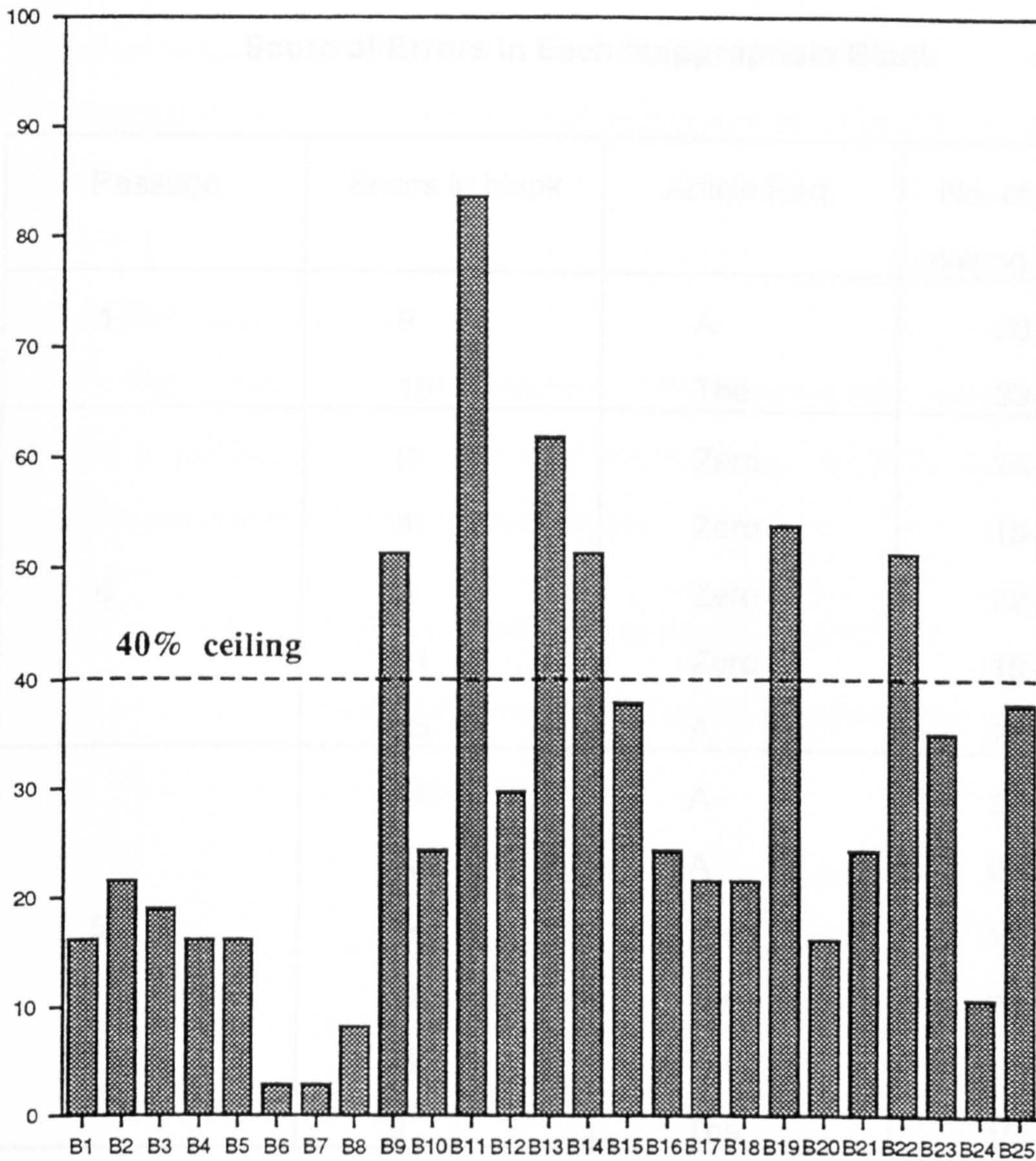
Table : 11

Subjects: 37

Paper No	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B 10	B 11	B 12	B 13	B 14	B 15	B 16	B 17	B 18	B 19	B 20	B 21	B 22	B 23	B 24	B 25
1	X	X	X		X						X	X	X	X	X				X						
2								X			X			X					X			X			X
3										X	X									X					X
4											X		X							X					
5			X						X		X	X		X	X	X	X			X		X			X
6												X							X		X	X			X
7		X							X		X			X	X				X						
8				X	X			X	X		X		X					X	X		X	X	X	X	X
9	X	X									X	X	X											X	
10									X		X		X						X	X					
11	X			X			X		X	X	X	X	X						X	X		X	X		
12								X	X		X		X						X				X	X	X
13		X								X	X	X	X	X	X	X	X				X	X			
14		X			X	X					X			X	X	X	X		X		X	X	X		
15			X	X					X		X		X	X				X	X		X	X			
16									X	X	X	X	X	X	X	X	X					X	X		X
17				X					X				X						X	X		X	X		X
18	X								X		X	X		X	X									X	
19	X										X		X	X	X							X			X
20											X														
21											X			X	X				X						X
22									X			X		X					X			X			X
23									X		X		X						X	X			X	X	X
24	X							X	X	X				X	X	X	X					X			
25			X								X		X								X		X		
26		X							X		X			X	X	X	X		X			X			
27		X	X								X	X	X	X						X					
28			X							X	X			X	X	X	X			X					
29				X						X	X		X						X		X		X		X
30											X		X												
31				X	X				X	X	X								X			X	X		X
32			X						X		X		X	X	X				X			X	X		
33											X		X							X		X			
34								X		X		X			X	X			X						X
35		X			X				X	X		X	X	X											
36				X				X		X			X		X			X	X			X	X		X
37											X		X						X				X		
Error	6	8	7	6	6	1	1	3	19	9	31	11	23	19	14	9	8	8	20	6	9	19	13	4	14
*	16	21	19	16	16	3	3	8	51	24	84	30	62	51	38	24	22	22	54	16	24	51	35	11	38

KEY: * Paper No : Refers to the subject's paper number.
 * B : The letter B and the number that follows refers to the appropriate blank in the passage.
 * X : The cross sign refers to the error in the said blank occurring in the corresponding paper number.

Passage E: Money



Key: B: The letter B and the number that follows refers to the total error discussed in B in % in the appropriate blank.

In reference to table 12 on page 152 the articles that the subjects ought to have used in the blanks where the errors occurred are indicated hereunder in table 13.

Table 13
Score of Errors in Each Inappropriate Blank

Passage	Errors in blank	Article Req.	No. of subjects making the errors
1	9	A	20-54%
	18	The	33-89.1%
4	2	Zero	26-70.2%
	4	Zero	19-51.3%
	6	Zero	22-59.4%
	11	Zero	19-51.3%
	15	A	22-59.4%
5	11	A	31-83.7%
	13	A	23-62.1%
	14	Zero	19-51.3%
	19	The	20-54%
	22	The	19-51%
	9	The	19-51.3%

A brief scanning of the table would show that the problem in using the articles as reference markers by non-native writers of this kind of background lies with articles A, The and Zero. Nevertheless, both the definite and the indefinite article " A " scored as high as 89% and 83% respectively on two different instances; The nature of these problems will be discussed in the coming section.

6.3. Errors made by the use of Articles

The most prominent errors resulted from a number of problems that the subjects confronted in their attempts to choose the appropriate article for each blank. These problems mainly revolved round reference errors, grammatical errors, errors resulting from grammatical confusion, errors as a result of language transfer and some other relevant issues. In the coming sub-sections I will be discussing these errors and their resulting problems in some detail.

6.3.1. Reference Errors

The following are two examples where reference seems to have played a significant role in the error made by the subjects, thus leading towards the use of the inappropriate article.

1. **The(6) bottom floor, or the(7) ground floor,**
 has got four rooms and an(8) entrance room
 with a(9) front door.

(see appendix D-1)

2. **It was in China that the idea of using coins**
 first arose. In ancient Greece a(11) coin
 was worth for zero(12) example

(see appendix D-5)

In the first sentence occurring in passage 1 appendix D some 20 out of 37 of the subjects (nearly 53,3%) in article 9 seem to have associated or referred " a front door " with " the bottom floor " of the Yemeni house and not as a separate identity. Thus most of them did not consider it as a new item being introduced for the first time. Therefore all the 20 subjects used the

definite article 'The' instead of the proper indefinite article 'A'. This error could have been lessened if the subjects gave further attention to the article used for the preceding noun, then they could have realised that both nouns 'entrance' and 'door' are being introduced for the first time without any anaphoric reference to "the bottom floor". Another reason that one can offer for the use of the indefinite article in blank 9 is that in traditional Yemeni houses there is one main front door that links the inside of the dwelling with the outside world. Therefore, it would be proper to say that the referent "front door" following article 9 has a distinct identity that deserves the article 'A'. This incapability to recognise how both the indefinite and definite articles function is most probably due to the fact that in Arabic there are no indefinite articles,

However, if one considers the article in blank 9 and its following referent as referring to the preceding unknown identity given to "an entrance room", then in this case the noun "front door" following immediately after would bear a definite identity.

Upon checking the subjects' translations of the said passage, it has been observed that 23 out of 37 (nearly 62.1%) of them decided to leave the referent following blank 9 without any reference article, which suggest that they have given the referent " front door" following article 9 an unidentified sense. Whereas 14 out of 37 (nearly, 37.8%) used the incorrect Arabic definite article 'Al' equivalent to "The" in English. Therefore, the majority of the subjects were able to detect that the noun following article 9 in the first example is a separate item that does not possess any reference indications. Hence, the error could have resulted from a reference problem of inappropriately matching the articles with proper referents.

The second sentence on page 120 occurred in passage 5 (see appendix D-5), where the highest range of errors have been registered in the eleventh blank; some 31 out of 37 (nearly 83.7%) of those who

participated in the task were unable to use the proper article. For the said blank the subjects were supposed to have used the indefinite article 'A'. However, 21 out of 37 (nearly 56.7%) of those who made the error used the definite article 'The', and the other 10 (nearly 27%) left the blank as a 'zero' article.

For those who used the definite article the error seems to be both of reference and grammatical nature. It is a reference error in the sense that the subjects associated the article 'The' and its referent "coin" anaphorically with the noun "coins" that immediately preceded, whereas they were supposed to have referred the article in the eleventh blank to the noun "coin" that cataphorically followed, because the noun "coin" following article 11 is different from "coins" since it possess a different grammatical form. Besides, blank 11 occurs in a new sentence, and thus the noun is yet unidentified. This error could also have taken place due to the repetition of both nouns "coins" and "coin " one after the other, which in turn resulted in the subjects' decision on using the definite article 'The'. Nevertheless, in taking such a decision they seem to have failed to realise that "coins" is in the plural form whereas "coin" following article 11 is in the singular. Therefore, in view of what has been mentioned, this error seems also to be a grammatical one.

For the other 10 who preferred using the zero article for the eleventh blank, (see sentence 2 on page 120), the reason may well be that since blank 12 needed a zero article, (see appendix D-5). the participants might have associated it with the article in blank 11, thus they referred the article and its reference in 11 to the noun "example" and its zero article in 12.

Referring to the subjects' translations in the Arabic version for the same article in sentence 2 page 120, it has been observed that 25 out of 37 (nearly 67.5%) of those who performed the work used the Arabic definite article 'AL' for the noun "coin". In this case, it seems they have taken the noun in its abstract form and gave it a specific identity, that is to say, money

belonging to "ancient Greece", where both components of this noun phrase in Arabic would receive the definite article 'AL'. Therefore, for those subjects who decided to do the same in English, there could be an influence of some kind of language transfer.

6.3.2 Nouns Commencing with a Vowel letter

3. It was in China that **the(9)** idea of using coins first arose.

(see appendix D-5)

4. For **a(21)** long time now **the(22)** actual value of a coin has borne...

(see appendix D-5)

Another common problem that seems to have encountered the subjects are the words that begin with vowel letters. For instance, in the noun "idea" following article 9 in sentence 3, and the adjective "actual" following article 22 in sentence 4.

19 out of 37 (nearly 51.3%) of the subjects made the error in article 9, 14 (nearly 37.8%) of those who made the error used the zero article, and the other 5 (nearly 13.5%) used the indefinite article 'An'.

For the 5 subjects who used the indefinite article 'An' instead of the proper definite article, the reason seems to be the grammatical error that has earlier been referred to. Since the noun "idea" in blank 9 in sentence 3 begins with a vowel letter, it seems the subjects found the indefinite article 'An' the most appropriate article for the blank. The reason for using the article 'An' could well be due to misapplying a rule the students have been taught. They have always been instructed by their teachers to use the article with words commencing with a vowel letter. The claim that I have just made might sound to my readers as pure speculation, nevertheless, it has

emerged from my experience as an English Language teacher. On the one hand, this error has been recurrent in the subjects' structured writing exercises, on the other hand, one also needs to consider that the subjects of this study take English as their second language, and therefore one does not expect them to strictly observe and apply some grammatical rules in the way they should be applied. On several occasions I have frequently seen such errors in the writings of my own students, and when they were asked to explain the reason behind such an error, they said that they have always been instructed by their teachers in their earlier educational stages that words such as nouns or adjectives commencing with a vowel letter need to be preceded by the indefinite article "An". Hence, seeing the same error appearing in the subjects' structured exercises, the only reason that I could offer and saw most appropriate has been the one that I provided earlier:

Upon checking the translations for blank 9 in sentence 3 on the previous page, it has been observed that 20 out of 37 (nearly 54%,) left the blank with a null article. Language transfer could be one added reason, where the subjects in their Arabic translations left the noun "idea" with no specific identity, that is to say, giving it an indefinite meaning, whereas in their translations they decided to give the noun " coins " that follows anaphorically the definite identity, thus using the definite article. This would not be considered an error in Arabic, since the case would appear vice versa, where in English blank 9 would receive the definite article, and the noun "coins" following immediately after would in turn be left with a zero article. However, in Arabic 9 would get the zero article and the noun " coins" will receive the definite article.

For sentence 4 on page 123, 19 out of 37 (nearly 51.3%) of the subjects made the error in blank 22. In this case, the subjects ought to have used the definite article. Of those who made the error 16 (nearly 43.2%)

used the indefinite article 'An' and the other 3 (nearly 8.1%) used the zero article.

For the ones who decided to use the indefinite article 'An', it is likely that they faced some kind of reference problem. In this regard, it is most probable that they might have referred to the adjective in the noun phrase "actual value " instead of referring to the head word in the phrase " value ". Therefore, considering the adjective "actual" as a noun, and seeing that it begins with a vowel letter, they proceeded and used the indefinite article "An". This error is then a combined error of both reference and grammatical confusion. For the other 3 who favoured to use the zero article, there seems to be no explanation more suitable than considering a noun in its abstract sense. For instance, the subjects who used the zero article could have regarded the noun " value " in the NP "actual value" in its abstract form, and thus used the zero article. In order to clarify the matter further, it will be worthwhile to illustrate my reasoning by two examples to show how prepositional qualifiers in nominal groups yield different interpretations of the same noun. For instance, in the following two sentences the noun " wood " would possess two different interpretations:

- a. The wood used in this factory is highly compressed.
- b. Wood produced in Ghana is of a high quality.

In the first sentence the noun " wood " refers to a specific type of wood. While in the second sentence the noun refers to any and all type of wood generally produced in Ghana.

Nevertheless, there is one added possibility for using the zero article, it could also be that lexically they were unable to match the meaning between the adjective 'actual' and the noun "value", otherwise they would

have realised that the noun "value" in the phrase has a specific meaning in relation to the noun "coin" following immediately after.

The subjects seem not to have faced any problems in attempting to translate blank 22 into Arabic, where they used the proper Arabic definite article 'AL' in the way it has been expected from them to do so. This suggests that when it comes to ones own language then one tends to be more accurate in using the required article.

6.3.2.I. Nouns Preceded by a Determiner

It is very probable that those who left blank 9 with a null article could have considered 'That' in sentence 3 as a determiner that points or refers cataphorically to the noun 'idea', so by giving 'That' a different function they in turn used the inappropriate article. In this case, it has been the misreading of the word that mainly led to the improper choice of the article. Therefore, the problem to search for the proper reference item seems to be an obstacle that faced the subjects, because if they have searched for a proper link, then they would have noticed that the noun 'idea' refers to a specific idea that only concerns the use of coins in China. Once more the error in blank 9 in sentence 3 falls in the same category of grammatical confusion and the search for a proper reference item.

6.3.3 Searching for Referents over some length in the text

- 5 . In time gold and silver were used since these are among the most rare metals, but **the(19)** money which we use nowadays is mostly the paper notes.

(see appendix D-5)

In the above sentence taken from passage 5, (see appendix D-5), 20 out of 37 (nearly 54%) of the subjects made the error in blank 19 of sentence 5, this blank needed the definite article. Since 19 out of 20 (nearly 95%) of those who made the error chose to use the zero article instead of the proper definite article, it seems then that this error has mainly been due to failure to trace the precise referent over some distance in the sentence; on the other hand, it seems that those who made the error considered the noun money coming after blank 19 in the above sentence in its abstract sense; and therefore used the zero article. In this case, it seems they were unable to define the type of money being indicated by the sentence, because if they had moved on further on the sentence, then they would have realised that the money mentioned here is of a specific type that is used "nowadays" and that is referred to as the "paper notes". Hence, they would have in turn realised that the article needed for blank 19 in the above sentence ought to be 'The'.

In fact the problem of abstract mass nouns seem to have confronted the subjects on several other instances, and in those they were not confident of their choice. For example in the following sentence taken from passage 4, (see appendix D-4)

6. certain amount of **zero(6)** good luck. Although he began his career as a poorly.....

(see appendix D-4)

For the above sentence 22 out of 37 (nearly 59.4%) of the subjects scored the error for the above blank. 20 out of 22 (nearly 90. 1%) of those who made the error decided to use the indefinite article 'AL' in place of the correct zero article, and only 2 of them preferred to use the definite article.

On examining the errors it seems that the subjects have associated or referred the indefinite article 'AL' cataphorically with the noun "luck" in the noun phrase "good luck", and it looks as if they have taken this word as a countable noun, that is to say, the way the noun appeared in the passage. Therefore, when they tried to select a proper referent that points either anaphorically or cataphorically to the noun "luck", they could not find one, and since they took the noun to be in the singular form, then they decided to use the indefinite article 'A'. Blank 6 suggests that when things come to abstract mass nouns the subjects seem to get stuck somewhere, and in turn they encounter a problem of choosing the type of article to be used.

In this regard, it would be proper to provide a brief note on the kind of distinction that Arabic has upon both the countable and uncountable noun. As for the countable nouns, the plural form in English is generally formed by the addition of the morpheme 'S' to the end of the singular noun. For example:

Singular	Plural
a. Boy	Boys
b. Girl	Girls

In the Arabic Language the case is different, one reason for this difference is that Arabic is a highly inflectional language. In this case, I would say that the first distinction is that Arabic has three forms for the common noun instead of two, These are the singular, the dual and the plural form, Then each of these cases would be formed by the addition of different prefixes, suffixes, infixes and supra-fixes (in writing supra-fixes are four different signs that are added on top of the nouns and verbs in order to distinguish their tense form) according to whether the noun is a masculine or a feminine. For example, the above two nouns would change their forms in the following way:

Arabic Singular	-	Arabic Dual	-	Arabic Plural
a. Walud (Boy)	-	Waladan (two boys)	-	Awlad (Boys)
b. Bint (Girl)	-	Bintan (two girls)	-	Bunaat (Girls)

The same distinction would also apply to uncountable nouns. In English the plural form of the noun "Sea" is "Seas". However, Arabic would apply the same procedure that I have indicated above. For example:

Arabic Singular	-	Arabic Dual	-	Arabic Plural
c. Buher (sea)	-	Buhran (two seas)	-	Buhoor (seas)

Upon referring to the subjects' Arabic translations for both sentences 5 and 6, it has been observed that the subjects did not encounter a problem in using the proper Arabic definite article 'Al' for the same blank in sentence 5. However, for blank 6 in sentence 6, it has been observed that some 26 (nearly 70.2%) of the subjects preferred to add the Arabic definite article 'Al' to both parts of the noun phrase "good luck". This does not seem to be unusual since in Arabic the definite article " Al " would always be attached to both components of the noun phrase, people would generally say

Al-hud al-gaeed	_____	Arabic NP
Good luck	_____	English NP

There would also be a further change in the Arabic noun phrase, where the noun would usually precede the adjective in the Arabic NP structure, which means that it stands opposite to that of English

Al-hud al-gaeed	_____	Arabic NP
Noun Adj.		
Good luck	_____	English NP
Adj. Noun		

Therefore, once again blank 6 in sentence 6 does not indicate any sign of language transfer.

6.3.4. Problems arising from Language Transfer

7. The top floor is one big room, **the (18) Mafraj**
- (see appendix D-1)

Language transfer could also be one further problem that can hinder the subjects' efforts on deciding which article is to be used. In the above sentence extracted from passage 1, (see appendix D-1), 33 out of 37 (nearly 89.1%) of the subjects made the error. "Mafraj" is an Arabic word which the researcher should have typed by adding the Arabic definite article 'Al', where this article in Arabic stands for the English definite article. The main purpose of investigation here is to see whether the subjects would be able to refer the noun "Mafraj" in the said sentence anaphorically and add to it the English definite article, here they were unable to refer the word anaphorically to the previous two items occurring in the preceding sentence 'the top floor' and 'one big room', and this seems to be mainly why the error took place. The second reason could be that a language transfer has occurred, where the Arabic noun "Mafraj" could be used with or without the definite article 'Al'. Therefore, the subjects seem to have been confused whether or not to use the English definite article in the said blank as they usually do in Arabic.

Upon checking the subjects' Arabic translation of the said passage and precisely for the above blank in sentence 7, it has been observed that

31 out of 37 (nearly 83.7%) of them decided not to use the Arabic definite article, and they instead used the indefinite sense as they usually do in Arabic, only 6 of them (nearly 16.2%) used the appropriate definite article 'Al'. It is therefore a problem comprising of two different aspects, one the inability to refer the noun Mafraj anaphorically to some other referents mentioned before whereby an improper cohesive tie is used; and the second is a language transfer that creates some confusion in taking the required and proper decision.

6.3.5. Results achieved by Native writers

The six native writers who attempted the same exercises selected and filled in the blanks with the proper articles as required, (see appendix D-1 to 5), for a full version of each passage. However, in passage 1, (see appendix D-1), 4 of the native writers (nearly 66.6%) were able to use the proper article for blank 18. The reason in this case could well be that the native writers were not familiar with the meaning of the Arabic noun Mafraj; hence they were unable to decide on their proper choice. The other minor error of nearly 16.6% took place in blanks 13 and 19 of passage 5, (see appendix D-5), where one of the native writers decided to replace the indefinite article "A" with the zero article, and the other used the zero article instead of the required definite article. The native writer's error in blank 13 of passage 5 coincided with the results of those 18 (nearly 48.6%) subjects who preferred to use the zero article, the sentence reads as follows:

8. In ancient Greece a coin was worth for **zero(12)** example **a(13)** certain number of **zero (14)** oxen or **zero(15)** olives and could not be used to buy anything else.

(see appendix D-5)

The case here could be as a result of some reference confusion, where the subjects seem to have associated the article and its reference item in blank 13 in example 8 cataphorically to the following two blanks 14 and 15 that came immediately after, and since the article required for these blanks is zero, the subjects therefore took 13 as needing the zero article too. This confusion might have been enhanced further since three of the above blanks needed the zero article, and only one needed the indefinite article "A". However, since only one native writer (nearly 16.6%) made the error of using the inappropriate article for blank 13, this could be counted for factors that lie below the 40% ceiling, which has already been indicated in section 5.5.3 of chapter five.

In the case of the other native writer who used the zero article replacing it for the appropriate definite article for blank 19 passage 5, (see appendix D-5), the result coincided with those of the subjects. Nevertheless, the low score of 16.6% made by native writers compared with that of 95% made by the subjects definitely show that with non-native writers the error has been as a result of some problem, see sentence 5 page 126, whereas for native writers it could have been due to factors beyond their control, these factors are mentioned under the 40% ceiling in 5.5.3. of chapter five.

6.3.6. Conclusion

The above discussion shows that the errors in matching the reference items with their proper referents seems to have revolved round the use of the definite article, the indefinite article 'A' and the zero article; in most of the cases the errors seem to have resulted from a purely reference obstacle. The subjects seem to have also encountered problems in using the precise article with nouns commencing with vowel letters. On some occasions they

seem to have failed to stretch their search for the proper referent over some length in the text; failure in this process has led to the use of the improper article in line with its following referent. The subjects seem also to have encountered a language transfer problem; this problem mainly centred round the different use of the Arabic definite article " Al " and the English "The".

6.4. Pronouns as Reference Ties

Passage 6 under the title *The Landlady* adapted from a short story by Roald Dahl (1979), (see appendix D-6 for the story) was offered to the subjects mainly because it furnishes them with a reasonable number of pronouns that act as reference ties and that point towards the main characters in the story. On the other hand, it would indicate how far the subjects are aware of the role played by the pronouns as reference ties, especially when they are asked to do so while dealing with one pronoun item at a time under close classroom circumstances. It would also reveal how far the subjects would be able to trace the referents either anaphorically or cataphorically in terms of their reference ties.

The story offers four major and some minor characters and objects. Two of these are the main characters the Landlady and Billy, and the other two are the supporting characters of Mr Mulholland and Mr Temple. However, the other minor objects in the story contribute to a certain extent in the overall general events of the story.

26 of the pronouns indicated in the passage have been selected for the purpose of investigating the subjects' awareness of the role of referents in relation to their reference item. These should have occurred in the same order as indicated in the short story, (see appendix D-6). Nevertheless, for a brief reminder they are repeated hereunder:

No.	Pronoun	Referent
1.	She	Landlady
2.	I	Billy
3.	He	Mulholland
4.	Them	The two men
5.	They	Mulholland and Temple
6.	Him	Billy
7.	You	Billy
8.	You	Billy
9.	His	Mulholland
10.	They	Teeth
11.	He	Mr Temple
12.	His	Temple/Mr Temple's body
13.	He	Billy
14.	He	Billy
15.	It	Parrot
16.	You	Landlady
17.	You	Billy
18.	It	Dachshund/Basil
19.	Its	Back of the Dachshund
20.	They	Little pets
21.	It	Tea / Taste
22.	I	Landlady
23.	It	Name
24.	Them	Mulholland and Temple
25.	Him	Billy
26.	You	Billy

Passage F: The Landlady

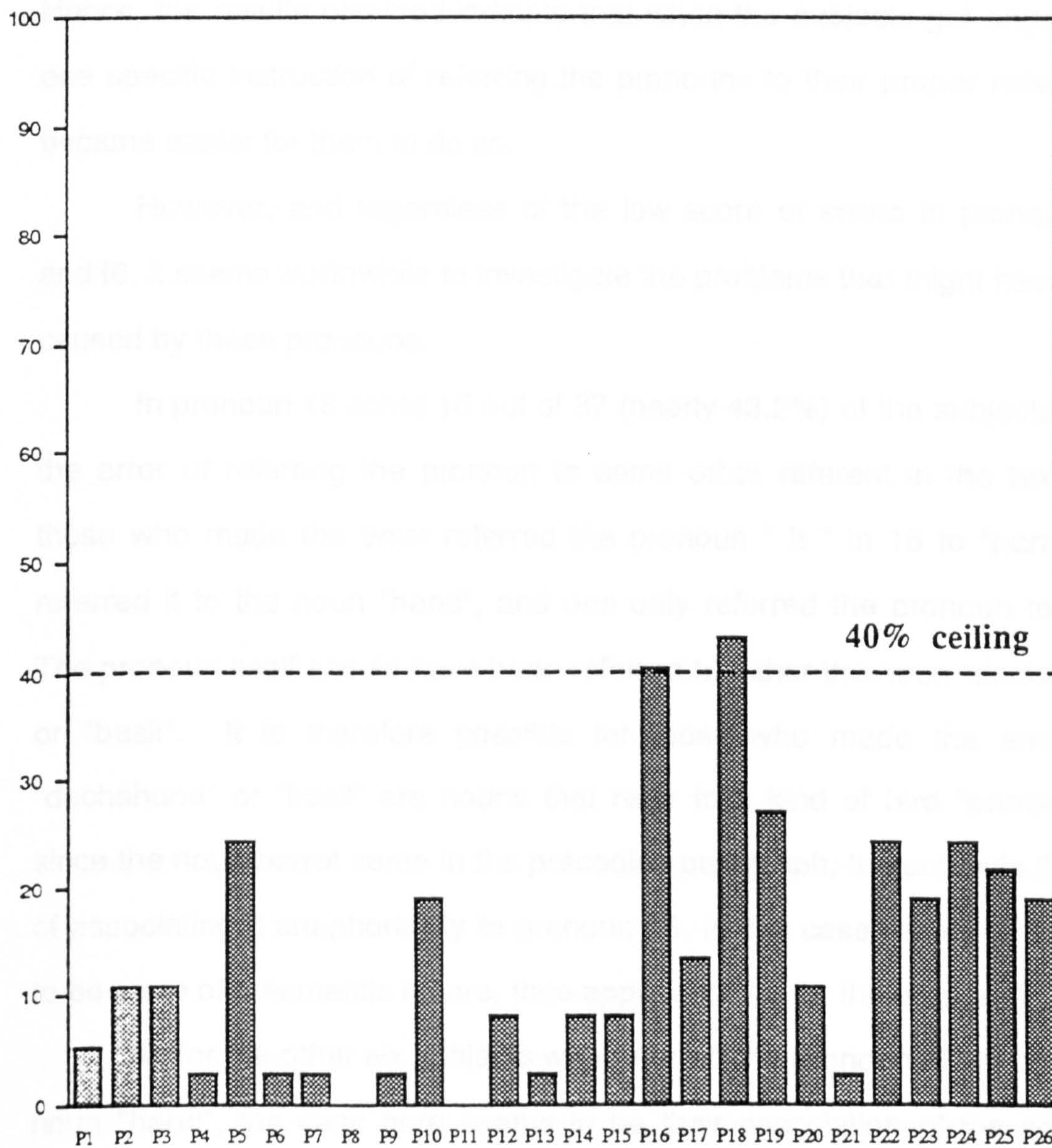
Table: 14

Subjects: 37

Paper No.	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14	P 15	P 16	P 17	P 18	P 19	P 20	P 21	P 22	P 23	P 24	P 25	P 26	
1										X								X									
2	X													X		X						X		X			
3			X		X						X	X												X			
4					X													X	X					X	X		
5										X																	
6										X					X												
7																	X						X				
8	X															X							X		X	X	
9																							X				
10										X																	
11																											
12		X				X	X			X			X	X		X	X	X	X	X		X			X	X	
13																X											
14																			X								
15										X						X										X	X
16		X			X						X	X			X										X		
17																											
18			X															X	X		X		X				
19			X																								
20					X											X		X	X			X	X	X	X	X	
21																											
22																X		X	X				X	X	X	X	
23																X		X	X				X		X	X	
24					X													X	X			X					
25																											
26		X		X						X						X		X		X		X	X	X			
27					X				X			X	X	X	X	X	X	X	X				X	X			
28																						X					
29			X		X																						
30		X			X											X									X		
31																							X				
32																		X	X								
33																X											
34																	X	X	X			X			X	X	
35																X	X	X									
36					X											X		X									
37																X					X						
Errors	2	4	4	1	9	1	1	0	1	7	2	3	1	3	3	15	5	16	10	4	1	9	7	9	8	7	
%	5	11	11	3	24	3	3	0	3	19	5	8	3	8	8	41	14	43	27	11	3	24	19	24	22	19	

KEY: * Paper No : Refers to the subject's paper number.
 * P : The letter P and the number that follows refers to the number of the pronoun in the passage.
 * X : The cross sign refers to the error in the said pronoun occurring in the corresponding paper number.

Passage F: The Landlady



Key: The letter P and the number that follows refers to the total error in the pronoun.

The subjects' performance in the current task has undoubtedly revealed encouraging results, where they have scored errors below the 40% ceiling with the exception of pronouns in 16 and 18, (see table 14 on page 135), where the range of errors fell just on the verge of the 40% ceiling, that is to say, 15 and 16 of the subjects respectively (nearly 40.5% and 43.2%). Hence, the results obtained indicate that when the subjects got engaged in one specific instruction of referring the pronouns to their proper referents it became easier for them to do so.

However, and regardless of the low score of errors in pronouns 18 and 16, it seems worthwhile to investigate the problems that might have been caused by these pronouns.

In pronoun 18 some 16 out of 37 (nearly 43.2%) of the subjects made the error of referring the pronoun to some other referent in the text, 9 of those who made the error referred the pronoun " It " in 18 to "parrot ", 6 referred it to the noun "hand", and one only referred the pronoun to "fire". The pronoun itself should have been referred to either the noun "dachshund" or "basil". It is therefore possible for those who made the error that "dachshund" or "basil" are nouns that refer to a kind of bird "parrot", and since the noun parrot came in the preceding paragraph, the subjects thought of associating it anaphorically to pronoun 18, in this case the error appears to be more of a semantic nature, (see appendix D-6 for the pronoun).

As for the other six subjects who referred the pronoun "It" in 18 to the noun "hand", the case here seems to be their association of the pronoun cataphorically to the verb "touch", the reason for them to do so could have been the accepted semantic link between "touch" and "hand".

The remaining subject could have associated the pronoun in 18 anaphorically to the adjective "cold" occurring instantly after.

Hence, the problem that encountered the subjects in associating the pronoun in 18 with its proper referent seems to be due to some kind of

lexical confusion. For further clarification the said pronoun is quoted hereunder as it appeared in the text:

9. "Of course," she said. And have **You(17)** met my little Basil as well? " she nodded towards the dachshund in front of the fire. Billy looked at it. He put his hand and touched **it (18)** on top of its back. **It(19)** was cold and hard.

(see appendix D-6)

In pronoun 16 some 15 out of 37 (nearly 40.5%) of the subjects made the error, The pronoun is repeated hereunder for discussion purposes.

10. "Alas, no longer."

"It's terribly clever," he said, "It doesn't look the least bit dead. Who did it?"

"I did."

"**You(16)** did?"

"Of course," she said.

(see appendix D-6)

This is a clear case of inaccurate association with the required referent. Those who made the error referred the pronoun in 16 to Billy, whereas it should have been referred to the landlady. The reason for the error could be due to the fact that the subjects got confused in the discourse that took place between the landlady and Billy. This error occurred when Billy asked the question "Who did it, ?" the landlady replies "I did", (see appendix D-6). The confusion could have happened as a result of the two questions and the answer that took place without providing the proper signal that would assist the reader overcome such hindrance. In the above example the second person pronoun "You" has been repeated twice, once in pronoun 16 for the landlady and the second time in pronoun 17 for Billy. If a signal such as the

following was inserted in the text, then it could have assisted in clearing the confusion.

a. " You(16) did ? " Billy said

Therefore, the problem in pronoun I6 could have been a reference problem that mainly occurred due to the absence of the proper discourse signalling.

All the six native writers made the proper referent choices for all the pronouns in the current passage. Thus, for a native writer referring pronouns to their precise referents seems not to have created any kind of reference problems.

6.5. Conjunctions

6.5.1. Introduction

According to Halliday and Hasan (1976) conjunctions are considered cohesive by the semantic connection that they offer between the various sentences in a given text; hence they lie on the borderline of grammatical and lexical cohesion. In other words, conjunctive relations are encoded in the form of linkages that exist between the components of a text, which means that the conjunctive process does not depend directly on referential meaning or on identity or association of wording.

The subjects were offered a task in the form of a letter that represented one whole meaningful text. They were asked to fill in the blanks with the proper conjunctive item from a given list of conjunctions, (see appendix D-7 for the original version of the letter). The purpose and the aim of the task was to investigate the subjects' awareness of the use of conjunctions as intersentential connecting devices, particularly when they are required to deal with one specific instruction only.

The text consisted of 12 conjunctions, and the subjects were required to fill in the blanks with the proper conjunctive marker taken from a list of

three markers given for each blank. This gives a grand total of 444 conjunctions in the 37 papers as a whole, see table 15 page 141. The total number of incorrect conjunctions in the 37 papers is 195 (nearly 43.9%). However, if the markers that scored incorrect choices above the 40% range are only considered, there will only be 4 conjunctions scoring the said errors, thus resulting in a total of 148 in the 37 papers, of these the sub-total of incorrect choices of selecting the proper conjunctions exceeding the 40% range will be 98 (nearly 66.2%). Therefore, bearing these two results in mind and the difference of 22.3% between the two readings, the expectations of some problem arising and encountering the subjects in their attempts to use the conjunctions as linkers between sentences has been provided. However, one needs to consider that the errors above the 40% range formed something like 33.3% or 1/3 of the overall 12 conjunctions used in the text, and this low score could most probably be due to the coherent nature of the text.

6.5.2. Findings

6.5.2.1. Language Transfer

Marker 2 scored the highest errors of incorrect choices, where 32 out of 37 (nearly 86.4%) of the subjects made the inappropriate selection of the conjunction. The required conjunction for the blank ought to have been 'But', and the sentence where the error occurred reads as follows:

11. Remember that I told you I was trying to get a job at YNOCO (Yemen National Oil Company). Well/And(1), I finally managed to get one! Of course, I haven't been working there for long but(2) I can already tell that its a wonderful place to work.

2. But – Because – So

(see appendix D-7)

Text G:

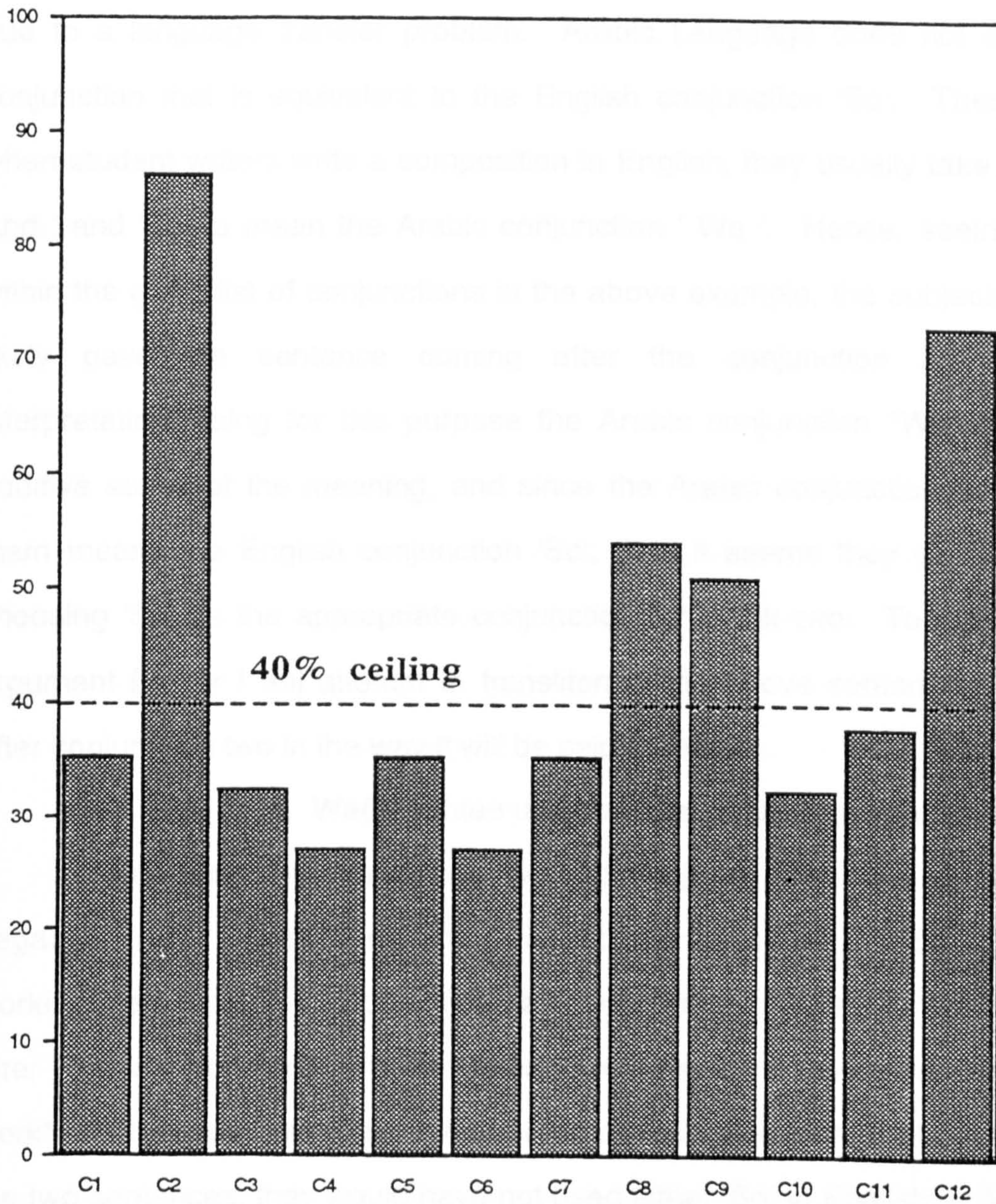
Table: 15

Subjects: 37

Paper No.	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	C 10	C 11	C12
1				X				X			X	X
2	X	X	X		X	X	X	X	X	X		X
3		X		X				X	X			X
4									X			X
5	X	X			X						X	X
6	X	X	X				X	X	X	X		X
7	X	X			X						X	X
8	X	X	X						X		X	X
9	X	X		X								X
10		X	X						X		X	X
11		X			X	X	X	X				X
12		X		X				X				X
13	X	X	X		X	X	X	X	X	X	X	X
14		X					X		X	X	X	X
15		X		X	X			X				X
16	X	X	X			X	X		X			
17		X			X			X	X	X	X	X
18		X		X			X					
19				X								X
20	X	X			X	X	X	X	X	X		X
21		X						X		X	X	X
22			X									X
23		X			X		X					X
24		X			X			X	X			
25		X				X		X	X	X		X
26		X	X	X		X			X	X	X	X
27	X	X		X	X	X		X	X	X		
28	X	X						X	X		X	
29		X	X					X	X		X	X
30	X	X	X		X		X					
31	X	X										X
32		X			X		X	X	X	X		X
33		X	X			X			X	X	X	
34		X	X				X	X				
35		X		X		X						
36		X					X	X				
37								X			X	X
Total errors	13	32	12	10	13	10	13	20	19	12	14	27
%	35.1	86.4	32.4	27	35.1	27	35.1	54	51	32.4	37.8	72.9

KEY: * Paper No : Refers to the subject's paper number.
* C : The letter C and the number that follows refers to the number of the conjunction in the text.
* X : The cross sign refers to the error in the said conjunction occurring in the corresponding paper number.

Text G:



Key: The letter C and the number that follows refers to the total error in % in the conjunction.

Twenty (nearly 54%) of those who made the error chose the improper conjunction 'So', whereas the other 12 (nearly 32.4%) used the conjunction 'Because'.

For the majority who used the conjunction " So " the reason could be due to a language transfer problem. Arabic Language does not offer a conjunction that is equivalent to the English conjunction 'So'. Therefore, when student writers write a composition in English, they usually take both 'And' and 'So' to mean the Arabic conjunction ' Wa '. Hence, seeing 'So' within the given list of conjunctions in the above example, the subjects very likely gave the sentence coming after the conjunction an Arabic interpretation, using for this purpose the Arabic conjunction "Wa" and its additive sense of the meaning, and since the Arabic conjunction "Wa" for them means the English conjunction 'So', then it seems they decided on choosing 'So' as the appropriate conjunction for blank two. To clarify my argument further I will attempt to transliterate the above sentence coming after conjunction two in the way it will be said in Arabic.

a. **Wa(2)** ashtee un aqool inaho makan gaeed llamal.

In choosing the conjunction 'So' the subjects failed to observe the negation in the sentence coming before conjunction two "I haven't been working there for long ", and the affirmation occurring in the sentence coming after the said conjunction "I can already tell that its a wonderful place to work". If they had been able to detect the element of contradiction between the two sentences, they would have not used either 'So' in English or 'Wa' in Arabic. A proper reading and comprehension of the letter in this task would have indicated that in Arabic the suitable conjunction for blank two is 'Laken' which is the equivalent of 'But' in English, in this case the required conjunction for the blank under discussion. On the one hand, the error in sentence II conjunction 2 may have been due to a language transfer problem, and on the other hand, the error may have resulted from the

subjects' inability to perceive the backward semantic reference of the sentence before the marker upon the one that follows it. The problem in this error may have been resolved if the subjects were able to use the conjunctive marker 'But'

Regarding the other 12 subjects who used the marker "Because", the case seem to have been more of a guessing process than a choice for a proper conjunction because semantically the marker does not suit the blank in accordance with the intended meaning of the two sentences that I have discussed earlier.

6.5.2.2. Formality and Informality

27 out of 37 (nearly 72.9%) of those who took part in the task made the improper choice in marker 12. The conjunction that they ought to have referred to should have been "Anyway", and the sentence where the error occurred reads as follows:

12. **Anyway(12)**, that's my news. What about you?.

'Drop me a line when you have time. Regards to all, and best wishes to you.

12. In conclusion – Anyway – After all

(see appendix D-7)

20 of those who made the incorrect choice of the marker chose to use the conjunction " In conclusion ".

The error in the above cohesive marker once again seems to be as a result of language transfer. But in this case it is linked with the formal and informal lexical items used in a particular language. The marker 'Anyway' used for blank 12 in the above example is the equivalent of the Arabic marker 'allaQullin'. People would generally avoid using the marker 'allaQullin' in both formal speech and writing, nevertheless, the marker is in demand in both informal spoken and written communications. In formal

Arabic speech and writing people would tend to use the cohesive marker "Fi al khetam", which is the equivalent of the English markers "In conclusion" or "To conclude" whenever they feel they have to sum up the contents of a formal letter, or when they intend to end it. Therefore, since the letter currently under discussion is addressed to a friend, it is very likely that the subjects took it as a formal correspondence, and hence thought of the Arabic style in writing more than the English one, and preferred to use the equivalent of the Arabic formal marker in English "In conclusion" instead of the required marker 'Anyway'.

As for the other 7 subjects who decided to use the inappropriate marker "after all", the case is likely to have been some kind of semantic obscurity or confusion. The conjunction in this regard might have given them the impression that lexically it points to "After all what I said – referring to the letter for which the subjects might have referred forwards to the lexical item "news" that occurs at the end of the sentence, and backwards to the overall contents of the letter.

6.5.2.3. Reference and Semantic Obscurity

In conjunction 8 some 20 out of 37 (nearly 54.4%) of the subjects made the error of selecting the incorrect marker. The marker that ought to have been used for blank 8 is "However", and the sentence where it appears is indicated hereunder:

13. My main job is to provide clothing, such as overalls, helmets and so on. I estimate what the different departments will need, then (6) I order it from the suppliers. In this way (7), I make sure that the various departments have everything they need. **However (8)**, stationery is also my responsibility.

8. However – Although – But

(see appendix D-7)

18 out of 20 (nearly 90%) of those who made the improper choice in marker 8 used "Although", whereas 2 of them (nearly 10%) preferred to use the conjunction "But".

The reason behind the subject's incorrect choice may have been their failure to grasp the semantic link between the last sentence "stationery is also my responsibility" servicing as a concessive offer which refers back to the preceding sentence "I estimate what the different departments will need, then I order it from the suppliers. In this way, I make sure that the various departments have everything they need".

The subjects could have resolved the above semantic obscurity of the final sentence if they were able to relate the lexical item "stationery" back to the other three nouns "clothing", "overalls" and "helmets"; by doing so they would have observed that the noun "stationery" is in no way related to the three items mentioned earlier in the discussion, therefore, for the writer of the text the responsibility of buying stationery stands as an additional duty which he has to fulfil and accepted to do. In this case, the obstacle that seems to have confronted the subjects is very likely their failure in comprehending the semantic and the cohesive links between the various sentences and their inability to refer back to the lexical items that could have assisted them in revealing the relationship between the first three nouns and the word "stationery".

Marker 9 scored some 17 out of 37 (nearly 51.3%) of the incorrect choices. The marker that ought to have been used for this blank is " In other words ". The sentence where the marker appears reads as follows:

14. However(8), stationery is also my responsibility. **In other words(9)**, I have to supply all the offices with papers, envelopes, and so on.

(9) Secondly – In other words – Also

(see appendix D-7)

For conjunction 9 the majority of those who made the error decided to use the conjunctive marker 'Also'.

With this error the problem appears to be once more the subjects' inability to refer the lexical items in the sentence 'papers' and 'envelopes' back to the item 'stationery' that occurs in the preceding sentence; this could probably be due to their failure to know the meaning of the noun 'stationery'. In other words, if they were familiar with the meaning of the word, then they would have realised that 'papers' and 'envelopes' are nothing but a kind of stationery, furthermore, the failure to know the meaning of the lexical item 'stationery' made them think that 'papers' and 'envelopes' are some additional materials that the writer is responsible to buy, and this is why the additive marker "Also" has been used instead of the proper explanatory marker 'In other words'.

6.5.3. Native Writer's performance

All the six native writers selected the correct conjunctions for blanks 2, 12, 8 and 9, where they have chosen the conjunctions 'But', 'Anyway', 'However' and 'In other words' respectively, with the exception of one (nearly 16.6%) who preferred the use of the conjunction 'Also' instead of the proper one 'In other words'. Therefore, for native writers conjunctions as inter-sentential links seem not to have created any problem.

6.6. Conclusion

So far the current chapter has been devoted to the examination and the investigation of the subjects' perception of the cohesive markers mainly when they are required to deal with such markers independently and outside the scope of an overall coherent text. It has earlier been indicated that the idea of such investigations mainly concerns the subjects' awareness of such cohesive tools, and on the other hand, to trace the nature of problems that

might have confronted them in their efforts of selecting the proper reference item such as the articles and the pronouns, and the conjunctions as linkers between sentences. Such problems have been described and evaluated from the standpoint of how the researcher understood them, and later to give such problems the nearest interpretation and explanation. The results obtained have been in line with the preliminary findings in 6.1.1. and 6.1.3 raised earlier at the beginning of this chapter. In these points, it has been indicated that non-native writers involved in this study would not commit major errors in using the reference items and the conjunctions; it has also been mentioned that the subjects might also confront some problems as a result of some language transfer.

The analysis carried out in this chapter indicates that English articles seem to have caused some minor problems only, where two passages out of five have not been considered due to their low scoring rates of errors. On the other hand, the other three passages 1, 4 and 5 offered all in all 61 articles of which the subjects made 13 (nearly 21.3%) errors that exceeded the range of 40%. The errors fell on the indefinite article 'A', the definite article 'The' and the 'Zero' article.

Since the only option available in the passages has mainly revolved round endophoric references, therefore, the errors that the subjects made were as a result of some problems of associating the articles with their precise referents. The problems mainly occurred round the inappropriate selection of the proper articles as a result of failing to trace their exact referents. The second type of problem revolved round the improper selection of articles that refer to referents commencing with vowel letters. The third type of problems centred round the inability of searching for the proper referents over some length in the text leading towards the use of the incorrect article. Problems that are due to the inability of recognising the nature of some abstract mass nouns, for example, life, luck, money etc., thus

resulting in the use of the inaccurate article. Finally, some of the problems that faced the subjects arose as a result of language transfer.

According to table 14 page 135 pronouns acting as reference tools do not seem to have created much problems in associating them with their proper referents for non-native writers of this background. Out of 26 pronouns the subjects faced problems in only two of them. Even here the two pronouns 16 and 18 exceeded the 40% barrier by a very narrow margin, that is to say, 15 and 16 out of 37 (nearly 40.5 and 43.2%) of the subjects respectively. The errors in these two pronouns mainly happened as a result of semantic reference, lexical confusion and the lack of proper discourse signalling.

Finally, the subjects seem to have confronted some problems in using the conjunctions as intersentential links between sentences, where from a total of 12 conjunctions they were unable to select 4 with errors that exceeded the 40% ceiling. The main problem that seem to have caused these errors has been due to language transfer, the inability to differentiate between formal and informal language, and the absence of semantic links between the sentences, The reason for such errors could be that the subjects were not familiar with the purpose and the function of such cohesive ties.

Therefore, to sum up the results of this chapter, it would be proper to say that non-native writers of this background revealed some positive results in identifying the articles and pronouns, and the conjunctions as a means of sentence connectors.

CHAPTER SEVEN

COHESION: Results and Findings for the Authentic Writing Tasks

7.0 Results and Findings

7.1. Introduction

The purpose of the current chapter is to investigate the subjects' different abilities to write a number of texts depending on their individual efforts and the writing skill that each can reveal. It is also to examine their spontaneous attitude of how best they can tackle the writing process in a number of open-ended writing tasks in the way they think most appropriate. In other words, the stress in this chapter will mainly be focused on the subjects' role as independent writers, and the degree of competence that they can show when they are in full command of their writing process. Therefore, it has been entirely left for them to decide on the best possible means and ways of tackling each of the given topics.

The investigations in the current chapter concern four different topics, and each topic has been attempted on a different occasion. For this purpose four different workshops have been conducted. The subjects taking part in each workshop were grouped into four groups; they were requested to discuss each topic before commencing their writing process; they were given the opportunity to exchange views related to each topic; and to furnish the most appropriate lexical items that would best serve the purpose of their ultimate goal. They were given the opportunity to exchange views concerning the general organisational plans of their topics, and to divide the information of each text that they write into appropriate paragraphs, all in the hope of having one whole unified and meaningful text. They were asked to discuss the plans of their themes and plots and to place their sentences into proper sequences of events that would reflect some kind of flow, or if they felt the need of discussing any other relevant issues that might best assist them to present an acceptable performance for each topic.

The above decision for allowing collective discussions might have influenced to a certain degree the independent written performance of each subject. However, I feel it has not interfered to a great extent in showing the actual independent attempt of each subject; since the writing process in this case required that each one of them needed to observe a number of steps that are in connection with their writing process. These steps are for instance thinking, planning, re-writing, revising, observing the organisational plan or 'schematic structure', grammatical structure, and lexical items " registers " and lexical choices, for all of which they are liable to commit some errors arising from problems that might face them regardless of the feedback they had received from each other.

In view of what has been mentioned above, on the one hand, I expect a better performance and presentation due to the opportunities that the subjects had in discussing the different writing topics, and on the other hand, I expect them to fail to comply with the above conditions, this failure I expect will lead the subjects towards errors precisely in the same areas as indicated earlier in chapter six, and it will further indicate the nature of problems encountered by them. My assumption is based on the subjects' prior performance in chapter six when they had no choice of their own to make, and thus were bound to follow certain restricting instructions. In the previous exercises of chapter six they made some errors in using the reference items and the conjunctions as cohesive markers. Therefore, since the topics presently under discussion are a sole representation of the subjects' own attempts, the errors discussed in the previous chapter may likely recur because this time the objectives are much wider, and each subject has to handle the burden of the whole written task by himself. Nevertheless, it is worth mentioning that this chapter will only include the analytical procedures inasfar as the cohesive features of the texts are concerned, whereas the other cohering features

of the texts will be included for discussion in chapters eight and nine under the heading of **Coherence: Results and Findings**.

Since the subjects chose their own topics to attempt, except for the first topic where they were provided with the opening paragraph of an unfinished narrative, one would therefore expect each of them to follow his own writing approach and style based on his own perception and understanding of the topic regardless of any feedback that he/she might have obtained in the workshops. Hence, this would make it a difficult task to assess and evaluate each written performance on its own. Therefore, it is necessary to try and find out a procedure that would best assess and evaluate the subjects' overall general writing performance, since the idea of the present research is not to examine the writing quality but instead to investigate the problems that non-native writers of this background might face in their attempt to write a well formed text. Based upon such an assessment, one can then describe and evaluate the errors and the problems that the subjects might have confronted in their attempt, particularly in the area of cohesion. Thus, I felt that the written performances of the subject need to be rated by impartial raters. In addition, this impartiality has been achieved by not providing subjects' names on the written performances but instead by offering each performance with a number that would be the only means of its identity.

The raters in turn would be guided by a specific rating guide that would provide them with nearly all the characteristics that a coherent text requires. Henceforth, the impressionistic results of these ratings would provide the necessary grounds for further examinations and investigations in order to trace, describe and evaluate areas where the problems of cohesion lie in the writings of Yemeni writers of this background, and who are shortly going to join the field of English Language teaching. The method that has been applied for the assessment of all the 37 subjects in

the four topics was based upon Bamberg's (1984) **Holistic Scoring Guide for Coherence**. This scoring guide has been selected because it offers all the necessary characteristics that a coherent text needs to possess. For a detailed review of Bamberg's (1984) **Holistic Scoring Guide** see chapter five under the heading of Methodology and appendix C.

For the sake of easy reference the researcher prepared a general table that included the overall scoring results of the three raters for each of the written topics. Hence, table 16-1 for instance and other similar tables have been arranged in the form of three distinct tables that include the scorings of the three raters together for one topic, whereby the ratings of rater 'A' are included in the table as 16-1-A, and so are the results of rater 'B', and the same applies to the ratings of rater 'C' whose ratings are included in the table as 16-1-C. It has been indicated earlier that the formation of tables 16-1 and other similar tables represent the main source for the information needed as far as the quality of each writing performance, seen from the rater's own perspective, is concerned. These tables had to be drawn in such a way since they provided an easy access for comparing the different rating results.

7.2. Writing Tasks

In the first topic the subjects were requested to complete an unfinished story. They were furnished with the introductory 'opening' paragraph of a short narrative. The opening paragraph had been a combination of both the Situation/Problem patterns in one unit, it reads with its rubric as follows:

Finish the following paragraph in the way you see most appropriate to do so

Along the street where I live is a house that is something of a mystery. Or is it? The people who live opposite perhaps could clarify the point, but no one that I know can. It is a large two storey house with ample garden. The garden is neat and tidy, and the house itself is clean and freshly painted. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. The strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty.

Once

It has earlier been mentioned that the opening paragraph presented a combination of both the situation/problem levels in one unit; although it seems somehow risky to define what a Problem is in as far as the Problem-Solution scheme is concerned; in my view the problem issue in the introductory paragraph has been established by lexical signals. Some might disagree with this claim, but my claim goes further to prove that an NP such as " something of a mystery " and a VP such as " clarify the point " lexically suggest the existence of a problem that requires immediate clarification. That is to say, the NP urges a query, and the query in turn raises a problem that needs to be solved. The verb " clarify " in the VP also suggests and stresses the idea of a problem that should be resolved.

In the other three topics 2, 3 and 4 the subjects were asked in each workshop to discuss amongst themselves the topic that they wanted most to write about.

In the second topic they all chose to write a recommendation letter. The reason for this choice could be that in the Yemeni context a recommendation letter would refer to a problem solving issue, where it is very likely that directors or managers would write formal/informal recommendations to their counterparts asking them to provide suitable jobs for their relatives or friends in order to solve their unemployment problem.

In the third workshop and while under the influence of the Yemeni Traffic Week, and while experiencing the traffic problems in Yemen and its hazardous consequences from their own social perspective, the subjects preferred to write a topic about the **Yemeni Traffic Week**, the problems traffic causes and how to solve them in Yemen.

Finally, in the fourth workshop all the working groups after some lengthy discussion consented to write a topic under the title of **Problems Facing Students in the English Department, College of Education, Sana'a University**, a surprising choice because as the title suggests the whole issue forwards a problem and requires a solution. Therefore, the Problem–Solution scheme I feel would best fit this kind of writing.

All the four topics were free and open–ended writing tasks, where the subjects were in full charge and in total control of their writing process in as far as the approach, style and some other factors are concerned, see the argument for the case in section 7.1. There is no doubt that prior workshops might have influenced the subjects in one way or the other, but at the same time it is undoubtedly true that each written performance would be a representation of one sole attempt and the initiative of each subject.

It is worth mentioning that upon reviewing the subjects' performance for the first topic, it has been noticed that each group decided to write on one particular theme and plot except for two or three cases where the themes and plots differed. In other words, despite the group discussions some subjects decided otherwise. Therefore, on certain occasions the prior discussions and the exchange of views seem not to have been implemented by some of the subjects; this in turn meant that subjects were free to accept or reject the outcomes of each workshop.

It has been mentioned that it was hoped that the subjects would offer a better performance than the one presented in chapter six; since each one of them had the opportunity to be in full charge of his/her writing process; besides it was also expected that the exchange of views and the prior discussions would enhance and contribute a better understanding of each of the topics:

Nevertheless, the first topic revealed alternative expectations against the ones expected above, whereas the results of the second, third and the fourth topics reflected a gradual improvement and progress in line with the above expectations. This improvement could most likely be due to the fact that in the first workshop the subjects were not yet familiar with the mechanism and the objectives of a workshop, and how it might assist in reducing the obstacles that could face them in the writing process, but later and the more workshops were conducted for the other three topics; the more the subjects became aware of the crucial role and the objectives that workshops can play in improving one's writing performance as a result of the exchange of views and the various contributions from each member of the group.

However, the fact remains that despite the improved and better performance in topics 2, 3 and 4 the subjects on a number of occasions

failed to exhibit good results in their attempts to write their tasks. We now look into the subjects' writing performance to examine the problems that face them in their attempt to write an authentic writing task.

7.2.1. Topic One: Finishing the short story

Table 16-1, see page 160, reveals the unexpected results that each rater offered to the written performances in the first topic, where the subjects were supposed to have completed the unfinished story. It is noticed rater 'A' gave point one, which happens to be the weakest point on the scale (Bamberg, 1984) to some 21 out of 37 (nearly 56.7%) of the subjects, whereas he gave point two, which is slightly better than one according to Bamberg's scale (1984) to 12 out of 37 (nearly 32.4%), and 4 of the subjects (nearly 10.8%) received the three points indicated by the scale, this point happens to be somehow equivalent to 'Good'.

Rater 'B' on the other hand offered 23 out of 37 (nearly 62.1%) of the subjects point one, and he gave 10 (nearly 27%) the two points, 4 of them (nearly 10.8%) were offered the three points.

The final rater 'C' gave 25 of the subjects (nearly 67.5%) point one, 10 (nearly 27%) received the two point score, and only 2 of the subjects (nearly 5.4%) deserved the three points.

None of the raters in this topic offered the four points equivalent somehow to 'Very Good' to any of the written performances. Hence, it is very likely that none of the subjects was able to convince the raters of an outstanding performance, and very few of them were able to score the three points. However, up to 35 out of 37 (nearly 94.5%) of the subjects for one of the raters were offered either the one or the two points, of which the highest range of 25 out of 37 (nearly 67.5%) scored one point.

7.2.2. Topic Two: The Recommendation Letter

It is from this topic of the second part and onwards that the subjects started to show some signs of improvements in their writing performance. The indications of such progress is revealed by the following readings that the raters offered to the subjects.

In table 16-2 for topic two, see page 162 **Recommendation Letter**, rater 'A' decided to give 18 out of 37 (nearly 48.6%) the one point, 14 (nearly 37.8%) of the subjects got the two points score, and 5 (nearly 13.5%) have been awarded the three points score.

Rater 'B' on the other hand decided to give 19 out of 37 (nearly 51.3%) the one point score, 14 (nearly 37.8%) were awarded the two points, and only 4 (nearly 10.8%) received the three points.

Finally, rater 'C' gave 20 out of 37 (nearly 54%) of the subjects the one point score, 14 (nearly 37.8%) received the two points, and 3 (nearly 8.1%) have been awarded the three points. Once again none of the raters offered the four point score to any of the subjects in this topic.

7.2.3 Topic Three: The Yemeni Traffic Week

In table 16-3 The Yemeni Traffic Week, see page 166, rater 'A' gave the one point score to some 14 out of 37 (nearly 37.8%) of the subjects, whereas he gave point two to 16 out of 37 (nearly 43.2%) of the subjects, and only 7 (nearly 18.9%) deserved the three point score.

Rater 'B' decided to award 15 out of 37 (nearly 40.5%) the one point score, and 17 (nearly 45.9%) received the two points, leaving only 5 (nearly 13.5%) with the three points score.

As for rater 'C', his decision has been to award 13 out of 37 (nearly 35.1%) the one point score, 18 (nearly 48.6%) received the two points, and only 6 (nearly 16.2%) got the three points score.

Topic One: Completing the Short Narrative

Table 16-1

Subjects: 37

PAPER NO.	RATER 'A'				RATER 'B'				RATER 'C'			
	1	2	3	4	1	2	3	4	1	2	3	4
1	X					X				X		
2	X				X				X			
3	X					X				X		
4	X				X				X			
5		X			X				X			
6	X				X				X			
7	X				X				X			
8	X				X				X			
9		X			X				X			
10	X				X				X			
11		X			X					X		
12		X				X				X		
13		X				X				X		
14	X				X				X			
15			X				X			X		
16		X			X					X		
17	X				X				X			
18		X				X			X			
19		X				X				X		
20		X				X			X			
21			X				X				X	
22	X				X				X			
23	X				X				X			
24	X				X				X			
25	X				X				X			
26		X				X			X			
27	X					X			X			
28		X				X				X		
29			X				X			X		
30	X				X				X			
31	X				X				X			
32	X				X				X			
33	X				X				X			
34	X				X				X			
35	X				X				X			
36			X					X			X	
37		X			X					X		
Total No. Errors	21	12	4	0	23	10	4	0	25	10	2	0
*	56.7	32.4	10.8	0	62.1	27	16.8		67.5	27	5.4	0

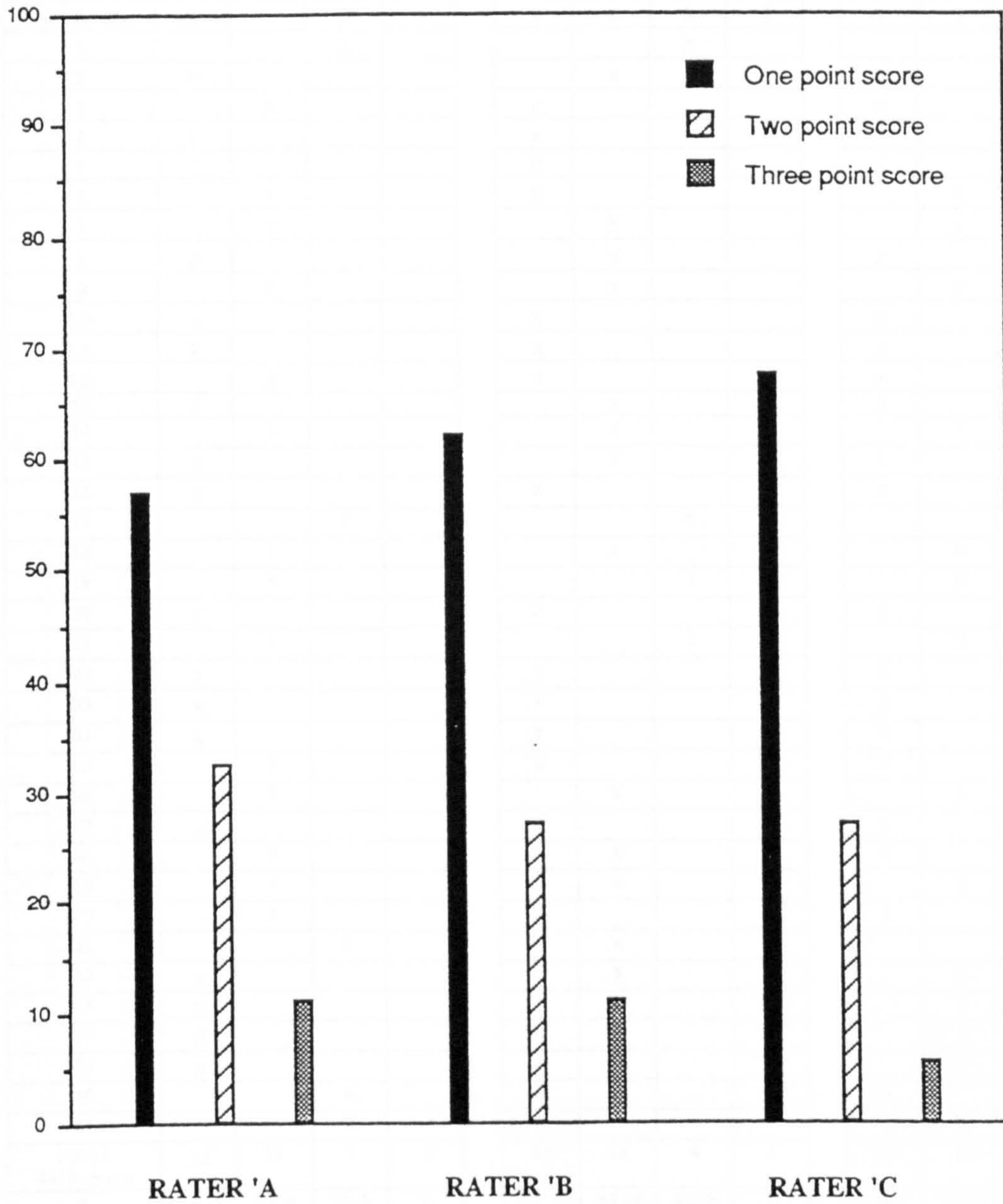
Key: * Paper number: Refers to the number given to each written performance

* 1-2-3-4: Refers to the scoring points according to Bamberg's (1984) Holistic Scoring Guide.

* X The cross sign refers to the scoring point offered by each rater for the corresponding paper number

Topic One: Completing the unfinished story

Subject 27



Topic Two: Recommendation Letter

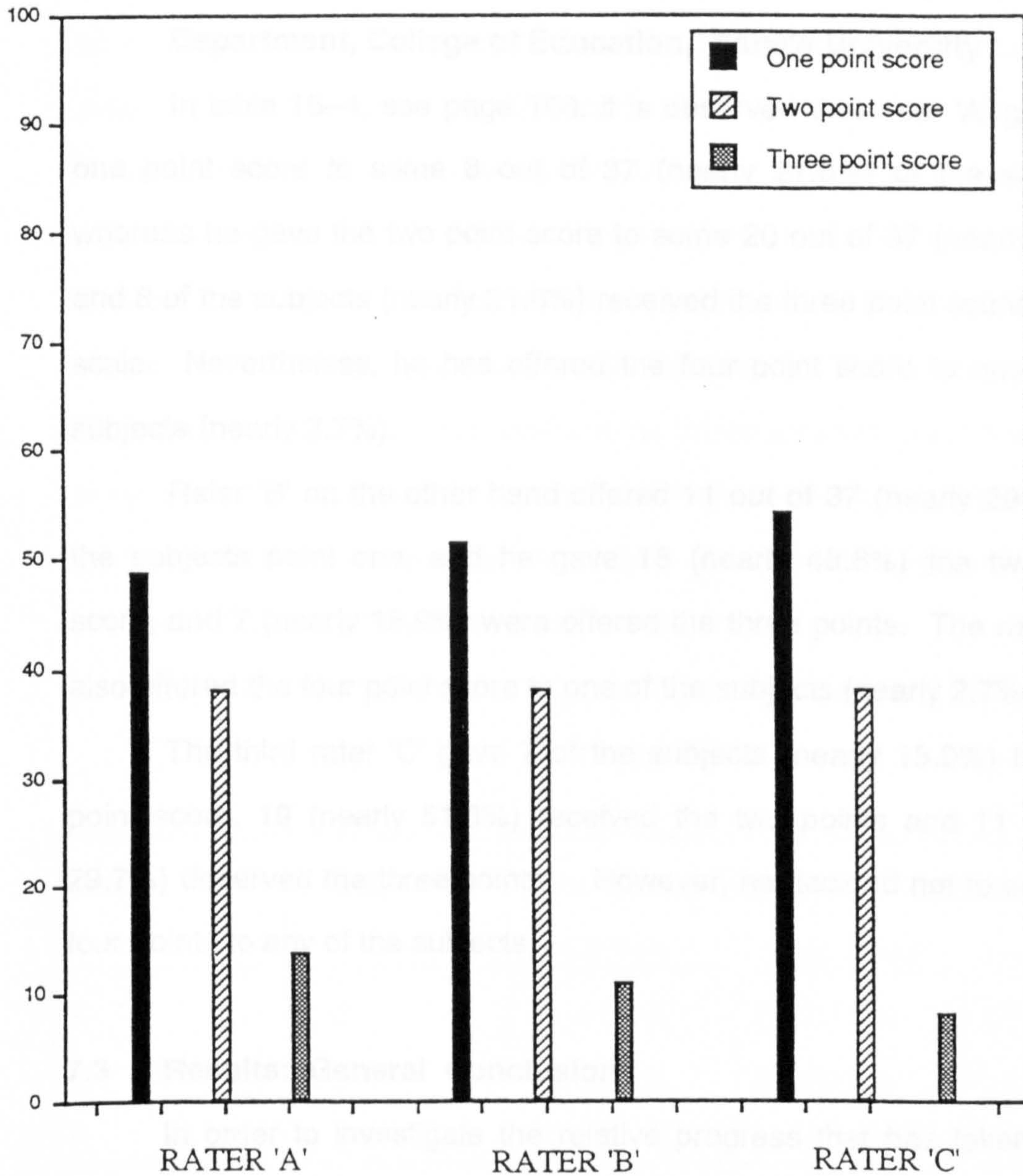
Table 16-2

Subjects: 37

PAPER NO.	RATER 'A'				RATER 'B'				RATER 'C'			
	1	2	3	4	1	2	3	4	1	2	3	4
1			X				X				X	
2	X					X			X			
3		X			X							
4	X				X				X			
5	X				X				X			
6		X								X		
7		X				X				X		
8	X					X			X			
9		X				X				X		
10	X				X				X			
11	X				X				X			
12		X			X				X			
13	X					X			X			
14		X				X				X		
15	X					X			X			
16	X				X				X			
17			X				X				X	
18		X				X				X		
19		X					X			X		
20	X				X				X			
21		X					X			X		
22	X				X				X			
23	X				X				X			
24	X				X				X			
25		X			X				X			
26		X				X				X		
27	X				X				X			
28		X				X			X			
29		X				X				X		
30		X			X				X			
31			X			X					X	
32	X					X				X		
33	X					X				X		
34	X				X					X		
35	X				X					X		
36			X		X				X			
37			X		X					X		
Total No.Errors	18	14	5	0	19	14	4	0	20	14	3	0
*	48.6	37.8	13.5	0	51.3	37.8	10.8	0	54	37.8	8.1	0

- Key: * Paper number: Refers to the number given to each written performance
- * 1-2-3-4: Refers to the scoring points according to Bamberg's (1984) Holistic Scoring Guide.
- * X The cross sign refers to the scoring point offered by each rater for the corresponding paper number

Topic Two: The Recommendation Letter



Again none of the raters in the current topic decided to give any of the subjects the four point score.

7.2.4. Topic Four: Problems Facing Students in the English

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In table 16-4, see page 168, it is observed that rater 'A' gave the one point score to some 8 out of 37 (nearly 21.6%) of the subjects, whereas he gave the two point score to some 20 out of 37 (nearly 54%), and 8 of the subjects (nearly 21.6%) received the three point score on the scale. Nevertheless, he has offered the four point score to one of the subjects (nearly 2.7%).

Rater 'B' on the other hand offered 11 out of 37 (nearly 29.7%) of the subjects point one, and he gave 18 (nearly 48.6%) the two point score, and 7 (nearly 18.9%) were offered the three points. The rater has also offered the four point score to one of the subjects (nearly 2.7%).

The third rater 'C' gave 7 of the subjects (nearly 18.9%) the one point score, 19 (nearly 51.3%) received the two points and 11 (nearly 29.7%) deserved the three points. However, he decided not to offer the four points to any of the subjects.

7.3 Results: General Conclusion

In order to investigate the relative progress that has taken place especially after the subjects gradually got acquainted with the process of how workshops function and their outcoming benefits and results, one has therefore to examine the figures as displayed by the three tables 16-2/3/4 on pages 162, 166 and 168 and the different graphs associated with them, and to compare these results with figures obtained in table 16-1 for topic one.

If one only considers the number of subjects who scored the two and the three scoring points in table 16-2/3/4 it will be noticed that the grand total in table 16-2 is 19 (nearly 51%) for rater 'A', 18 (nearly 48.6%) for rater 'B', and 17 (nearly 45.9%) for rater 'C'. The total figures of table 16-3 for topic three concerning the same scoring points reads as 23 (nearly 62.1%) for rater 'A', 22 (nearly 59.4%) for rater 'B', 24 (nearly 64.8%) for rater 'C'. Proceeding further these figures show some good progress in table 16-4 for topic four, where for rater 'A' the grand total for the same scoring points two and three is 28 (nearly 75.6%), 25 (nearly 67.5%) for rater 'B', and once again 28 (nearly 75.6%) for rater 'C'. Therefore, the readings obtained from the tables and the graphs attached to each indicate that topic four scored the highest points thereby revealing the reasonable progress that has taken place in the subjects' writing process. For further clarification see table 17 hereunder:

**Table 17: Total Number of Scoring Points Two and Three in
Topics 2 - 3 - 4**

Rater	Points	Total number of points two and three in		
		Topic Two	Topic Three	Topic Four
A	2-3	19-51.3%	23-62.1%	28-75.6%
B	2-3	18-48.6%	22-59.4%	25-67.6%
C	2-3	17-45.9%	24-64.8%	28-75.6%

Comparing the above results for the same points with the results of topic one, one would be able to see the obvious and gradual improvement that took place. In topic one it will be observed that the grand total for points two and three is 16 (nearly 43.2%) for rater 'A', 14 (nearly 37.8%) for rater 'B', and 12 (nearly 32.4%) for rater 'C', see the graph on page 172 and table 18 for signalling the difference.

Topic Three: The Yemeni Traffic Week

Table 16-3

Subjects: 37

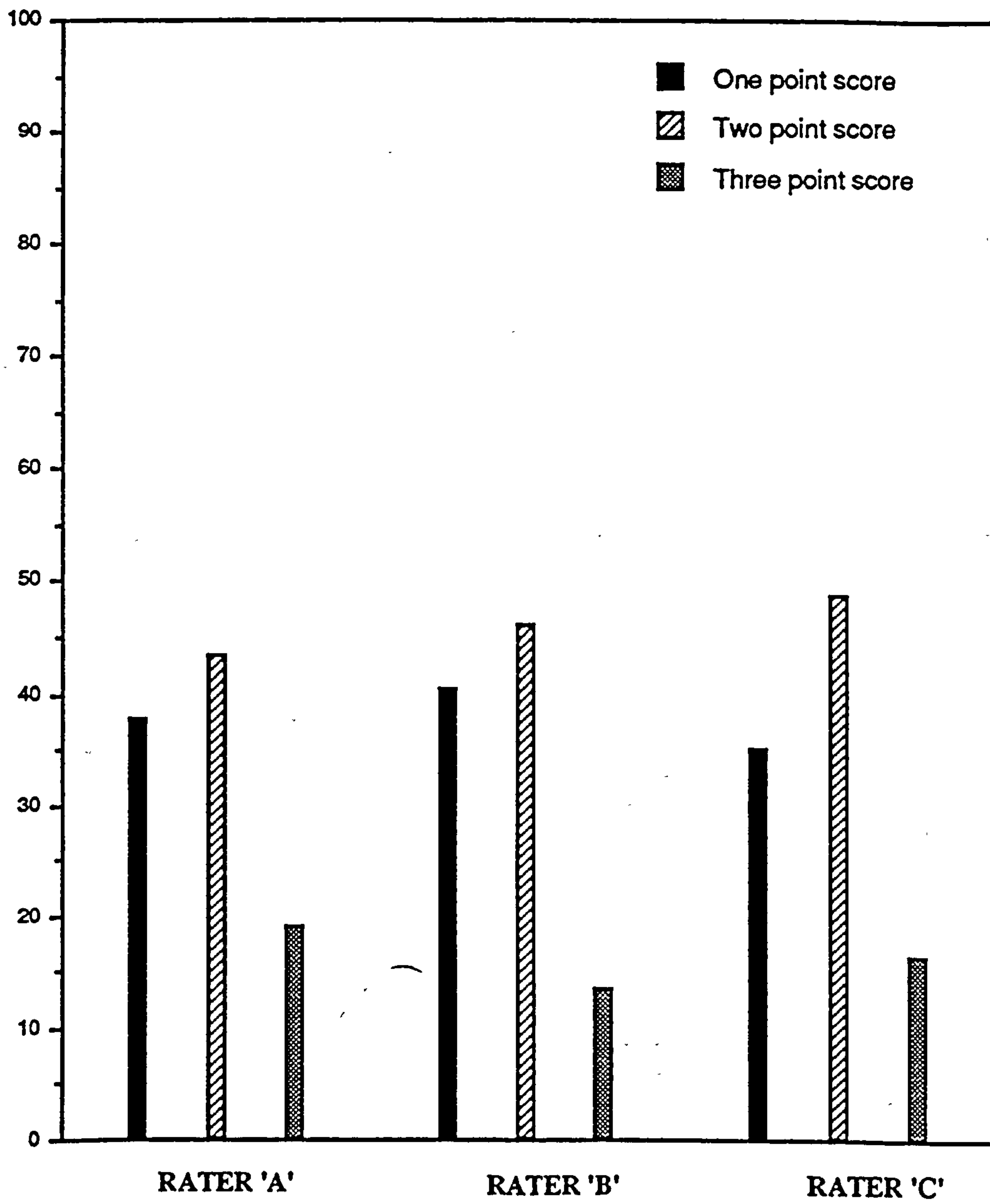
PAPER NO.	RATER 'A'				RATER 'B'				RATER 'C'			
	1	2	3	4	1	2	3	4	1	2	3	4
1			X				X			X		
2			X			X				X		
3	X				X				X			
4	X				X					X		
5		X				X					X	
6	X					X				X		
7	X				X				X			
8		X				X				X		
9	X				X				X			
10		X				X				X		
11			X			X					X	
12			X				X				X	
13	X				X				X			
14	X				X					X		
15	X				X				X			
16	X				X				X			
17	X					X			X			
18		X			X					X		
19	X					X			X			
20	X				X				X			
21		X					X			X		
22	X				X				X			
23		X				X				X		
24	X				X				X			
25		X				X			X			
26		X			X					X		
27			X			X				X		
28		X			X					X		
29		X				X				X		
30			X				X				X	
31		X				X			X			
32		X			X				X			
33		X				X				X		
34		X				X				X		
35			X			X					X	
36		X				X				X		
37		X					X				X	
Total No. Errors	14	16	7	0	15	17	5	0	13	18	6	0
%	37.8	43.2	18.9	0	40.5	45.9	13.5	0	35.1	48.6	16.2	0

Key: * Paper number: Refers to the number given to each written performance

* 1-2-3-4: Refers to the scoring points according to Bamberg's (1984) Holistic Scoring Guide.

* X The cross sign refers to the scoring point offered by each rater for the corresponding paper number

Topic Three: The Yemeni Traffic Week



Topic Four: Problems Facing Students in the English
Department, College of Education, Sana'a
University

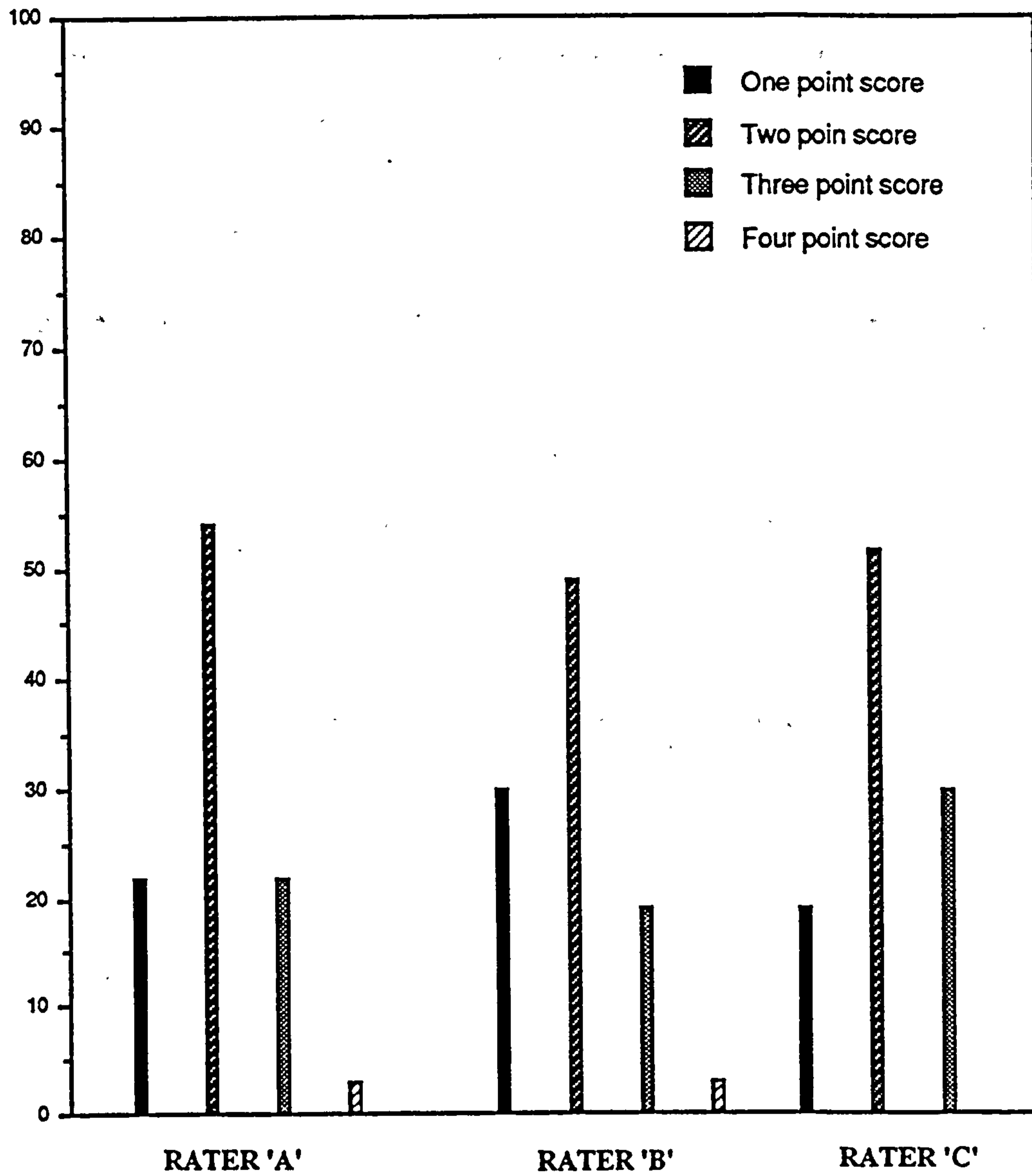
Subjects: 37

Table 16-4

PAPER NO.	RATER 'A'				RATER 'B'				RATER 'C'			
	1	2	3	4	1	2	3	4	1	2	3	4
1			X			X				X		
2		X				X				X		
3				X				X		X		
4	X				X				X			
5	X				X				X			
6		X			X					X		
7		X				X				X		
8		X					X			X		
9		X			X					X		
10		X				X				X		
11		X				X				X		
12	X				X					X		
13	X				X				X			
14		X			X				X			
15		X				X				X		
16			X			X				X		
17			X				X			X		
18			X			X				X		
19		X					X			X		
20		X				X				X		
21	X					X			X			
22		X					X			X		
23		X				X				X		
24		X				X				X		
25			X			X				X		
26		X					X			X		
27	X				X					X		
28	X				X				X			
29		X				X				X		
30			X			X				X		
31		X					X			X		
32		X				X				X		
33		X				X				X		
34	X				X				X			
35		X			X					X		
36			X			X				X		
37			X				X			X		
Total No. Errors	8	20	8	1	11	18	7	1	7	19	11	0
%	21.6	54	21.6	2.7	29.7	48.6	18.9	2.7	18.9	51.3	29.7	0

- Key: * Paper number: Refers to the number given to each written performance
- * 1-2-3-4: Refers to the scoring points according to Bamberg's (1984) Holistic Scoring Guide.
- * X The cross sign refers to the scoring point offered by each rater for the corresponding paper number

Topic 4: Problems facing Students in the English Department,
College of Education, Sana'a University



Therefore, the results as displayed by topics two, three and four tables 16–2/3/4 definitely reflect the high and improved scores for points two and three in comparison to the low scores of the same points in topic one table 16–1. The reason as it has earlier been mentioned could probably be due to the subjects' gradual confidence that they might have gained in the writing process, and the role that the different workshops could have played in enhancing and improving their writing performance, see the graph on page 173 for table 18.

Table 18: Accumulative of Points Two and Three in the Four Topics

Rater	Points	Total number of points in Two and Three in			
		Topic One	Topic Two	Topic Three	Topic Four
A	2–3	16–43.2%	19–51.3%	23–62.1%	28–75.6%
B	2–3	14–37.8%	18–48.6%	22–59.4%	25–67.6%
C	2–3	12–32.4%	17–45.9%	24–64.8%	28–75.5%

7.4 Findings

7.4.1 Introduction

Before embarking on the discussion of this point, it would be worth remembering that since each subject reflected his own understanding of the subject matter, he would therefore tend to have his own approach, regardless of the feedback that each one might have received from the work discussions, because these discussions are not obligatory for each subject. Therefore, it would be a fruitless task to assess, judge, evaluate and discuss each written performance on its own. Hence, the main objective in the current study would certainly be to try to explore the most common trend of cohesive problems that could have encountered the subjects in their attempts to write a free open-ended text, and also to

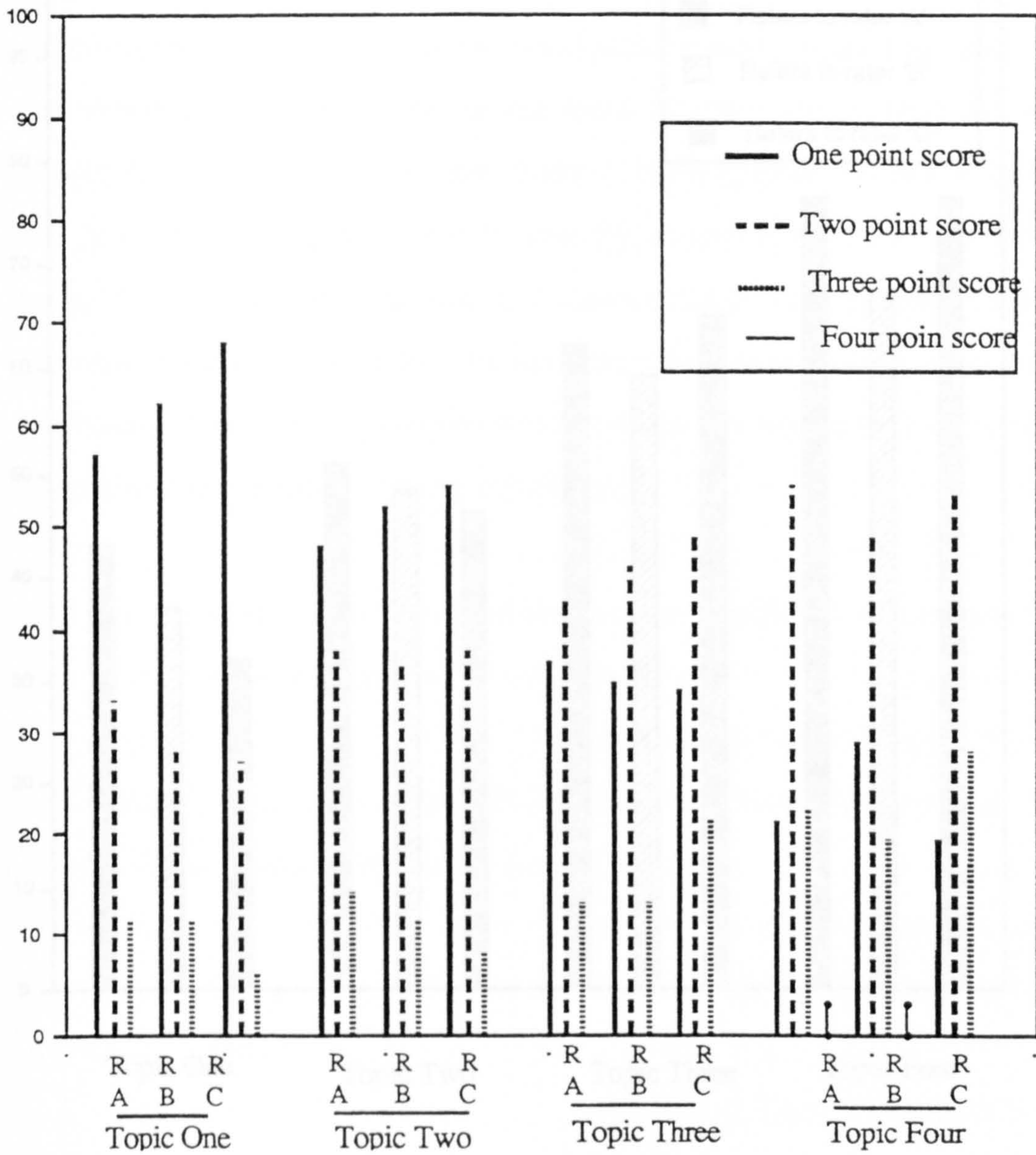
investigate to what extent these problems comply with the judgement and the assessment of the raters according to Bamberg's (1984) Holistic Scoring Guide (see appendix C). The following are some of the problems that seem to have confronted the subjects in their efforts to provide the essential cohesive features in the four topics.

7.4.2 Reference Problems

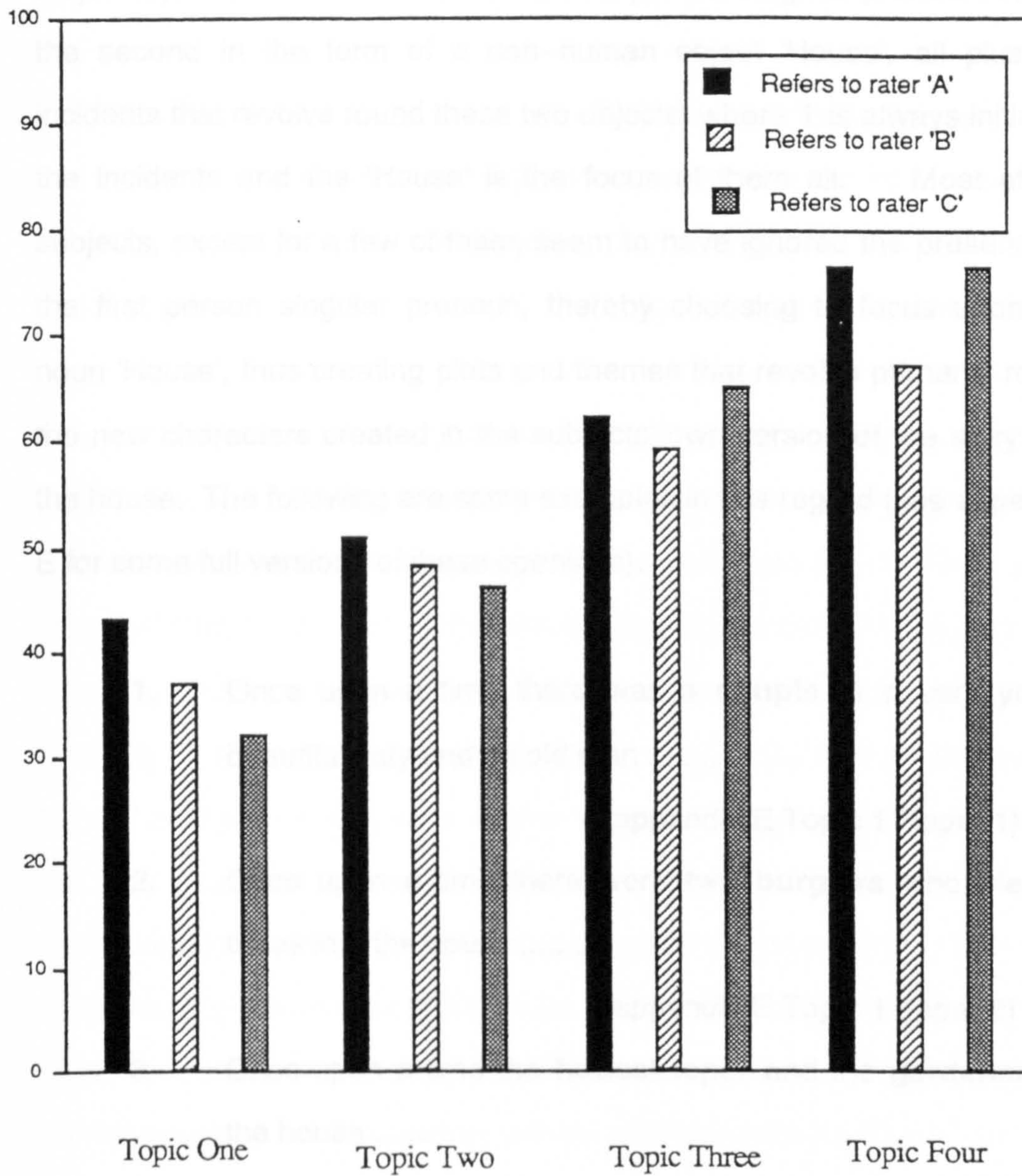
The introductory paragraph in the first topic has provided incidents that revolve round a persona in the form of the first person singular pronoun and a mysterious house (see the introductory paragraph on page 155). It was expected that the subjects would complete the story considering themselves on behalf of the main character 'I' around whom the entire events revolve. However, most of the subjects preferred to complete the story depending on characters that were entirely of their own creation. On several occasions these characters were drawn from the opening paragraph itself, and in some other instances they were total intruders that had no link with the proposed paragraph. This was the major trend in topic one, where nearly 23 out of 37 (nearly 62.1%) of those who participated in the task implemented the above error. By deciding to do so, they offered some new plots and themes that are not relevant to the main outlines of the introductory paragraph.

The above speculation has proved to be positively true. When a native writer was requested by the researcher to complete the unfinished narrative, he decided to commence the second paragraph in exactly the same way as he was expected to do (see appendix E-I for a model of this performance), where his part of the narrative was concerned with the solving of the problem raised in the opening paragraph.

Graph combining the overall scoring of the raters for the four topics



Accumulative of scoring points Two and Three in the four tasks



The mis-matching referred to earlier must have emerged from a main reference error in the area of pronouns as reference and cohesive tools. As has just been indicated, the introductory paragraph offers two major objects, one in the form of the first person singular pronoun 'I', and the second in the form of a non-human object 'House', all plus the incidents that revolve round these two objects, where 'I' is always initiating the incidents and the 'House' is the focus of them all. Most of the subjects, except for a few of them, seem to have ignored the presence of the first person singular pronoun, thereby choosing to focus upon the noun 'House', thus creating plots and themes that revolve primarily round the new characters created in the subjects' own version of the story and the house. The following are some examples in this regard (see appendix E for some full versions of these openings).

1. Once upon a time there was a **couple** of a very young beautiful lady and an old man

(appendix E Topic 1 Paper 1)

2. Once upon a time there were **two burglars** who tried to break into the house

(appendix E Topic 1 paper 2)

3. Once upon a time the **housekeeper** and the **gardener** left the house

(appendix E Topic 1 paper 33)

4. Once **somebody** came to visit the people who

(appendix E Topic 1 paper 8)

5. Once one of the **people** who lived opposite comes ...

(appendix E Topic 1 paper 13)

6. Once upon a time there were two **strangers** who decided to steal all the things inside the house

(appendix E Topic 1 paper 19)

7. Once the man whose name is **Ahmed** wanted to visit this house

(appendix E Topic 1 paper 21)

8. Once upon a time there was a **thief** in the town where the house was. He observed

(appendix E Topic 1 paper 34)

It is observed from the above bold nouns in the opening sentences that the subjects decided to commence their own part of the story with some eight different reference items in replacement for the first person singular pronoun offered by the introductory paragraph. The reason that one can offer for the above error and the considerable change and the diversity in the reference items could be due to the use of the adverb "Once" as a marker that commenced paragraph two, which happens to be the solution part of the narrative and which the subjects were supposed to have completed (see the opening paragraph on page 155). The word could have given the subjects the impression that a new plot and theme need to begin, since it has become an accustomed style in Arabic narrative writing to begin a story with an indicator such as "Once".

Therefore, the error could have resulted from an accepted convention of narrative writing and the interpretation of the adverb "Once" both in English and Arabic. Nevertheless, the subjects' decision has led to a totally different story which has no connection with the issue that 'I' the narrator wanted to resolve, or even the part that he played in resolving the mystery of the house.

In addition to what has just been discussed above, on some other occasions the subjects revealed a tendency to shift to some other characters within the spheres of their own version of the story, whereby they created an added diversity, and thus loosened their grip on the total uniformity of the events and the plot of their story, for example:

9. Next day everyone read the story of **this man**. **He** was a rich man and had a lot of money. He lived.....

(appendix E Topic 1 paper 25)

In the above example (see appendix E Topic 1 paper 25) for a full version of the text), the demonstrative "This" coming before the noun "Man" does not provide a clear anaphoric or cataphoric link between "Man" and the third person singular pronoun "He". In other words, no clear clue has been provided to distinguish between the noun and the pronoun, where it has not been made clear whether "This man" in example 9 refers to the thief in the text or the rich man, or even if it refers to both nouns together. The matter has therefore been left as a vague and an ambiguous point for the reader to clarify.

Although reference items turned out to be problematic for quite a number of the subjects in order to present a better connected text, there are others who were able to commence the second paragraph, beginning with their own part of the story, smoothly and without any serious hindrance. This process happened when they continued to retain the role of the main character in their own version of the story. Hence, they were also able to gradually and steadily develop their own part of the text into an acceptable Solution part, thereby managing not to lose track of the main opening paragraph, see the examples below and their appendices for further clarification of the matter.

10. Once when I walked near the house.....
(appendix E Topic 1 paper 12)
11. Once I decided to know the secret of this empty house
(appendix E Topic 1 paper 15)
12. Once I was walking down the street when I heard
(appendix E Topic 1 paper 36)

In the above examples the first person singular pronoun "I" has been maintained and was successfully carried-over to the second paragraph, it has also been properly used to refer anaphorically to the same pronoun in paragraph one who represents the major character or the narrator. This crucial decision made it possible for the subjects to embark on a procedure that properly developed the required Solution part of the story. By doing so, they seem to have offered their theme and plot a better connection on the surface of the text. Furthermore, on the part of the reader this seem to have assisted the process of better readability of the written performance.

I have earlier indicated that due to a difficulty concerning the reference item, quite a number of the subjects diverted from the main theme and plot that has been set for them in the opening paragraph. However, it is worth mentioning that regardless of their decision they have exhibited a modest control over the process of matching relations (Hoey, 1983) in their own version of the story, whether these relations existed in the reference items or the lexical repetition, the fact still remains that the text appeared to be more connected on its surface layout. These matching relations appeared in the repeated use of the nouns, pronouns, articles as reference tools, and also to some extent in the lexical repetition. The following three examples would further clarify the matter (see appendixes E Topic 1 papers 4, 29 and 36).

13. Once there were two burglars who planned to steal the house. They prepared themselves to break into the house at night by using a ladder. At night they came to the house and put the ladder against its wall.

(appendix E Topic 1 paper 4)

Table 19

Showing Internal Connectedness offered by cohesive ties in example 13.

Type of Cohesion	Cohesive Tie	Connects Clauses		
		1	2	3
Lexical/Reference -pronoun	Two burglars - Who - They - Themselves - They	x	X	X
Lexical/Reference - pronoun	The house - The House The house - Its	X	X	X
Lexical	At Night - At Night		X	X
Lexical	A ladder - The ladder		X	X

14. The very next day I decided to ask the gardener or the housekeeper, and I did. I asked them, but unfortunately I discovered that they did not know or did not want to say the secret of the mystery house.

(appendix E Topic 1 paper 29)

Table 20

Showing internal connectedness offered by cohesive ties in example 14

Type of Cohesion	Cohesive Tie	Connects Clauses			
		1	2	3	4
Reference – Pronoun	I – I – I – I	x	x	x	x
Lexical/Reference – pronoun	The gardener – The housekeeper – Them – They	x		x	x

15. The reply of the housekeeper made me more excited, more anxious to know and solve the mystery of the house. So I decided to discover this mystery by myself. I planned to walk round the house.

(appendix E Topic 1 paper 36)

Table 21

Showing internal connectedness offered by cohesive ties in example 15

Type of Cohesion	Cohesive Tie	Connects Clauses			
		1	2	3	4
Reference – Pronoun	Me – I – Myself – I	x		x	x
Lexical	House – The house – The house	x	x		x
Lexical	Mystery – Mystery		x	x	

A close observation of the preceding examples and the tables following each would instantly reflect some kind of connectedness that has been offered to the surface of the above extracts when at this stage the subjects were in their initial stages of conducting the first workshop. Regardless of any shortcomings or defects in the overall presentation of the text, it will be noticed that meaning, as far as the examples are concerned, is still retrievable by the reader. Therefore, it seems right to say that the overall surface connectedness of a given text by linguistic means does contribute substantially in comprehending it better.

The other reason that one can offer to explain the connectedness in examples 13, 14 and 15, is that usually a writer whether native or non-native feels more confident and competent in the writing process, and thereby controls the matching relations better, when the writing task is his own creation. The evidence for my claim is based upon the fact that writing is usually a solitary process, this gives the writer the chance to revise and re-revise his written performance. On the one hand, it is true that the subjects shifted from the main reference item in the opening paragraph thus offering their own theme and plot; on the other hand, they seem to have exerted some effort in controlling their matching relations, reflecting an average overall connectedness of their text.

According to the results obtained for the rest of the topics, it is obvious that the subjects have revealed some progress in their writing process. The reason for this improvement could be due to the gradual experience that they might have gained from their workshops. In other words, the more workshops were conducted the more this reflected itself on the subjects' improved writing abilities. The subjects also seem to have gained gradual awareness of the aspects that needed more of their attention in the writing process.

In view of the results scored in tables 16-2/3/4, the written performances have been thoroughly investigated in order to examine the problems that might have confronted the subjects in their attempts to write cohesive texts. It is worth remembering at this point that the only means of identification for each written performance has been the number allocated to each performance, and that each written performance is a representation of each of the subject's own efforts and represented his own individual approach. Therefore, evaluation and tracing of problems depended on the most common trend that the overall majority revealed in their work. This process in turn has depended mainly on the evaluation and judgement of the three raters (see tables 16-2/3/4 pages 162, 166 and 168).

In the above topic there are some good indications that are directed towards the subjects' better manipulation of the reference items. They seem to have been in a better position in using the reference items compared to their performance in the first topic. The following extracts are some examples in this regard (see appendix E topic 3 paper 2 and topic 4 papers 1 and 16 for a full versions of the texts).

16. On the 12th December, 1992, the Yemeni Traffic Week began. It lasted for seven days. The traffic police therefore spread all over the Republic of Yemen, organising the traffic, checking those who have no licences or those who have invalid ones.

(appendix E Topic 3 paper 2)

Table 22

Showing internal connectedness offered by cohesive ties in example 16

Type of Cohesion	Cohesive Tie	Connects Clauses				
		1	2	3	4	5
Lexical/Reference-pronoun	The Yemeni Traffic Week - It - The traffic - The traffic	x	x	x	x	
Lexical	Yemeni - Yemen	x		x		

17. The level of students in the English Department is too weak and not as expected. This is in fact caused by the weak teaching they had during their secondary and preparatory schools. These students though they have now become teachers of English they keep simply receiving information from their lecturers. In other words, they are almost forced to do what others want them to do. They are completely controlled and do not have enough chances to participate.

(appendix E Topic 4 paper 1)

Table 23

Showing internal connectedness offered by cohesive ties in examples 17

Type of Cohesion	Cohesive Tie	Connects Clauses				
		1	2	3	4	5
Lexical/Reference-pronoun	Students - They - Their - Students - They - Teachers - They - Their - They - Them - They	x	x	x	x	x
Lexical/Reference-pronoun	Lecturers - Others			x	x	

18. **The English Department as part of the College of Education has its own sufferings and problems. One of the problems is that most of the teachers are not serious, they give the students the chance to cheat in exams. This reflects itself on the level of the students, they do not work hard because they depend on cheating. Some teachers are not qualified to teach and are brought to the wrong place.**

(appendix E Topic 4 paper 16)

Table 24

Showing internal connectedness offered by cohesive ties in example 18

Type of Cohesion	Cohesive Tie	Connects Clauses					
		1	2	3	4	5	6
Lexical/Reference-pronoun-Ellipsis	The teachers - They - Teachers		x	x			x
Lexical/Reference-pronoun	The students - The students - They - They			x	x	x	
Lexical/Ellipsis	Cheat - Cheating			x	x	x	

Examples 16,17 and 18 clearly show a better presentation and an improved usage of the reference items as cohesive links between them and their referents. Nevertheless, although quite a number of the subjects tried their best to present texts that are supported by reference items in order to provide the necessary connectedness, some of them on a number of occasions seem to have failed to fully utilize these items due to some problems that they could have encountered in their writing process, which I now describe.

A number of the subjects reflected a common and a consistent trend in failing to master and properly control the definite article as a reference item. Hence, this failure caused some minor defects in accurately associating the anaphoric and cataphoric links between the nouns as referents and their definite article. The following are some examples of such defects that have been frequently traced throughout the second, third and the fourth topics.

- 19a. The teachers who teach in (zero) English Department ¹
- 19b. The teacher who teach in the English Department ²
- 20a. (zero) Faculty of Education must give solutions for these problems
- 20b. The Faculty of Education must give solutions for these problems.
- 21a. The Yemeni traffic week was established directly after (zero) reunification of Yemen had taken place.
- 21b. The Yemeni traffic week was established directly after the reunification of Yemen had taken place.

The above three examples were almost common to the written performance of quite a number of those who took part in the free open-ended writing tasks. Upon reviewing the papers it has been observed that some 17 out of 37 (nearly 45.9%) used the zero article instead of the proper definite article for example 19, and 19 out of 37 (nearly 51.3%) once again used the zero article instead of the required definite article for example 20, whereas some 15 out of 37 (nearly 40.5%) of the subjects once more used the zero article in the place of the definite article for

¹ In (a) the sentence is depicted as it occurred in the subjects' papers.

² In (b) the sentence is corrected by the researcher for the purpose of the study.

example 21. It has been noticed that these errors mainly fell before the proper nouns "The English Department", "The Faculty of Education" and the noun "reunification". Although the subjects are aware of the definite sense that the above nouns provide in real life as far as they are concerned. However, in the writing process they fail to recognise this definite sense. That is to say, under the stress of the writing session they tend to forget that there is only one English Department, one College of Education and one Yemeni reunification that concerns them.

There were also others who were unable to use the pronouns as proper reference items for some of the nouns in the second, third, and the fourth topics. The effect of this error revealed some ambiguity and vagueness in their written performances, thus delaying a better comprehension of some necessary details in connection with the events of the topics, and left the burden of clarifying such ambiguity and vagueness on the reader. As it is beyond the scope of the present research to list all the instances where such errors took place, I therefore chose to represent them by some prominent examples that reflect the most common trend of these errors.

22a. It is obvious that good students or those who want to get some progress in his study should work hard and try to involve himself...¹

22b. It is obvious that good students or those who want to get some progress in their study should work hard and try to involve themselves...²

23a. Teachers should be also aware of the needs of his students

¹ In (a) the sentence is depicted as it occurred in the subjects' papers.

² In (b) the sentence is corrected by the researcher for the purpose of the study.

- 23b. Teachers should be also aware of the needs of their students
- 24a. Most people allow his young children.....
- 24b. Most people allow their young children

The errors in examples 22, 23 and 24 come within the area of endophoric reference and so are part of the texts' internal cohesive world, that is to say, the problems in this case are due to some mismatching between the pronouns and their referents, or to be more precise between the pronouns and their singular/plural forms of their referents.

However, in the following examples extending from 25 to 27 the reference problems seem to be of an exophoric nature that lie outside the spheres of the text. In other words, one has to draw the referents either by spontaneous inference or by precise identification of the referents that is if he /she can do so. For instance, one needs to associate the pronoun "They" in example 25 to "Society", and "They" in 26 to "Department", and finally the pronoun "They" to "Government" in example 27.

- 25a. The big problem that usually lead to the smaller problems is the social view towards the profession of teaching in Yemen. **They** give the teacher no proper social view and status.
- 25b. The big problem that usually lead to the smaller problems is the social view towards the profession of teaching in Yemen. **Society** give the teacher no proper social view and status.....
- 26a. One of the problems which we face is the timetable. **They** change the timetable
- 26b. On of the problems which we face is the timetable. **The Department** changes....

27a. After the re-unification of Yemen it has been found necessary to have a traffic week, it was established in 1991.

They found that ...

27b After the re-unification of Yemen it has been found necessary to have a traffic week, it was established in 1991.

The Government found that.....

Therefore, the effects of these errors whether in the form of endophoric or exophoric references undoubtedly caused some kind of hindrance and delay in providing a swift comprehension of the topic.

7.4.3 Conjunctions as intersentential links

In the first topic, quite a number of the subjects seem to have avoided the use of conjunctions as a means of intersentential linkage between the sentences of their topic. 25 out of 37 (nearly 67.5%) in this topic decided to adopt this style. The following are some of the examples that have been selected where no conjunctions were used to link the sentences. It is worth mentioning that although these sentences are not connected by conjunctions as one means of cohesiveness, they are nonetheless cohesive by other means.

28. I was coming back late from my office on foot. The street where I live was completely empty. I suddenly saw something unbelievable, the gate of the house was left open. In front of the gate there was a van. Dreadfully I stopped, I stood behind the left wall of the opposite house so that nobody could see me.

(appendix E Topic 1 paper 26)

Table 25

Showing internal connectedness offered by cohesive ties in example 28

Type of Cohesion	Cohesive Tie	Connects Clauses						
		1	2	3	4	5	6	7
Reference-pronoun	I - My - I - I - I - I - I - Me	x	x	x			x	x
Lexical	The house - The house				x			x
Lexical	The gate - The gate				x	x		

29. Once one of the people who lives opposite comes back home late at night, he could see a very little light into the house through the window. Thinking that it was the two men who used to come to the house are sleeping in, he entered the house. The next day the housekeeper and the gardener came to the house, the lock was broken of the door, the precious furniture

(appendix E Topic 1 paper 13)

Table 26

Showing internal connectedness offered by cohesive ties in example 29

Type of Cohesion	Cohesive Tie	Connects Clauses						
		1	2	3	4	5	6	7
Lexical / Reference- pronoun	One of the people – Who – He	x	x		x			
Lexical	Home – The house – The house – The house – The house	x	x	x	x	x		
Lexical	The two men – The housekeeper – The gardener			x		x		
Lexical	At night – The next day	x				x		
Lexical	Window – Door		x				x	

30. One day he went down the stairs to the bedroom. He saw a large map on the wall. He tried to touch it, it fell down. He saw a door, he opened it. The door led to another door through a long hall. He walked slowly, he reached the second door.

(Appendix E Topic 1 paper 8)

Table 27

Showing internal connectedness offered by cohesive ties in example 30

Type of Cohesion	Cohesive Tie	Connects Clauses								
		1	2	3	4	5	6	7	8	9
Reference- pronoun	He	x	x	x		x	x		x	x
Lexical / Reference - Pronoun	Map - It - It		x	x	x					
Lexical / Reference - Pronoun	A door - It - The Door - Door - The second door					x	x	x		x

31. The owner of that neat house is a beautiful young lady. She possesses a great wealth including hotels and buildings. She came to the house with her husband two times a year. Her name is Fatin.

(Appendix E Topic 1 paper 31)

Table 28

Showing internal connectedness offered by cohesive ties in example 31

Type of Cohesion	Cohesive Tie	Connects Clauses			
		1	2	3	4
Lexical / Reference - pronoun	The owner - Lady - She - Her - Her - Fatin	x	x	x	x
Lexical	house - The house	x		x	

32. Next day I decided to discover the mystery of the house. I went around it for many days, and I tried to see what was inside. One night I went to the house, the gate was slightly open. The house was completely in darkness. I went upstairs. I came slowly closer to the room. ...

(Appendix E Topic 1 paper 20)

Table 29

Showing internal connectedness offered by cohesive ties in example 32

Type of Cohesion	Cohesive Tie	Connects Clauses							
		1	2	3	4	5	6	7	8
Reference- pronoun	I	x	x	x	x			x	x
Lexical / Reference - Pronoun - Ellipsis	The house - It - The house - The House	x	x	x	x		x		

However, there are few of the subjects in the first topic who favoured the use of conjunctions as a means of sentence connectors. The following are some of the very few examples that the researcher was able to trace in the subjects' written performance.

33. They looked very rich **but** nobody knew their names.

(Appendix E Topic 1 paper 11)

34. Once upon a time I decided to know the secret of this house **and** I visited the owner of the opposite house. I introduced

myself to him **and** I asked if I can talk to him about a private matter.

(Appendix E Topic 1 paper 15)

35. He saw a young beautiful lady who was sitting on a chair **then** he approached ..

(Appendix E Topic 1 paper 23)

The use of conjunctions such as the ones indicated above is due to the nature of text one. In narrative style student writers generally tend to use the conjunctions **And – But – Then** to connect their various sequences. However, it seems that only a few reflected this tendency in their writing process, and the rest followed the general trend of avoiding the use of conjunctions throughout the first topic.

In topics two, three and four the subjects have exhibited somehow a better awareness of the use of conjunctions as sentence connectors; although some of them continued resorting to their usual preference of using a number of successive sentences thus avoiding the use of connectors, still one would say that the number of subjects deciding to use the conjunctions in their writing process, after gaining confidence in their workshops, has increased to some extent. The following are some examples that have been selected from a number of the written performances:

36. **In other words**, they are almost forced to do what others want them to do. The students are completely controlled and do not have enough chances to participate in the class. **Moreover**, when they leave their classes, they do not practice the language.

(appendix E Topic 4 paper 1)

37. English Language is regarded to be widely spread international language. **Therefore**, it is studied all over the world, and it is spoken everywhere. It is said that it allows any person to get a better job and a good social status... **However**, this is what the students of the English Department regrettably lack.....

(appendix E Topic 4 paper 37')

38. Most of the drivers are not well trained because they did not take the proper driving lessons. **Therefore**, they cause lots of problems on the roads. Some of these drivers do not have driving licences **moreover** some are even under the legal driving age.

(appendix E Topic 3 paper II)

39. **Finally**, it is the responsibility of the government to put proper traffic laws and for the people to obey such laws.

(appendix E Topic 3 paper 4)

40. Most of our books which we use are in the form of hands-outs and we always have to photo-copy them. Furthermore, some of the subjects are very boring, and some are even useless for an English course.

(appendix E Topic 4 paper 26)

The above examples reflect a better utilisation of the use of sentence connectors. On the one hand, these markers displayed some good results as far as the linking procedures between the sentences and their sequences are concerned, on the other hand, they enhanced and facilitated the comprehension of the intended meaning better. For instance, using the connectors " In other words " and " Moreover" in example 36 as cohesive markers, has served the purpose of adding more

information to either the previous sentence or the sentence following immediately after. The same could be said about example 37 where the marker 'Therefore' has served the purpose of further explanation of what has been said in the first sentence.

One reason for this better utilisation of the sentence connectors as part of the overall cohesive links in the second, third, and the fourth topics is due to the overall general command of the writer over his/her writing process, particularly when he/she feels free to tackle their writing task in any way they feel appropriate to do so. Furthermore, workshop discussions may have also contributed in this improvement,

It is worth mentioning that those who preferred to avoid the use of conjunctions as sentence connectors have also exhibited a fair and an improved performance in their writing styles compared to tonic one. The following example clarifies the fact that a text can be presented as a well connected text without the use of conjunctions as cohesive markers (see the example below.

Example 41 is a good example of an extract (text) made of a number of sentences that are not linked by any conjunctions, and where the sequence of events gradually and smoothly flowed hence reflecting the intended meaning without the use of connectors. Therefore, one might conclude that it is not really essential for a text to employ conjunctions in order to convey the intended meaning, because it can do so, without the use of conjunctions as sentence connectors.

41. Last week was the third term of the Yemeni Traffic Week. This week brought with it a lot of advantages for the people and our society. It is one of the very good experiments in a country like ours. In this week traffic officers guide the drivers for a better observation of the traffic rules. They faced many problems during this week, for many citizens of

this country do not follow traffic regulations in their everyday life.

(appendix E Topic 3 paper 2)

Table 30

Showing internal connectedness offered by cohesive ties without the use of conjunctions in example 41

Type of Cohesion	Cohesive Tie	Connects Clauses					
		1	2	3	4	5	6
Lexical / Reference- pronoun	Last week – Week – This week – It – It – This week – This week	x	x	x	x	x	
Lexical Repetition	Traffic – Traffic – The traffic – Traffic	x			x		x
Lexical / Reference Pronoun	The people – Our – Ours – Citizens – Their		x	x			x
Lexical	A country – This country			x			x
Lexical / Reference – Pronoun	Officers – They				x	x	

After we have discussed how a substantial number of the subjects were able to produce a text without resorting to the use of conjunctions as intersentential linkage between their sentences. We now move on to the final aspect of internal connectedness within a given text.

7.4.4. Lexical Repetition

Lexical repetition is one of the added features of matching relations that assist in facilitating the surface connectedness of a given text.

Therefore, it is one of the crucial binding forces that puts the bits and pieces of an extract together.

In topic one the subjects revealed little awareness in the use of lexical repetition particularly when it came to their own version of the story; that is to say, commencing from paragraph two that begins with the word "Once" and onwards. Although the lexical items that have been repeated throughout the text are very few, and are only confined to a limited number of words that revolve round the main characters and objects in the text, it could be said that they reasonably provided the required bridging over the text, and thus to some extent assisted in furthering its comprehension. However, they do not play any significant role in the development of the main theme and plot, or to assist in the overall integration of the sequences of the sentences into a properly and well bounded and coherent text. In other words, their use has not served any specific goal. The reason for this shortcoming could mainly be due to the fact that the subjects confined themselves to strict lexical repetition only; they were not yet familiar with the fact that the process involves more than merely the repetition of words, where it also includes lexical relationships such as Hyponymy, Collocability, Clausal substitution, Comparison, Syntactic repetition, Consistency of tense, Stylistic choice and so on (Brown & Yule, 1983). My claim does not ignore the fact that non-native writers while attempting to write in their own native language are aware of the presence of such cohesive lexical ties, and they make use of them frequently in their writing process. However, when it comes to the point of expressing their ideas in a foreign language such as English then they find it difficult to use such cohesive ties. One reason in this regard may well be the limited vocabulary that they possess. One added reason may well be the writing session itself, where on most occasions student writers do not have ample time in the classroom to think about their word choice.

However, despite what I have said above, some of the subjects at rare instances did use the above cohesive relationships in their writing process.

42. Once upon a time, there were two burglars who tried to break into the house. They planned to steal it when the housekeeper and the gardener leave the house in the afternoon. In the evening the two burglars carried their tools and went to the window.

(appendix E Topic 1 paper 2)

Table 31

Showing internal connectedness offered by cohesive ties in example 42

Type of Cohesion	Cohesive Tie	Connects Clauses		
		1	2	3
Lexical / Reference- pronoun	Two burglars - Who - They - The two burglars - Their	x	x	x
Lexical / Reference - Pronoun	The house - It - The house - Window	x	x	x
Lexical	Afternoon - Evening		x	x

43. Once somebody came to visit the people who live opposite this house. At mid-night he heard something but he did not understand it. He knew that nobody lives in the house. He doubted that there are some people living in this house and are making some forbidden things.

(appendix E Topic 1 paper 8)

Table 32

Showing internal connectedness offered by cohesive ties in example 43

Type of Cohesion	Cohesive Tie	Connects Clauses			
		1	2	3	4
Lexical / Reference- pronoun	Somebody – He – He – He – He	x	x	x	x
Lexical / Reference – Pronoun	The People – Who – People	x			x
Lexical	This house – The house – This house	x		x	x
Lexical / Reference – Pronoun	Something – It – Things		x		x
Lexical	Live – Lives – Living	x		x	x

44. Once upon a time I decided to know the secret of this empty house and I visited the owner of the opposite house. I waited for him early in the morning in front of his house. I introduced myself to him and I asked whether if I can visit him in the evening to talk about something important. I waited for a reply. Finally he accepted my visit and in the evening I went to his house.

(appendix E Topic 1 paper 15)

Table 33

Showing internal connectedness offered by cohesive ties in example 44

Type of Cohesion	Cohesive Tie	Connects Clauses							
		1	2	3	4	5	6	7	8
Reference- pronoun	I - I - I - I - Myself - I - I - I - I My - I	x	x	x	x	x	x	x	x
Lexical / Reference - Pronouns	The owner - Him - His - Him - Him - He - His		x	x	x	x		x	x
Lexical	House - House - House	x	x	x					x
Lexical	Waited - Waited			x			x		
Lexical	Visited - Visit - Visit		x			x		x	
Lexical	Morning - Evening - Evening			x		x			x

45. Once again I was walking near that house at 9 o'clock p.m. I saw a nice black car moving towards the gate of that house. Then I saw a big man getting off from the car and I saw him opening that gate, the car went in. I came nearer to the gate of the house to watch what was happening there. When the car stopped at the front of the outer door of that house. I watched a small fat man with very nice clothes getting off from the car with a woman and two small children. They entered the house.

(appendix E Topic 1 paper 16)

Table 34

Showing internal connectedness offered by cohesive ties in example 45

Type of Cohesion	Cohesive Tie	Connects Clauses								
		1	2	3	4	5	6	7	8	9
Reference- pronoun	I - I - I - I - I - I	x	x	x	x		x		x	
Lexical	That house - That house - The house - That house - The house	x	x				x	x		x
Lexical	The car - The car - The car - The car		x	x		x		x		
Lexical	The gate - That gate - The gate		x		x		x			
Lexical	Getting off - Getting off			x					x	
Lexical	Saw - Saw - Saw		x	x	x					
Lexical	Watch - Watched						x		x	
Lexical	Big - Small - Small			x					x	
Lexical	Man - Man - A woman - Children			x					x	

In continuation to my discussion on lexical repetition, it will be noticed that the above examples vividly illustrate a fair use of lexical repetition, where the process as a means of text connectedness has been observed in the above models. Nevertheless, in my opinion the process

has not served a definite purpose or a given aim, it has not added anything worthwhile to enhance the cohering process and the integration of the sentences towards the gradual exposure of the secrets and the mystery of the mysterious house, On the contrary, lexical repetition in the first topic ran counter to what one expected it to reveal; it has offered nothing except a monotonous and a boring atmosphere of merely repeating words for the sake of filling the spaces, except in very few cases where the process in one way or the other did show otherwise. Thus, lexical repetition on many occasions made the text a tiring business to read.

The reason for the above weakness could most probably be the subjects' ignorance of the importance of lexical repetition and how the mechanism works, and the lack of proper control over their overall plan of the story in the first topic. The following two examples would illustrate the matter further:-

46. Once two burglars **broke** into the house and **stole** it. The two burglars made their **plan** to steal when the housekeeper and the gardener leave the house in the afternoon.

(appendix E Topic 1 paper 24)

In the above example lexical repetition is seen not to have saved the subject from placing the sequences in the two sentences in their proper order in relation to their proposed events. Besides, the subject did not provide some bridging events that one feels necessary to fill in the missing gap(s) between the first and the second sentences. In the above example my claim is that the required sequence flow could have been better achieved if the subject decided to reverse his sequential order, and if he made up for the missing sequential gap(s). One might argue that the

sentences in the way they stand are due to the lack of world knowledge and experience. In other words, the first sentence in example 46 shows the process of "breaking" and "stealing" preceding the process of 'planning'. But in the world of criminology usually 'planning' comes first and the rest of the steps then follow. Furthermore, a burglar needs to be very cautious while preparing his burglary. In other words, in very rare cases and after thorough examination and investigation a burglar would decide to commit his burglary in broad daylight, otherwise darkness has always been considered as the most appropriate environment for any burglary. In my argument I do not mean to say that in real life the subjects are not familiar with these facts. However, when they come to express their ideas in an authentic writing task, it seems that such minute details are not counted by them. The reason as I have mentioned earlier could be due to the short time in which they are supposed to write their text, or it could be due to the lack of proper planning of the writing process, and it may well be that some of the subjects are simply unaware of these facts.

Therefore, my point of argument is that if the sentences in example 46 are reversed, the subject would have shown some better signs in manipulating his writing process. For example:—

- a. Once two burglars made their plan to steal the house when the housekeeper and the gardener leave in the afternoon.

- b. This point may include a range of sequences that would provide the grounds for the stealing process.

For instance:

1. They decided to watch the house
2. They arranged for the means that would assist them to commit the burglary.
3. Any other relevant sequences.

- c. The two burglars broke into the house and stole it.

The above order may still be improved by a different sequential order that would make it appear as a real burglary. Therefore, lack of experience and world knowledge has undoubtedly affected the context that led to the improper use of sequence ordering. To prove further what has been mentioned the following is another example in this regard:

47a. Once somebody came to visit the people who live opposite this house.

47b. At mid-night he heard something but he did not understand it.

47c. He knew that nobody lived in this house

(appendix E Topic 1 paper 8)

The above three sentences represent the beginning of the second paragraph, the solution part, which the subject was supposed to have

started his writing task with. One would notice a clear sequential gaps that has created some kind of jump from one event to another. Taking for instance sentence 47 commencing with the unidentified character "Somebody", in the first place it represents a totally new character that has no relevance with the narrator "I" mentioned in the preceding opening paragraph. Nevertheless, this character who has never appeared before suddenly hears something strange, and suddenly he comes to know that nobody lives in the mysterious house, and later he reveals his knowledge of a number of facts. There has been no mention of how, for example who briefed the new character with the information that came in sentences 47b and 47c. The subject in this example did not bother to clarify the vagueness in his text. The example in the way it appeared needed some additional sentences in order to fill the sequential gaps created by the subject in his text. For example, the first sentence could have been followed by a sentence possessing the following information:

47a. Once somebody came to visit the people who live opposite this house.

47b. This part may include a sequence that would provide the character with some extra information about the mystery house.

47c. At mid-night he heard something but he did not understand it.

47d. A sentence to elaborate further on the type and source of the sound.

47e. He knew that nobody lived in this house.

I would conclude that the subject in writing the sentences as they appeared in example 47abc seems to have assumed some kind of shared

knowledge of what he has been attempting with the reader (supposed to be the researcher).

In topic two, three and four the general trend and the overall outcome seem to have been directed towards a much improved and somehow matured writing process, where the subjects' written performances have been better presented and connected. This improvement has reflected itself on both the internal cohesive levels of the text and the external cohering levels of the overall written performance (see tables 16-2/3/4 pages 162, 166, and 168 for the gradual progress that has been achieved).

One reason for this gradual progress seems to be the subjects' control and command over their writing process. One should not forget that the above topics that represent collective and individual efforts including the title and the nature of the topic they wanted to attempt. The progress is also due to the workshops that were conducted for discussing each topic before embarking on their individual writing task. The following are some examples representing models that will further illustrate what has just been discussed.

Comparing the following examples with the previous ones, one would certainly recognise the change, improvement, and the concrete progress that has taken place. No doubt there would be some minor shortcomings here and there in the extracts currently under discussion, but one should not forget that the idea of collaborative and joint discussions that took place during the workshop preparations prior to the actual writing process was entirely new to the subjects. Therefore, they would be liable to make some minor errors.

48. First of all let us briefly talk about the English Language, its importance and how much attention has been given to teach

it in our country. It has become a matter of fact that English is the most common and important language which we can deal with in any place of this world. More than half of the computers are programmed in English, three fourths of the books, references and newspapers are published in English, and nearly all the conferences held in different countries are in English.

(Appendix E Topic 4 paper 9)

Table 35

Showing internal connectedness offered by cohesive ties in example 48

Type of Cohesion	Cohesive Tie	Connects Clauses					
		1	2	3	4	5	6
Lexical Reference-- pronoun	English Department - Its - It - English - language - English - English - English	x	x	x	x	x	x
Lexical	Importance - Important		x	x			
Lexical	Country - Countries		x				x
Lexical	Half - Three fourths - All				x	x	x

49. The English Department as part of the College of Education has its own sufferings and problems. One of the problems is

that most of the teachers are not serious, they give the students the chance to cheat in the examinations. This reflects itself on the level of the students, they do not work hard because they depend on cheating. Some teachers are not qualified enough to teach in the English Department and are brought to the wrong place.

(Appendix E Topic 4 paper 16)

Table 36

Showing internal connectedness offered by cohesive ties in example 49

Type of Cohesion	Cohesive Tie	Connects Clauses						
		1	2	3	4	5	6	7
Lexical / Reference- pronoun	The English Department - Its - The English Department - Place	x						x
Lexical / Reference - Pronoun	The teachers - They - Teachers - Teach		x	x				x
Lexical / Reference- pronoun	The students - The students-They-They			x	x	x	x	
Lexical / Reference- pronoun- demonstrative	Cheat - This - Itself - Cheating			x	x		x	
Lexical	Problems - The problems	x	x					

50. English is considered to be the most important language that one use and need in any part of the world. We learn English

to be teachers in the near future. We joined this Department because we know that in our country English teachers are not equal to the number of schools that we have. In other words, our country needs more English teachers.

(Appendix E Topic 4 paper 29)

Table 37

Showing internal connectedness offered by cohesive ties in example 50

Type of Cohesion	Cohesive Tie	Connects Clauses			
		1	2	3	4
Lexical/Reference-- demonstrative	English - Language - English - This - Department - English - English	x	x	x	x
Lexical / Reference - Pronouns	One - We - Teachers - We - We - We - Teachers	x	x	x	x
Lexical	Needs - Needs	x			x
Lexical / Reference - Pronoun	Our country - Our country			x	x

51. Dear Ahmed,

The bearer is a person whom I feel confident is highly qualified man in the field of translation and both Arabic and English typing. He has successfully served in our Company for three years. He graduated from the University of Cairo four years ago, he scored excellent grades.

Unfortunately our Company is closing down due to recession in two months time. I strongly recommend him for the post

of translator in your Company. You will do me great favour to employ him as this will solve his unemployment problem.

Appreciating your co-operation in the matter.

(Appendix E Topic 2 paper 21)

Table 38

Showing internal connectedness offered by cohesive ties in example 51

Type of Cohesion	Cohesive Tie	Connects Clauses								
		1	2	3	4	5	6	7	8	9
Lexical / Reference -pronoun	Bearer – Person – Whom – Man – He – He – He – Him – Him – His		x	x	x	x		x	x	
Reference – Pronoun	I – I – Me	x						x	x	
Lexical / Reference – Pronoun	Ahmed – Your – You – Your	x						x	x	x
Lexical	Translation – Translator		x					x		
Lexical	Three years – Four years			x	x					
Lexical / Reference– Pronoun	Our Company – Our Company			x			x			
Lexical	Employ – Employment – Matter								x	x

Examining the extracts here and on the previous two pages, it will be noticed that lexical repetition together with the other cohesive features

have been properly employed as a process of connecting the various pieces of information in the text. In other words, it has served a purpose of revealing the subjects' general feelings towards the everyday problems that face them in properly pursuing their studies at the English Department, problems that they feel need immediate actions in order to solve them, or writing a recommendation letter to a friend in order to solve the unemployment problem of a close acquaintance.

Going through each example one would instantly recognise the reasonable manipulation between the nouns and their pronouns both in the subjective and objective cases. The sequence of events as represented by the sentences has also been properly utilised better than the preceding examples. Sentence sequencing in examples extending from examples 48 to 51 created a smooth flow of incidents without raising any sort of ambiguity or hindrance to the overall comprehension of the intended meaning, see example 48 page 205 "Half of the computers are..... , three fourths of the....., and nearly all..... ". In example 49 the extract commenced with "The English Department" and ended with a word referring to the same noun "Place". All the four examples are better equipped with cohesive markers of different nature such as Pronouns, Demonstrative, Conjunctions, Lexical repetition, Substitution, Hyponymy, Collocability and other cohesive relationships that contributed an essential role in the surface connectedness of the extract. Furthermore, a close review of the range of lexical items being repeated in the current section compared with those in the preceding discussion, would definitely show a much wider range of items used. Hence, it has offered the subjects better opportunities to exhibit some of their writing skills.

However, a number of the, subjects seem to have failed to achieve the above manipulation in using lexical repetition as linking process (see the results of topics two, three and four in as far as the one point score is

concerned). It is within this range of the score that the subjects failed to show some kind of improvement in the use of lexical repetition as a means of surface connectedness; here lexical repetition has not played a crucial role in either emphasising or forwarding the problem and its Solution. The following is an example in this regard

52. The second problem is the English books. There are no books and if we want to buy a book we should go to the book store in the College of Arts. Sometimes we find the book and sometimes we do not find it. If we find the book, it is very expensive, but if we do not find the book, we must photocopy the teacher's book.

(Appendix E Topic 4 paper 31)

Table 39
Showing internal connectedness offered by cohesive ties in example 52

Type of Cohesion	Cohesive Tie	Connects Clauses						
		1	2	3	4	5	6	7
Lexical / Reference- Pronoun	Books – Books – A book – The book – It – The book – It – The book – Book	x	x	x	x	x	x	x
Reference- Pronoun	We – We – We – We – We – We – We –		x	x	x		x	x

In example 52 the subject has used the noun "Book(s)" some eight times to connect his seven sentences. He has used the second person pronoun 'We' seven times, and finally resorted to syntactic repetition by means of consistency of tense, all in the hope of providing the required

surface connectedness. However, it would be appropriate to say that the subject's efforts has not yielded the expected result, because it made the extract appear as a monotonous and somehow dull piece of writing. In order to avoid such monotony the subject could have summarised and condensed the information in his extract into two or three sentences. By doing so, he could have avoided the unnecessary use of both the above lexical items, and in addition the text would have been more interesting for the reader to pursue, because the reading process would not be as dull as it is in reading the example. In fact, a rapid scanning of all the examples provided in this chapter would instantly reflect the monotony and dullness that I have referred to in my discussion.

7.5. Conclusion

This chapter has demonstrated that when the subjects of this study were offered control over their unstructured writing tasks, they felt more confident in their narrating attempts. They displayed a better writing performance in the use of reference items, lexical repetition and the matching relations. Therefore, their attempted tasks were better connected in their overall cohesive world.

However, since both writing and speech are arbitrary and spontaneous processes that depend on a number of facts residing in both the cohesive and the cohering worlds of speech and a written text, it would then be proper to exclude both processes from usual everyday classroom instructional procedures to collective and individual classroom activities. Learning the writing skill therefore requires patience and regular practice in order to achieve the intended goals.

One way of securing this objective would definitely be with more regular independent practice, leaving the non-native writer to find his own way through the various steps of the writing process. This objective

could be further enhanced by means of collaborative work in the classroom. That is to say, regular practice together with the continuous collective work and the contributive discussions in workshops would assist in refining and maturing the writing skills and enable non-native writers to gradually overcome obstacles that might hinder their writing process.

The four open-ended free writing tasks in this chapter displayed the gradual progression towards improved performances in text connectedness. Nevertheless, it is also necessary to indicate that the subjects had their ups and downs in their writing attempts, they confronted some problems in their attempts to present a cohesive text.

In the first topic and when the subjects were requested to complete an opening paragraph of a short narrative, it seems they found it difficult to pursue the rest of the story and to track its main plot that has been drawn for them. Therefore, most tended to drift away from the main plot hence providing their own plots and themes. By doing so, they formed a totally new narrative that had no connection or relevance to the one already set for them. The major obstruction that seems to have prevented them from completing the opening paragraph happened to be their inability to distinguish the main reference item representing the narrator in the form of the first person singular pronoun around whom the rest of the events should have revolved.

However, when the subjects chose and discussed their topics, as is the case in topics two, three and four, the "Recommendation Letter", "The Yemeni Traffic Week" and "The Problems Facing Students in the English Department", less cohesive errors in the use of articles, pronouns and demonstratives were detected. On the other hand, the majority of these tasks did not rely on the use of conjunctions as intersentential links between sentences, instead most of the subjects depended on isolated sentences and tended to avoid conjunctions as cohesive markers. Since

topics two, three and four did not offer any kind of restriction as the case has been in topic one, this gave the subjects the freedom to tackle each topic in the most appropriate way, and they gradually presented better and improved performances. Therefore, when the writer finds himself restricted by some kind of instructions, it becomes difficult for him to satisfy the needs of others in every single respect. But when he is given more opportunities to control his writing process, it seems he feels more free to express his ideas in the way he thinks proper.

Nevertheless, in the process of trying to control their writing process, quite a number of the subjects failed to adhere strictly to the overall connecting procedures of their writing performance, particularly those who scored the one point on the rating scale, where the first topic has revealed, with the exception of very few cases, a fair and modest awareness of the cohesive tools that would properly connect and present one whole meaningful text. On the other hand, such a defect was found to have been gradually and steadily overcome in topics two, three and four. The reason could be that the more the subjects got acquainted with the purpose of workshops and the general discussions that took place in each group, the more it became possible for them to tackle and avoid the problems that each one would confront alone. Therefore, workshops seem to have presented the writing skill as a learning process.

All the four topics in the present chapter have also reflected a reasonable and positive aspect in the use of lexical repetition as a binding force for a given text. Although this process has not revealed a much varied and a wider range of lexical items as one expected in topic one. Therefore, the process has not offered the needed assistance to enable the subjects to place their sentences in the required sequences. Nevertheless, in the other three topics the subjects did reflect an improvement in the use of lexical repetition, and the process did play a

reasonable role in the overall connectedness of the texts, this served to a certain extent towards a better comprehension of the written performance. Furthermore, the ability to use an acceptable range of lexical chains for the purpose of an improved expressional style has in turn slightly enhanced the use of substitution, though not to a very great extent.

Hence, to sum up the results of chapter seven, it would be proper to say that the subjects involved in this study did not confront major problems in the use of the internal cohesive devices within a given text, because in almost all occasions the intended meaning remained retrievable.

CHAPTER EIGHT

COHERENCE: Results and Findings for the Controlled Writing Tasks

8.1. Presentation of Preliminary Findings

Chapter six examined the subjects' writing practices in detecting cohesive markers, such as the reference items in relation to their precise and accurate referents, and the conjunctive markers as a means of intersentential links, in controlled writing tasks. The investigation was then extended to chapter seven in order to examine the writing practices of the above cohesive tools when the subjects embarked on their own free open-ended writing tasks. The investigation carried out has also been extended towards examining the kinds of problems that might have confronted the subjects in their attempts to write a well connected text.

The coming two chapters eight and nine proceed further to investigate, examine and analyse the process of coherence both in controlled and authentic writing tasks. Despite what has been mentioned concerning the treatment of cohesion as a component of its own, and coherence as a distinct entity in linguistics, one might say that both these processes "Cohesion" and "Coherence" are complementary to each other in any writing process. Both modes of organisation serve one ultimate purpose, which is the presentation of the overall intended meaning such that it could best be comprehended, since it has always been the purpose and aim of a well written message to clarify any ambiguity that might hinder the process of better comprehension; this is important because in the writing process both parties, the writer and the reader, frequently do not come into direct contact.

Therefore, chapters eight and nine will be devoted to the analysis and the investigations of the global organisation of a given text. In this regard, and in view of the field study that has been conducted, my preliminary findings reveal the following empirical facts:

8.1.1. It is sometimes believed (for example by my colleagues in the English Department, College of Education, Sana'a University) that one of the

obstacles encountering non-native writers in their attempt to write a coherent text is their unfamiliarity with schematic organisation. I will argue against the above claim, showing that when non-native writers attempt an open-ended free writing task of their own, under normal classroom conditions, they do reflect a perception of schematic organisation, although such schemes might not fully adhere to the Problem / Solution scheme. However, the above situation seems only to occur when non-native writers are required to detect the above schematic organisation in preset or controlled exercises.

8.1.2. It is further believed (for example by my colleagues in the English Department, College of Education, Sana'a University) that one of the obstacles facing non-native writers in writing a coherent text is their inability to place their sentences in a written text into an acceptable sequential order. My findings reveal the validity of such a claim. The results obtained show that non-native writers, under normal classroom circumstances, fail to place their ideas and events as manifested by the sentences in the written text into their most acceptable sequential order both in controlled and free open-ended writing tasks; this problem arises specifically when they are writing in a foreign language.

8.1.3. It is believed (Halliday & Hasan, 1985:34) that another factor that might hinder the attempts of writers in writing a coherent text is their incapability of providing sufficient links between a written text and its context of situation, mainly its field. The findings in the present study indicate the validity of this claim in authentic writing tasks. Quite a number of those who participated in the study failed to link the text and its given Field into an overall coherent and unified unit.

8.2. Results and Findings

The current chapter carries the results and the findings of a number of pre-set writing tasks. In these controlled tasks, the subjects were requested to work out a number of exercises following specific instructions in the hope of investigating their knowledge of how some cohering aspects function in a written text; these aspects are for instance schematic patterning, paragraphing boundaries, placing sentences into their most acceptable sequencing order, and other relevant issues in connection with the overall coherence of the text. The aim of such pre-set exercises has been to examine how far non-native writers adhere to the global organisation(s) and procedures of a given text particularly when they are only required to tackle such aspects in isolation and in the form of specific instructions. It is also to trace the nature of problems that might face them in their attempts to pinpoint the boundaries at which paragraphs and sentences need to follow in an orderly form, in sequence, under the same controlled situations.

At this point, it is worth mentioning that all the investigations whether in this or the coming chapter are mainly based on Hoey's (1983) Problem/Solution cohering schematic patterning. I have decided to select this scheme basically because writing as an expressive process often emerges from the urge and the need to solve a particular problem or issue. For instance, writing a recommendation letter is in fact aimed at solving a problem of unemployment for someone. Besides, the majority of those who participated in the field study were in favour of writing topics that would mainly depend on the above scheme. For example, 32 out of 37 (nearly 86.4%) wanted to write a short dialogue, 31 out of 37 (nearly 83.7%) wanted to write a report, 29 of them (nearly 78.3%) wanted to write either a letter of recommendation or an application, 27 out of 37 (nearly 72.9%) wanted to write a short story, (see the questionnaire in appendix B-2 for some more preferences). Therefore, it is proper to say that all the above choices and

some others in the questionnaire fall within the mainstream of the Problem/Solution scheme.

In order to investigate the subjects' "controlled" conception of linguistically arranging the sentences of a given text into their acceptable sequences of events and ideas, and their perception of linguistically dividing the given text into boundaries based on Hoey's (1983) basic Problem/Solution scheme, the subjects were requested to attempt three different exercises.

Six native writers were also requested to attempt the same exercises in the hope of finding out whether or not sequence and paragraph classification create problems for native writers; because if they do then such problems would not be considered as errors and problems specifically facing non-native writers. Therefore, native writers' performance would control the results of the various investigations.

8.3. Tasks One, Two and Three

8.3.1. Task One

In the first task the subjects were asked to rearrange a number of sentences into their proper sequencing order so as to get one whole meaningful paragraph (see appendix D-8 for the proposed arrangement). These sentences represented the opening paragraph of a short narrative that at later stages they were requested to complete as part of the free open-ended "task one" for chapters seven and nine. The paragraph in itself represented the Situation/Problem pattern that required a Solution-Response/Result-Evaluation patterns in order to present it as one whole meaningful narrative.

The reason for selecting this particular scheme mainly lies in its being a simple and straightforward structure for non-native writers to begin their writing process with. Hence, with more writing competence it can later be

developed into other more complicated schemes such as the Complication/Resolution. In the previous chapter I developed my argument of why and on what basis one would consider this paragraph as based on a Situation/Problem pattern. See point 7.2 of chapter seven for the original version of the paragraph and the arrangement of the sentences according to their proposed sequential order, and also for the argument in favour of my view.

8.3.2. Task Two

In the second task the subjects only attempted to indicate the paragraphing boundaries in a fairly lengthy narrative (see appendix D-9 for the original passage). The passage in itself has been based on Hoey's (1983) Problem/Solution scheme, but this time in its detailed form of the Situation- Problem- Solution/Response - Result/ Evaluation patterns. Each of these patterns has been indicated by linguistic markers in order to assist the subjects in picking the appropriate boundary. This text had especially been composed by the researcher after Yemen experienced four days of civil disobedience, disruption and riots in December, 92. The same text had also been forwarded to six native writers requesting them to follow the same instructions, see chapter 5 point 5.6.

8.3.3. Task Three

In this task the subjects were requested to examine a text in the form of jumbled sentences. See a full version of the text and the jumbled arrangement of the sentences in point 8.5.4. They were asked to re-arrange the sentences of this text into an acceptable sequential order, and then to indicate the four main paragraphing boundaries based on the Problem/Solution scheme. The task in itself is in the form of a letter addressed to someone by the name of Mr. Al-Wardi informing him and his

wife of their departure and arrival procedures between one point and the other. The letter in its original form comes in 15 sentences and 4 main paragraphing points. The letter could be considered as an instructional type of text. However, if one classifies the kind of information that has been provided in the letter, it would then be possible to classify the overall information package under the Problem/Solution scheme. The six native writers were also requested to follow the same instructions so as to compare their performance with that of non-native writers.

8.4 Assessment

For the purpose of uniformity the same investigation procedure implemented in chapter six has also been used in this chapter. In other words, each sample paper has been provided with a number as the only means of identification, then each sentence in turn has been given a number according to its sequence in the text; each boundary where a new paragraph commences is given a number too. All errors that are made either in the arrangement of the sentences or the paragraphs are then indicted in the table by means of a cross mark, and the correct choices are left null. For example, in paper two of the first task the proper sequencing of the second sentence is incorrect, therefore it receives a cross mark under S2- sentence two; but sentence one has been offered in the proper sequencing order and so it is left as null under S1- sentence one (see table 40). Similarly, in paper one of the third task, the second sentence has received an inappropriate sequencing order. Therefore, it receives a cross mark under S2, but because sentence three offers the proper sequencing order in this case it has been left null under S3. The same procedure has also been used for differentiating the proper and improper paragraphing boundaries, where the inaccurate paragraphing boundary receives the cross mark; and the accurate paragraphing boundary has been left as null (see table 42).

After all the errors are noted down in the table, counting is carried out. The error score for each sentence is counted and the total number for each score is then inserted in the table together with its percentage score. Any error with a score exceeding the 40% range is then considered as a problem that deserves a thorough investigation; the reasons for selecting this particular ceiling are given in chapter five under point 5.5.3. This requires that I need to refer back to all the papers where the error score exceeded the 40% range in order to examine the subjects' incorrect choices. I then try to interpret their error with the appropriate reasoning and in view of the preliminary findings mentioned earlier in the chapter.

8.5. Results and Findings

8.5.1. Introduction

To commence the discussion of the various results and findings, it is essential to mention that the different writing tasks in the current chapter try to probe knowledge of the world manifested by linguistic means. In other words, to see how the subjects would be able to reflect the field knowledge or global world of a certain text by means of some linguistic signalling procedure such as the proper use of paragraphing boundaries that are based on the Problem/Solution scheme, and the appropriate placements of sentences in a written discourse into their acceptable sequential order. The aim is also to find and identify the problems that the non-native writers might encounter in their attempts to write a connected text, in as far as coherence is concerned.

8.5.2. Task One

The first task in this chapter is based on eleven sentences that form one whole meaningful sequence of events; it is the initial paragraph of an unfinished narrative (see chapter seven point 7.2 for the original version of

the text and its rubric). However, the sentences for the current purpose were placed in their improper order and the subjects were requested to rearrange the sentences into their acceptable sequential order (see appendix D-8 for the jumbled arrangement of the paragraph). The paragraph furnished the subjects with the Situation-Problem pattern of the Problem/Solution cohering scheme.

Before embarking on the discussion of the results and findings, it would be worthwhile to briefly define the nature of the concept 'scheme'. For the current study schemes are the patterns of events that come in ordered sequences linked by time proximity and causality; they are always arranged in some kind of progression, so that it becomes possible to set up hypotheses about what will happen next in a text world.

On the other hand, "schema" is a distinct cohering concept from the one which I have defined in the preceding paragraph. The nature of "schema" lies in the role played by both the reader or the listener in the process of text coherence. That is to say, schema is a cohering process that examines the text in its wider perspective as serving the aims and goals of two different parties, the writer and the reader, or the speaker and the listener. Hence, it would not be sufficient to indicate that a text is well connected by cohesive ties if the text receiver is unable to process the overall intended global meaning of the written composition. Processing a particular text in order to gain access to its global meaning needs the prior background knowledge. If this background knowledge does not exist with the reader, it would be difficult to comprehend the text precisely in the way it should be understood. An example would be if a student writer describes London in his composition to his fellow students, and some of them lack the required background knowledge of London as one of the major cities in the world. This deficiency in background knowledge is bound to hinder the comprehension process on the part of the students when they read the

composition, because they were unable to form the required cohering schema, that is to say, the background knowledge that would have assisted them to link the topic to its appropriate context, and to understand it better. In the current research most of the subjects on many occasions failed to reflect the needed background knowledge in their writing process both in controlled and authentic writing tasks.

Going back to my definition of the concept of 'scheme', the purpose has been to investigate and examine the possibility of how far the subjects will be able to recognise the progression in ideas and events as reflected by the jumbled sentences; and whether or not they will be able to place the eleven sentences into their original sequencing order leading towards the intended progression of events in real world knowledge and in turn revealing the intended meaning.

Later the results of these pre-set and controlled tasks in this chapter will further be compared with those of chapter nine when the writer is fully responsible for his writing process; all in the hope of finding out whether or not text organisation is a result and outcome of a spontaneous writing activity. The investigations carried out in the current chapter might prove that the sequencing of events and ideas as represented by the sentences in the writing process is a matter attached more to the thinking process rather than something specific and instructionally prescribed. In other words, when writers begin placing their ideas and events into an overall text, these ideas and events need not conform to or obey precise sequential order amongst all the writers, because each might reflect his own sequencing order that might differ from one writer to another.

It is observed from table 40 and the attached graph (see page 227 and 228) that some 354 inappropriate sequence choices of the eleven sentences took place in the 37 papers altogether (nearly 86.9%). It has been noticed that the general trend of this huge number of errors in the

sentence sequencing is as a result of mis-matching the events and ideas; this in turn resulted in split and isolated sequences that are not logically related whatsoever; and hence cease to convey any kind of precise intended meaning (see appendix D-10 for one example of such arrangement).

Therefore, the task has proved that the sequencing of sentences in a written text depends on the writer's own free and spontaneous attitude, as long as they are arranged in some kind of progression, and they reveal hypotheses about what will happen next. In other words, it would be hard for others to re-arrange the sentences into their proper sequential order in the way the writer expressed them in his original written version. Thus, it is the writing process and all the steps associated with it, for example, Thinking, Pre-writing, Writing and Revising that usually controls and burnishes ones ability to arrange the sentences into their proper sequential order in a given text. It would also be proper to say that the writing process depends to a certain degree on the writer's motivation and attitude towards what he intends to write.

The results that have been obtained in table 40 page 227 demonstrate that the opening sentence in the Situation part of the paragraph created less problems, and hence it has been easily detected and placed in its appropriate order, where 20 out of 37 of the subjects (nearly 54%) successfully indicated the first sentence amongst the eleven jumbled sentences. The reason for this success could be due to the presence of a substantial amount of information acting as an exposition; see the opening sentence below.

Along the street from where I live is a house that is something of a mystery.

Task One: Sentence Sequencing

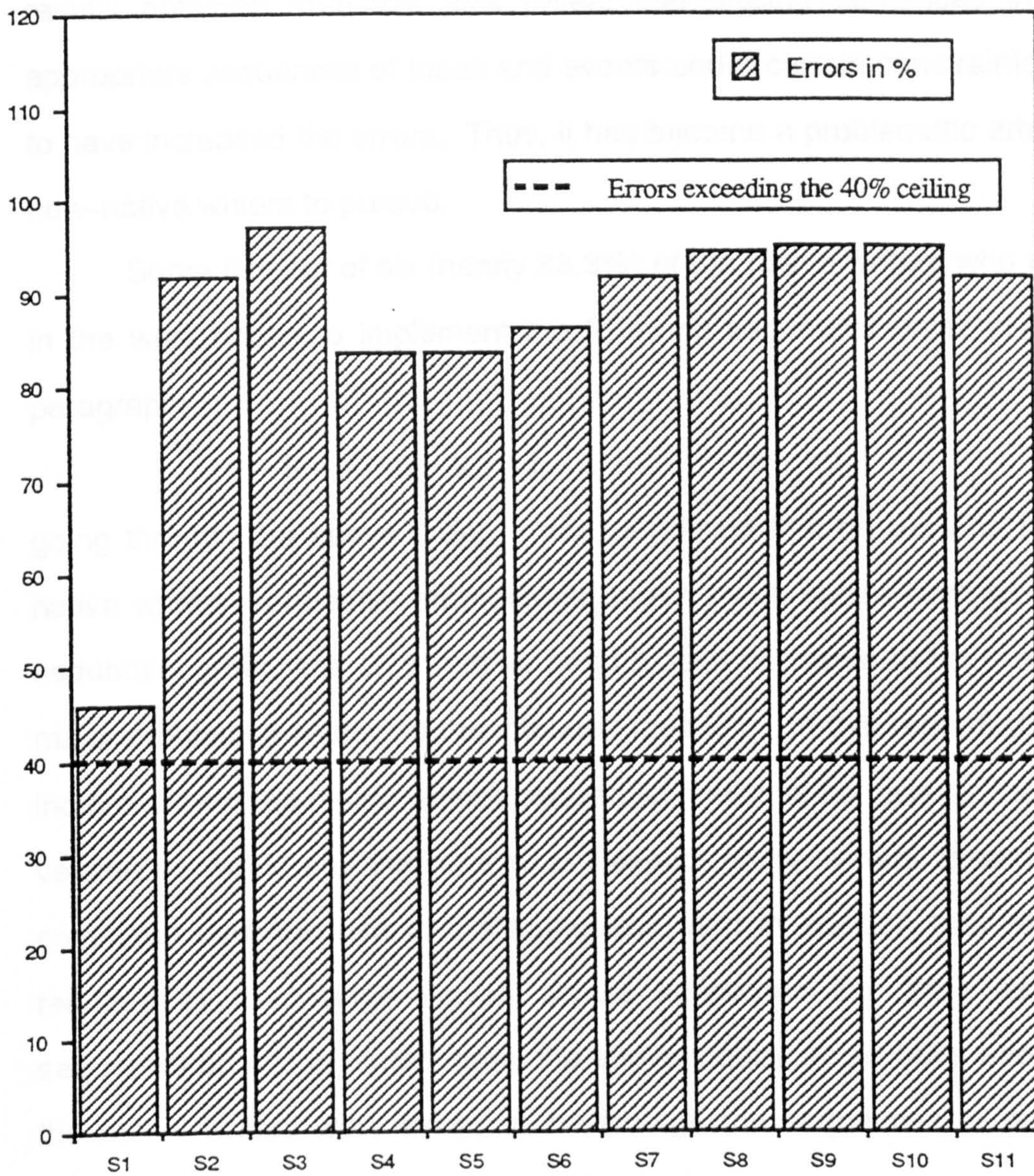
Table 40

Paper No.	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11
1	X	X	X	X	X	X	X	X	X	X	X
2		X	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X	X
4		X	X	X	X	X	X	X	X	X	X
5	X	X	X	X			X	X	X	X	X
6		X	X			X	X	X	X	X	X
7			X	X	X	X	X	X	X	X	X
8		X	X	X	X	X	X	X	X	X	X
9											
10		X	X			X	X	X	X	X	X
11	X	X	X		X	X	X	X	X	X	X
12		X	X		X	X	X	X	X	X	X
13		X	X	X	X	X	X	X	X	X	X
14	X	X	X	X	X	X	X	X	X	X	X
15		X	X	X				X	X	X	X
16		X	X				X	X	X	X	X
17		X	X	X	X	X	X	X	X	X	X
18		X	X	X	X	X	X	X			
19	X	X	X	X	X	X	X	X	X	X	X
20		X	X	X	X	X	X	X	X	X	X
21		X	X	X	X	X	X	X	X	X	X
22	X	X	X	X	X	X	X	X	X	X	X
23		X	X	X	X	X	X	X	X	X	X
24	X	X	X	X	X	X			X	X	X
25		X	X	X	X	X	X	X	X	X	X
26	X	X	X	X	X	X	X	X	X	X	X
27		X	X	X	X	X	X	X	X	X	X
28	X	X	X	X	X	X	X	X	X	X	X
29	X	X	X	X	X		X	X	X	X	
30	X	X	X	X	X	X	X	X	X	X	X
31	X	X	X	X	X	X	X	X	X	X	X
32	X	X	X	X	X	X	X	X	X	X	X
33		X	X	X	X	X	X	X	X	X	X
34	X	X	X	X	X	X	X	X	X	X	X
35	X	X	X	X	X	X	X	X	X	X	X
36	X	X	X	X	X	X	X	X	X	X	X
37			X	X	X	X	X	X	X	X	X
Total No.errors	17	34	36	31	31	32	34	35	35	35	34
%	45.9	91.8	97.2	83.7	83.7	86.4	91.8	94.5	94.9	94.9	91.8

Key:

- * Paper number: Refers to the subject's paper number
- * S1-S2-S3.etc: Refers to the sentence number as appearing in the precise sequence order.
- * The X mark: Refers to the inappropriate choice made by the subject in the corresponding paper number

Task One



S1 S2...etc.: Refer to the sentence number and the error made. It also shows that sentences occur in the same sequential order.

Nevertheless, only one subject out of 37 (nearly 2.7%) was able to place and re-arrange all the eleven sentences into their proper sequences and according to the original version of the sequential order. Therefore, the results obtained from this task reveal that placing sentences into their appropriate sequences of ideas and events under certain constraints seems to have increased the errors. Thus, it has become a problematic attempt for non-native writers to pursue.

Some five out of six (nearly 83.3%) of the native writers who assisted in the work chose to implement the following sequential order in the said paragraph:

2 – 8 – 1 – 6 – 9 – 11 – 5 – 7 – 4 – 3 – 10

going through the above order, it will be noticed that on the one hand the native writers' sequential arrangement is not much varied from the original sequential order, and on the other hand it does not seem to have created a major problem in retrieving the intended meaning. In this regard, one might inquire of how the native writers' sequential choice is as valid as the original version. I would say that one would expect native writers to show better command over the use of their language, and in addition they were only required to re-arrange eleven simple sentences into their acceptable sequential order. In other words, the above inquiry would have been valid if the native writers were asked to re-arrange the sequences of one whole extended text.

For further clarification the native writers' sequential version appears hereunder:

Along the street from where I live is a house that is something of a mystery. It is a large two-storey house with ample garden, this is surrounded by a high wall, and the only spot where you can see inside is the gate. The garden is neat and tidy, and the house itself is clean and freshly painted. I don't like to

stand there and stare in, but even a quick glance tells you that everything is perfectly kept. The strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who came early in the morning two or three times a week, and go away late in the afternoon, from when they leave until their next visit, the house is completely empty, or is it?. The people who live opposite perhaps could clarify the point but no one that I know can.

Comparing the native writers' above sequential choice with the sequences as they appeared in the original version, and that are indicated below:

2 - 4 - 3 - 10 - 8 - 6 - 1 - 9 - 11 - 5 - 7

It will be witnessed that all the five native writers preferred to associate sentence 4 in the original version "Or is it?" not with the mystery house, but rather with its "emptiness" which in itself also refers to the mysterious nature of the house referred to in the paragraph.

Therefore, one might mention that such a change in sequence has not drastically affected or disrupted the flow of events as the case was in the non-native writers' performance. However, the native writers' choice has created some kind of a sudden shift from a particular sequence to another and then back to the original one, for example:

It is a large two-storey house with ample **garden**, this is surrounded by a high wall, and the only spot where you can see inside is the gate. The **garden** is neat and tidy.

The above sudden shift from "ample garden" to "surrounded by a high wall" and "The only spot where" and then once again to "The garden ..." has somehow affected the sequential flow of the events in the sense that the

last sentence in the above order completes the meaning of the first one and the third sentence finishes the meaning of the second one.

- a. It is a large two-storey house with ample garden.
- b. The garden is neat and tidy.
- c. This is surrounded by a high wall.
- d. And the only spot where you can see inside () is the gate.

However, the above shift in the native writers' performance may pass as unnoticed, and it has definitely not disrupted the general overall intended meaning of the paragraph. Besides, it has been possible for the reader – in this case the researcher – to construct a hypotheses about what will happen next in the text. Nevertheless, in the case of non-native writers I find that I lose the track and therefore I was unable to form any precise hypotheses of what the subjects had in mind next; this in turn has made it difficult to retrieve the general overall meaning of the text.

Hence, task one has proved that the sequential order of sentences for a given paragraph or text, in as far as the native writers are concerned, depends on the writer's own decision of how to arrange his sequences in the best possible arrangement provided that the intended meaning could easily be retrievable by the reader, but the matter is not that easy for non-native writers of this background.

8.5.3 Task Two

In this task the purpose is to investigate the subjects' perception of the Problem/Solution schematic pattern, particularly when they are attentive to paragraph classification only. In other words, the aim is to know the subjects' perception of the global cohering procedure of a written text based on the Problem/Solution scheme, and if they can linguistically indicate such a

scheme by means of paragraphing boundaries. The present text under discussion is longer compared with the previous one (see appendix D-9 for a full version of the text). Thus, the text is more complicated with lexical items that may not be of everyday use, but it also offers a field, a "context of situation" that the subjects had actually experienced and were familiar with. The text can be classified into four main paragraphing boundaries based on Hoey's (1983) Problem/Solution scheme, and the subjects were requested to indicate these four main paragraphing boundaries. In my earlier discussion I have mentioned that paragraph classification in the current study will mainly depend on the subjects' ability to recognise the information packaging provided in the text according to each pattern of the Problem/Solution scheme. However, in this case I inserted some lexical signals that would guide the subjects to linguistically specify the points where each of the four paragraphs commences. For instance, the information between lines one and seventeen establishes the situation pattern of the text. The information between lines seventeen and forty five establishes the problem round which the text revolves. The information between lines forty five and fifty one forms the Solution Response part of the text. Finally, the remaining part of the text provides the Evaluation-Result pattern. It is worth mentioning that although the text can be sub-classified into other paragraphing boundaries, thus leading to the creation of more paragraphs, nevertheless, the idea in the present investigation only concerns identifying the main patterns based on the Situation- Problem- Solution/Response - Result/Evaluation structure.

It has been indicated that in the present task the subjects have been directed towards a precise target. However, one would expect them to encounter some problems in denoting the points where each of the four paragraphing boundaries begins, since as language users the subjects might not have been familiar with the above schematic classification. Therefore, it might not be possible for them to linguistically identify the paragraphing

boundaries at which such patterns begin. For further clarification these lines and their linguistic signals identifying the paragraphing boundaries are given hereunder.

1. Paragraph One: Commencing from line one to seventeen ---
Situation.

December the 9th, 10th and 11th will be noted ...----Line one
on both sides, public and security forces. ---Line seventeen

2. Paragraph Two: Starting from line seventeen ending at line
forty five -- Problem

The major factor ... Line seventeen
present economic catastrophe. --- Line forty five.

3. Paragraph Three: Beginning from line forty five to line fifty one
---Solution.

He finally stressed that urgent measures ..Line forty five
the fight against smuggling and bribery. Line fifty one.

4. Paragraph Four: Commencing from line fifty one to line sixty
five. --Result/Evaluation.

Now that the situation is under control, .. Line fifty one.
... is properly utilised. Line sixty five.

Task Two: Paragraphing Boundaries

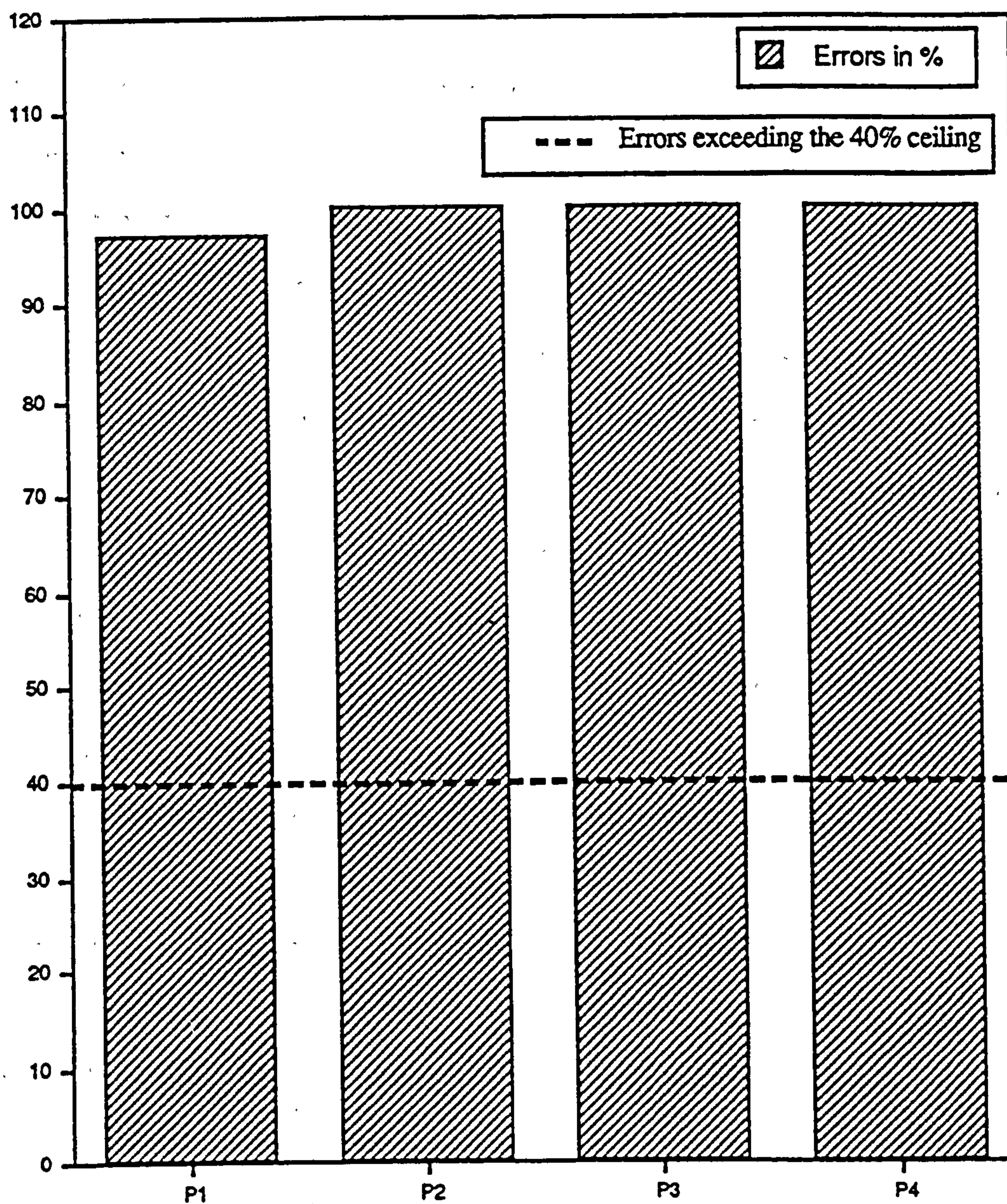
Table 41

Paper Number	P 1	P 2	P3	P4
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4	X	X	X	X
5	X	X	X	X
6	X	X	X	X
7	X	X	X	X
8	X	X	X	X
9	X	X	X	X
10	X	X	X	X
11	X	X	X	X
12	X	X	X	X
13	X	X	X	X
14	X	X	X	X
15	X	X	X	X
16	X	X	X	X
17	X	X	X	X
18	X	X	X	X
19	X	X	X	X
20	X	X	X	X
21	X	X	X	X
22	X	X	X	X
23	X	X	X	X
24	X	X	X	X
25	X	X	X	X
26	X	X	X	X
27	X	X	X	X
28	X	X	X	X
29	X	X	X	X
30	X	X	X	X
31	X	X	X	X
32	X	X	X	X
33	X	X	X	X
34	X	X	X	X
35	X	X	X	X
36	X	X	X	X
37		X	X	X
Total No. of Errors	36	37	37	37
%	97	100	100	100

Key:

- * Paper number: Refers to the subject's paper number
- * S1 – S2 – S3.. etc: refers to the number of the paragraph boundary as appearing in the text. in the precise sequence order.
- * The X mark: Refers to the inappropriate choice of the paragraph boundary in the corresponding paper number.

Task Two



P1 – P2 – P3 – P4 refers to the number of the paragraph boundary as appearing in the text. It also indicates that each boundary follows in the above order

Task 2 currently under discussion has resulted in a total of 148 paragraphing boundaries. On the other hand, it has revealed an unexpected result, where the grand total of the incorrect paragraphing points resulted in 147 incorrect choices of such boundaries (nearly 99.3%) (see table 41 and the graph on the previous two pages for the result): Therefore, the majority were unable to specify the paragraphing boundaries in accordance with the Problem/Solution scheme.

I think the main reason behind such a high score of errors could be the subjects inability to link the sentences and their sequences to a particular pattern in the Problem/Solution scheme. For example, the sequence of the sentences as they occur in the first 17 lines mainly describes a situation, they are therefore most suitable to come under the situation pattern. The same could be said about the sequence of sentences extending between the lines 17 and 45, they clearly describe a number of problems, hence they belong to the problem pattern. The sequence of sentences between lines 45 and 51 inform the reader about the measures that the Government intends to take to overcome the existing crisis, it therefore belongs to the solution-response pattern. And finally, the rest of the sequences in the text indicate the result-evaluation or the conclusion part of the whole topic. In this regard, I would say that some of the subjects were more concerned with the content of the text in order to retrieve the intended meaning, than analysing the nature of the sequences in order to classify the text into a particular scheme. Hence, schematic classification does not seem to be a process linked with reading, it is rather a process associated with writing and its different styles. The other reason that one may offer in this respect is the length and the complexity of the current text. It offers somehow a difficult issue though a familiar one. Its sentences are more in the form of compound sentences that show signs of connectedness. The lexical items offered are generally not day to day use items. In other words, some of the subjects

were unable to classify the text into the Problem/Solution scheme because they were unable to retrieve the intended meaning properly.

However, when the same subjects wrote their own authentic writing tasks, then they reflected a perception of schematic patterning. This shows that paragraphing boundaries and paragraph formation are the entire responsibility of the writer himself in how he best perceives his topic. The findings in the current task and this and the coming chapters establish an important point. This point indicates that non-native writers of this background need to be exposed to text types that are mainly based on the problem/solution structure by their teachers. That is to say, subjects of this background need to be trained to write texts that can be based on the explicit knowledge of this scheme, since I find it an easy and flexible structure that can include a number of text types under its canopy.

All the six native writers were able to select the proper boundaries where each new paragraph commenced. Therefore, a native writer seems to find it easier to detect the precise lexical signals for the purpose of beginning a new paragraph. This in turn could provide the possibility of his being aware of the Problem/Solution scheme in one way or the other

8.5.4 Task three

This task proceeds a step further to examine and investigate the subjects' abilities in placing a jumbled text into its original meaningful form. The jumbled text does not provide one whole coherent meaning, except for each sentence in isolation. The idea is to see if the subjects would be able to re-organise the text in view of its context of situation, and to be more precise about the Field around which such a text revolves. The task has been devised in such a way so as to make it depend on real-world knowledge as much as it does on linguistic competence. The aim has been to examine to what extent the Field of a particular text that relies on real-

world knowledge plays a role in the presentation of a coherent text. How far will it be possible for the subjects to reformulate the overall general intended meaning of the text by appropriately sequencing the sentences and its paragraphs that would lead in the formation of its given field? Finally, we review the types of problems the subjects might have encountered in their attempt to form a meaningful coherent text.

In view of the preliminary findings raised earlier, the current chapter will endeavour to prove that the majority of the subjects would find it difficult and thus would fail to rearrange the sentences of the text into their proper sequences, and its paragraphs into their precise paragraphing boundaries, although these sentences are simple, easy to understand, straight forward, and furthermore the text does not employ conjunctions as cohesive markers. The assumption has been based on the fact that the meaning offered by each sentence in isolation is not sufficient to result in the formation of one whole coherent text that would clarify its Field, unless one can place all the different meanings generated by the various sentences into one whole connected sequence of progressing events and ideas that would ultimately lead to the formation of a coherent text revolving round a certain Field 'background'. In other words, if sentences fail to lead towards the formation of a connected text that serves to identify and clarify a particular Field, then meaning in this case will only be devoted to serve a very narrow purpose of only clarifying the meaning of each sentence as an isolated entity.

It might be easy for the subjects to understand the meaning offered by each sentence as a separate entity. Nevertheless, one expects them to fail to mould all these meanings into one whole successive and progressive meaning based on a number of ideas and events that are drawn from real-world knowledge. The subjects might fail to place their sentences in the form of a number of logical sequences in order to clarify a certain Field round which the text revolves. Furthermore, failure to achieve good results in

appropriately placing the sentences into their most reasonable order will in turn affect the subjects' attempts in trying to indicate the borderlines where each paragraph commences. Therefore, one would say that in the absence of the required real world knowledge, it might be difficult for the subjects to construct the needed Field, and this would obviously lead to the inaccurate sequencing order of the sentences. On the other hand, being unfamiliar with a certain type of schematic patterning, the subjects might find it difficult to recognise and organise the paragraphing boundaries in the said text.

However, the subjects might be able to attain some acceptable results particularly with the opening part of the text, or what is known in schematic terms as the Situation, which they have exhibited earlier in the first task. They might also reveal the same results with the ending part of the text, or what is called the Result/Evaluation section of it. Nevertheless, when things come to the body of the text, or the Solution part of it, the subjects will most likely fail to arrange all the necessary information as one whole coherent package. The results obtained may well reflect a scattered and loose text with no precise idea of its field.

The Letter in its Original Version

Dear Mr and Mrs Al-Wardi

Al-Rayyan travel Arrangements

Paragraph (1) Situation/Problem

I enclose details of your travel arrangements to Al-Rayyan Airport on Saturday 25th December, 91, for you, your wife and two children.

Paragraph (2) Departure Solution

A company car will arrive at your hotel at 7am to take you to Sana'a Airport. The driver will have your tickets. The plane leaves at 8.30am and check in time is at 7.30am. The flight to Rayan will approximately take 90 minutes. Breakfast will be served during the flight. Your baggage allowance is 20kg each. Please make sure that you all have your passports and any other necessary documents ready.

Paragraph (3) Arrival Solution

There will be a representative of the Company at the arrival gate to meet you at Al-Rayyan Airport. He will have a card saying "Mr & Mrs S. Al-Wardi – Canadian Oxy Oil Company". He will take you to your hotel. He will have some Yemeni currency for your immediate use.

Paragraph (4) Result/Evaluation

I hope these arrangements are satisfactory and that you and your family will have a pleasant and a safe journey.¹

¹ I will be referring to the nature of the above text in my coming discussion.

Sentences appearing in the incorrect ordering: ²

- (a) your baggage allowance is 20 kg each.
- (b) The driver will have your tickets.
- (c) There will be a representative of the company at the arrival gate to meet you at Al-Rayyan Airport.
- (d) Breakfast will be served during the flight.
- (e) Dear Mr and Mrs Al-Wardi
- (f) He will have some Yemeni currency for your immediate use.
- (g) A company car will arrive at your hotel at 7 a.m. to take you to Sana'a Airport.
- (h) He will have a card saying "Mr and Mrs A. Al-Wardi-Canadian Oxy Oil Company".
- (i) I enclose details of travel arrangements for your journey to Al-Rayyan Airport on Saturday 25th December, 91; for you, your wife and two children.
- (j) The flight to Rayan will approximately take 90 minutes.
- (k) I hope these arrangements are satisfactory and that you and your family will have a pleasant and a safe journey.
- (l) Al-Rayyan Travel Arrangements
- (m) He will take you to your hotel.
- (n) The plane leaves at 8.30 and check-in time is at 7.30 a.m.
- (o) Please make sure that you all have your passports and the necessary documents ready.

² The same text on the previous page is once again repeated in its jumbled form, and in a way it has been presented to the subjects

The present task under discussion is in the form of a letter. See the previous two pages for the original version of the text and for the jumbled ordering of the sentences. Some readers might take the letter as an artificial text, that is to say, a text composed for the purpose of this study, and hence it would not serve the aims of the research as it ought to. However, the letter in this task may well resemble a real text with the same information sent to someone who has been newly appointed in a place that he has never been to. The letter in the task is assumed to have been sent by one of the oil producing companies working in Yemen to someone by the name of Mr Al-Wardi. The text concerns the travel arrangements of Mr Al-Wardi and his family from Sana'a the capital of Yemen to his place of attachment, in it Mr Al-Wardi is given details of how and when he ought to leave Sana'a, and ways and means of reaching his place of appointment.

Some might argue that the letter in this task represents an instructional type of text, where some of the sentences refer to some kind of instructions given to Mr Al-Wardi and his family. Nevertheless, and I have argued the case before, if one desires to analyse the overall information package in the text into the Problem/Solution scheme, then it will not be wrong to do so. Since Mr Al Wardi and his family are strangers in both places "Sana'a" and "Al-Rayan" therefore all the instructions given in the text assist to solve the problems that might arise in Al-Wardi's departure and arrival procedures. For example, if no one turned to receive the family at the airport that might have caused a problem that needs to be solved, and the company in this case has solved it by sending someone to the airport. In other words, my aim here is to show that instructions are meant to solve the problems that might emerge from a particular issue or matter. In addition to what I have said, the first and the last paragraphs in the text cannot be counted as instructions, one can easily consider them under the Situation and Result-Evaluation patterns (see the original version of the text included

in the discussion). Therefore, in my decision of considering the text under the Problem/Solution scheme, I have taken the letter in its unified whole meaning. That is to say, I treated it as an overall connected unit both in its internal and global worlds.

The whole text consists of fifteen sentences that are presented in a jumbled form, each sentence is marked with an alphabetical letter beginning with the letter "A" and ending up with "O". See the previous page for the improper ordering of the sentences. The letter is in the form of simple sentences with no conjunctions in between. In the first place, subjects were requested to place all the jumbled sentences into their most appropriate order, thereby exhibiting a kind of sequence in the occurrence of the various ideas and events of the text, and that would assist in the formation of an understandable Field round which the text revolves, and that would finally lead to the revaluation of the overall intended meaning of the said text. In the second place, the subjects were also required to indicate the four points at which each paragraph in the text begins, since it offers four paragraphing boundaries based upon the Problem/Solution scheme. Linguistically the scheme has been sub-classified into Situation – Problem – Departure Solution/Arrival Solution – Result/Evaluation.

One might inquire about the basis upon which such classification in the text has been made. The reply would be that in mans real experience or world knowledge travelling from one point to another is a problem for non-native visitors or passengers that ought to be solved. Therefore, the aim is to examine the subjects' perception of each of the schematic patterns, and to investigate further the reason behind the success in achieving some of these patterns and failing in some others.

8.5.5. Findings

The total number of sentences to be re-arranged in the 37 papers is 555 (see table 42 and the attached graphs following). The table displays 338 errors of incorrect ordering of the sentence sequence (nearly 60.9%). However, if only the errors in re-ordering the sentences exceeding the 40% range are considered, in this case, it will be observed that 14 sentences were not placed in their proper sequence ordering thus revealing a grand total of 518 in the 37 papers, of these a total of 327 formed the incorrect ordering sequence of sentences exceeding the 40% ceiling (nearly 63.1%), leaving a minor gap of 2.2% between the above two readings.

Therefore, the above figures indicate that the subjects did encounter problems in re-arranging the sentences in order to provide the necessary sequence in the ideas and events that would best clarify the text, which happened to be based on their familiarity and experience of real world knowledge. Nevertheless, three of the subjects (nearly 8.1%) proved to be in full command in rearranging all the 15 sentences into their proper sequences, whereas 34 (nearly 91.8%) were incapable of the proper arrangement in one way or the other (see table 42 on the next page). However, the gravity of such errors made it impossible for the reader, in this case the researcher, to comprehend the content of the text (see appendix D-II for a sample of such performance). Further discussion in support of this claim will soon follow.

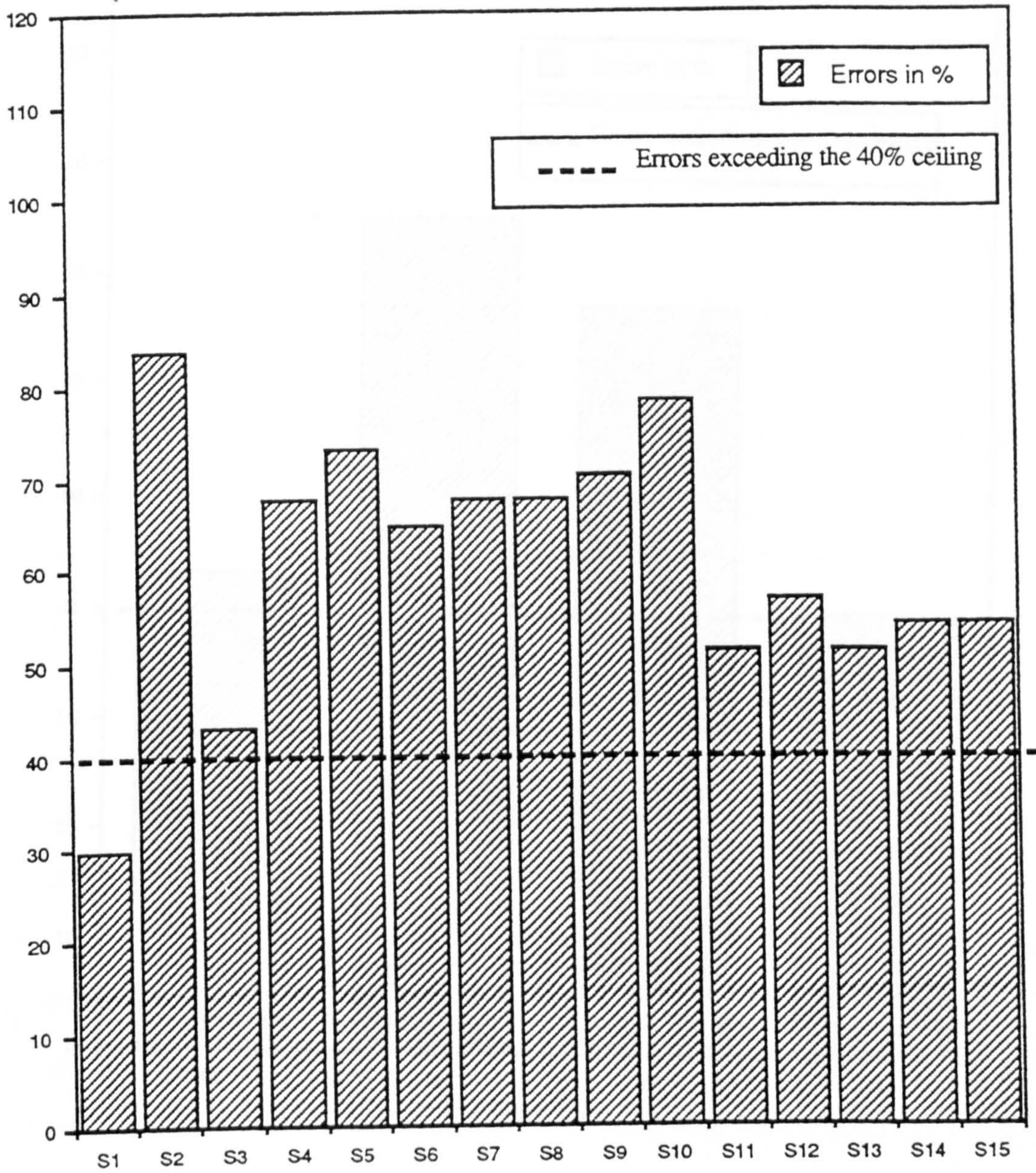
Task Three: Sentence Sequencing and Paragraphing Boundaries Table 42

Paper No	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	P1	P2	P3	P4
1		X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	
2		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4																		X	
5		X	X	X	X	X	X	X	X	X						X	X		
6			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7		X								X							X	X	
8			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
9		X		X	X	X	X	X	X	X	X	X	X	X			X	X	
10		X		X	X	X	X	X	X	X	X	X	X	X			X	X	
11		X			X	X	X	X	X	X							X	X	
12		X		X	X		X	X	X	X	X	X		X			X	X	
13	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14	X	X	X	X	X	X	X	X	X	X		X	X			X	X		
15	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
16	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17		X			X				X	X	X	X	X	X	X		X	X	
18																			
19																			
20		X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
21	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
22		X		X	X					X								X	
23		X								X							X	X	
24		X																	
25		X		X	X	X	X	X	X	X					X		X		
26												X		X	X	X	X	X	X
27		X												X	X				X
28		X		X	X	X	X	X	X	X					X				X
29	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
30		X											X	X	X				X
31	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
32		X		X	X	X	X	X	X	X	X	X	X				X	X	
33		X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	
34	X	X	X	X	X	X	X	X	X	X					X				X
35		X					X												X
36	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
37	X	X	X	X	X	X	X	X	X	X							X	X	
Total errors	11	31	16	25	27	24	25	25	26	29	19	21	19	20	20	16	28	25	15
%	29.7	83.7	43.2	67.5	72.9	64.8	67.5	67.5	70.2	78.3	51.3	56.7	51.3	54	54	43.2	75.6	67.5	40.5

Key:

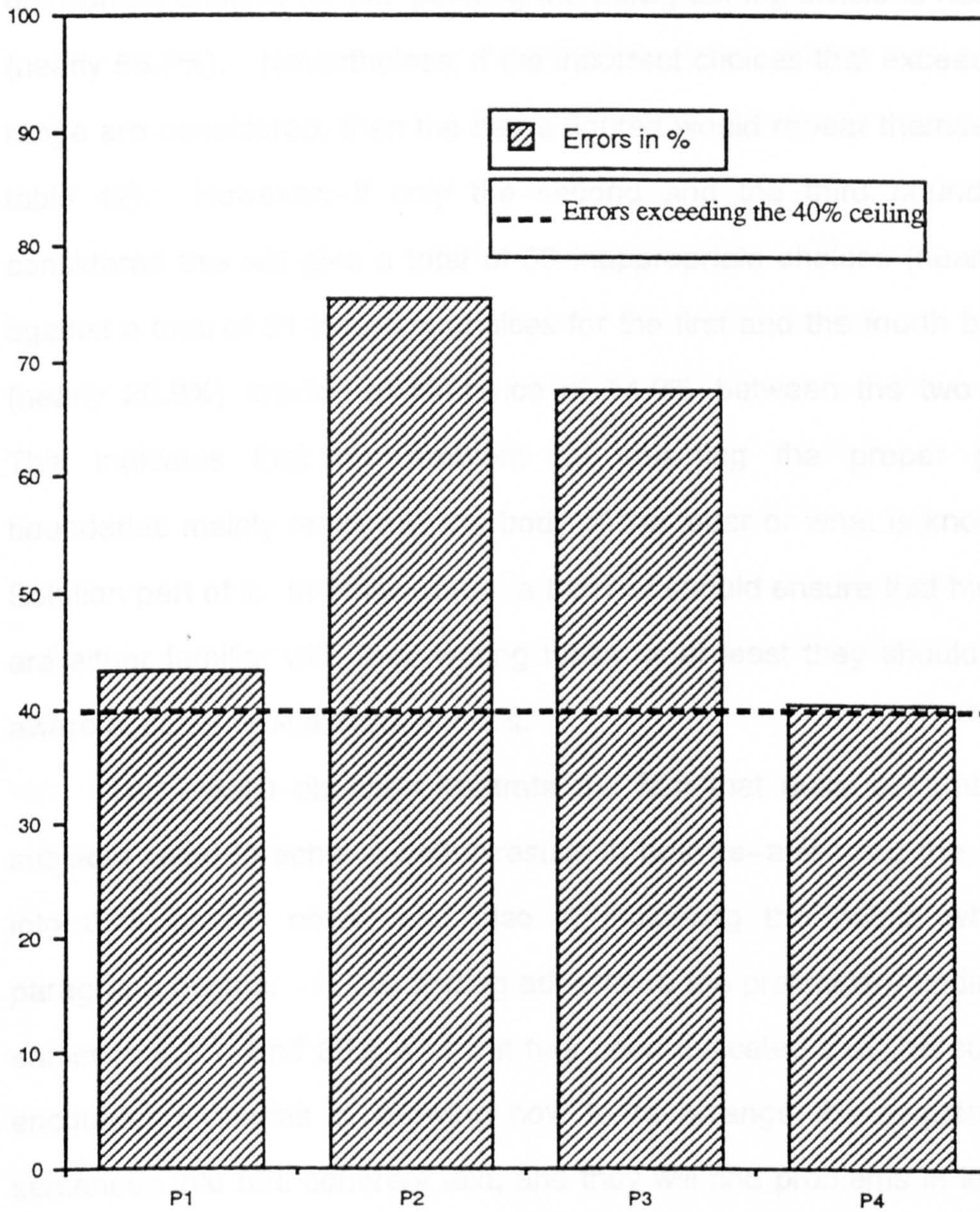
- * Paper number: Refers to the subject's paper number
- * S1 – S2 – S3 – S4.. etc: refer to the sentence number as appearing in the precise sequence order.
- * P1 – P2 – P3 – P4: Refers to the number of the paragraph boundary as appearing in the text.
- * The X mark: Refers to the inappropriate choice both in the sequencing order and the paragraph boundaries in the corresponding paper number.

Task Three



S1 – S2 – S3 – S4..etc.: Refers to the sentence number and the error made. It also refers that sentences occur in the same sequential order.

Task Three



P1 – P2 – P3 – P3: Refers to the number of the paragraph boundary as appearing in the text. It also indicates that each boundary follows in the above order.

As for the boundaries where each paragraph begins, the subjects needed to indicate four paragraphing points in each paper; this resulted in a grand total of 148 paragraphing boundaries in 37 papers. The total number of incorrect choices for pin-pointing the paragraphing divisions has been 84 (nearly 56.7%). Nevertheless, if the incorrect choices that exceed the 40% range are considered, then the same figures would repeat themselves (see table 42). However, if only the second and the third boundaries are considered this will give a total of 53 inappropriate choices (nearly 35.8%) against a total of 31 incorrect choices for the first and the fourth boundaries (nearly 20.9%) leaving a difference of 14.9% between the two readings. This indicates that the problem for selecting the proper paragraph boundaries mainly resides in the body of the letter or what is known as the Solution part of it. In other words, a teacher should ensure that his students are either familiar with their writing topic, or at least they should be made aware of some crucial facts about it.

The results obtained illustrate the fact that quite a number of the subjects failed to achieve better results in both re-arranging the sentences into their proper order, and also in indicating the points where each paragraph begins. This finding adheres to the preliminary findings raised earlier in 8.1.1. and 8.1.2 where it has been indicated that the subjects will encounter problems in knowing how to re-arrange the sequence of the sentences into one coherent text, and they will find problems in locating the borderlines where each paragraph begins; this will particularly happen in controlled exercises.

In the process of re-arranging the sentences into their proper sequence most of the incorrect choices occurred between the sentences extending from 4 to 14. If one examines the proper sequencing order of the sentences in the original text (see page 240), it will be observed that these sentences form the crucial part of the letter because they hold the necessary

information, that is to say, they resolve the results of the Situation/Problem raised in the third sentence. These sentences can be divided into two groups, where sentences from four to ten deal with the detailed instructions of the departure formalities, whereas sentences extending from eleven to fourteen deal with the detailed instructions concerning the arrival procedures at the other end. These eleven sentences together form paragraphs two and three, where sentences 4 to 10 are part of paragraph two, and sentences 11 and 14 are supposed to be part of paragraph three. Therefore, paragraph two is concerned with the departure instructions, and paragraph three deals with the necessary information about how to solve arrival problems.

Upon reviewing the subjects' performances, it has been noticed that the misplacement of the sentences mainly occurred between paragraphs two and three. One reason for placing the sentences in their improper sequencing order was found to be due to the mingling between the departure and arrival instructions, where it has been observed that sentences belonging to the departure instruction in paragraph two were included as part of the arrival instructions in paragraph three and vice versa (see appendix D-II for what has just been indicated). This process resulted in some kind of vague and confusing activities that the passengers concerned had to follow. In other words, the instructions, the solution part of the letter, according to the subjects' own conception of the departure and arrival formalities were not properly arranged in a series of successive sequences that would best clarify both the ambiguity, and that would also best clarify the steps that a passenger usually needs to follow in his travels.

The subjects' failure to follow the instructions given in the group of sentences extending between 4 and 14 is probably due to the fact that quite a number of them might not have had the experience of such travel procedures in real life; one might go further to say that some might not have seen the different parts of an airport, so they are in no position to be familiar

with airport formalities and some of its procedures. Hence, being unfamiliar with the context of an airport and the procedures, particularly what is linguistically labelled as the Field, led to the subjects' jumbling up the departure steps with those of the arrival one, and vice versa. This explicitly proves the point that had been made in the preliminary findings (see point 8.1.3), where it has been mentioned that knowledge of the world plays a very crucial and significant role in the formation of the text. Failure to familiarise oneself with the Field of a particular text can result in the text being falsely approached. Thus, sentence sequencing seems to be more in association with the field of a given text rather than any of its other aspects.

A further argument that can be offered in line with the huge number of sequencing errors between paragraphs two and three in relation to paragraphs one and four may well be the similarity between the English and the Arabic format of formal letters. In this regard, the first paragraph of the text furnishes the reader with the necessary Situation/Problem part, it is therefore considered as the opening paragraph of the letter "I enclose details of your travel arrangements ...". The same can be said about the fourth paragraph. Here, once again both English and Arabic follow the same format in ending formal letters "I hope these arrangements are satisfactory ...", or what is known as the Result/Evaluation of the preceding solutions occurring in paragraphs two and three. The three lexical items "enclose", "hope" and "arrangements" seem to have assisted the subjects in determining the correct paragraphing boundaries at which the first and the fourth paragraphs begin. On the other hand, most of the inappropriate choices are found within the boundaries that commences the second and the third paragraphs. As I have already pointed out earlier these two paragraphs are considered to be the main and most crucial for the whole letter, since they offer the major bulk of information in the text, and it is here that the

subjects mismatched the information given according to the departure and arrival formalities.

Hence, the problem with non-native writers of this background does not appear to be in sequencing the sentences that need to be included in the opening and the ending paragraphs of the letter; instead the problem arose in properly sequencing the sentences in the body part of the letter, or what is called the Solution to a given Problem(s). The present task has also proved that one main factor in resolving the obstacles of how to sort out the solution problems is to be acquainted with a broader perspective of the Field for a given text.

The above conclusion would ultimately lead to the fact that when non-native writers are asked to attempt writing any text, then it becomes necessary that they should be familiar with its context, particularly the Field, in order to make sure that they know what they are writing about. Hence, to overcome such an obstacle the teacher concerned should either explain the relevant points that would enable the writers to construct the precise real-world knowledge and experience, or to enable the writers themselves to discuss such issues in their writing workshops. In this case the writers would be better exposed to their text and their writing attempts would show better results. In other words, if for instance a non-native writer is not adequately familiar with an object such as an airport or the Empire State Building, then it would obviously be difficult for him to describe his ideas and events in connection with the above two objects in the form of a coherent text.

There has been some variation in the performance of the six native writers, in that none of them has revealed any preference to the sequence of sentences and the schematic boundaries that the researcher had in mind. The proposed sentence sequencing and the schematic pattern as per the original version should have been:

Paragraph One: Beginning with sentence "i" that represent the Situation / Problem patterns together.

Paragraph Two: Commencing with sentences "g-b-n-j-d-a-o" that represent the departure solutions.

Paragraph Three: Beginning with sentences "c-h-m-f" representing the arrival solutions.

Paragraph Four: Ending with sentence "k" representing the Result / Evaluation part.

For further examination of the above classification see the text on page 240 and 241.

However, all the six native writers seem to have implemented their own sequences and schemes except for the opening sentence "I enclose details....." and the closing sentence "I hope these arrangements....", nevertheless, their other arrangement has not created any sort of confusion in retrieving the intended meaning. Therefore, for both native and non-native writers the opening and closing sentences in a given text do not seem to have created any problem; the reason as mentioned before could be the signal that both the lexical items "enclose" and "hope" provide.

The following are examples of the sentences placed in the sequential order that native writers thought most appropriate to have, added to their own varied schematic patterning counter to the set original version:

Original Version:

1(A) -----j (B)
 2-----g-b-n-j-d-a-o
 3-----c-h-m-f
 4-----k

Native Writers' Versions:

Model One:

1-----i
 2-----g-n-o-b
 3-----j-d-a
 4-----c-h-m-f
 5-----k

Model Two:

1-----i
 2-----g-n-o-b
 3-----j-d-a
 4-----c-h-m-f-k

(Solution- Evaluation)

Model Three:

1 ----- i-n-g-b-o-d-j
 Situation/Problem- Solution
 2 ----- c-h-m-f
 3 ----- k

Despite the above varied choices and some minor gaps that took place for instance between sentences such as 'g' and 'n', where some writers preferred to begin paragraph two with "The plane leaves....." than with "A company car will arrive at your " since collecting Mr Al-Wardi and his family comes a step before the plane's departure. However, the meaning generally speaking is retrievable and the new generated schemes

(A) The numbers refer to the order of the paragraphs.

(B) The letters refer to the sequences of the sentences

do not cause any hindrance in comprehending the text. In non-native writers' performance on the other hand the case is utterly confusing; a review of the performances does not reveal any precise generation of schematic patterning like the ones above, so it becomes hard to construct an idea of the intended-meaning.

Furthermore, the task has further proved that sentence sequencing and paragraphing boundaries are the entire responsibility of the writer's own decisions and in the way he best perceives his goals, provided that this does not affect the overall cohering process of the written text.

8.6. Conclusion

On the one hand, the three different tasks in the current chapter have proved beyond any doubt that non native writers of this background working under normal classroom circumstances do encounter problems in displaying the contents of a given text in its proper sequential hierarchy or proper organisational schematic schemes, all in their attempt for a better connectedness and better presentation leading towards a more comprehensive comprehension of a given text, particularly when they have not indulged in any writing process other than following the instruction of placing the sentences into their proper sequential order and to indicate the boundaries at which new paragraphs begin so as to present one whole coherent, meaningful and logical text. On the other hand, the current part has also proved that sentence sequencing and paragraphing boundaries are the entire and sole decisions of a writer. In this part it has been observed that native writers in the three tasks offered their own sentence sequencing and paragraphing boundaries. However, such decisions have not created any kind of disruption or confusion in retrieving the overall general intended meaning. Hence, the chapter has in turn proved that sentence sequencing

and paragraphing are choices left for the writer to decide and he is not obliged to follow any prescribed sequencing or schemes.

The results obtained from tables 40, 41 and 42 represent a massive number of inaccurate choices either in placing the sentences into accurate sequencing order, or to indicate the boundary where a new paragraph commences. Thus, the current chapter has empirically proved that non-native writers, when they are working under certain constraints, and are fully attentive to one instruction only, face sequential and paragraphing problems mainly when they are unable to form a precise idea of the Field round which the said text revolves. These problems seem generally to centre round the body of the text, the Solution part of it, where most of the information is included. Lexical repetition as a signalling device does not seem to have assisted the subjects in placing the sequences and the paragraphs into their proper order.

Therefore, the results obtained for this chapter show that the subjects, working under certain classroom constraints, face cohering problems whenever they deal with controlled writing tasks. These problems lie in their inability to place the sentences of an artificial writing task into their proper sequences. They also face problems in identifying the precise paragraphing boundaries on the basis of the Problem–Solution scheme. Linguistically, the subjects' failure in these controlled writing tasks could be due to their inability to recognise the different reference items and the lexical repetition appearing in the tasks, and how these signals assist in placing the sentences into their proper sequential order, and how they help in detecting the appropriate paragraphing boundary.

CHAPTER NINE

COHERENCE: Results and Findings for the Authentic Writing Tasks

9.1. Introduction

In this chapter the four topics that have previously been investigated and examined for the cohesive links in chapter seven will once again be investigated and examined for aspects of coherence in the subject's free open-ended writing tasks under normal classroom conditions. These conditions have been defined in chapter five under "Methodology". Thus it would be proper to say that the written performances in chapters seven and nine reflected the subjects' own individual abilities, despite what they might have gained from their prior workshop discussions. As a reminder these topics are:-

- a. The completion of an unfinished narrative (see point 7.2. in chapter seven for the introductory paragraph of this narrative and the rubric in this regard).
- b. Writing a Recommendation Letter.
- c. The Yemeni Traffic Week.
- d. Problems Facing Students in the English Department, College of Education, Sana'a University.

The aim and the purpose of this chapter has been to trace the subjects' sequencing patterns and classifying their schematic patterns as reflected by their paragraphing boundaries based on their own choice and decision, since these are the major components that generally contribute to the overall organisational plan and cohering factors in a given text.

Therefore, as a procedure for denoting the subjects' perception of the Problem / Solution schemes and its sub-patterns "Situation – Problem – Solution – Result/Evaluation", the idea has been to count these patterns or any other pattern that might emerge in the way it appears in each paper, and in line with the scores offered by the raters' impressionistic view of each performance. Since each subject will tend to exhibit his own approach and

style in each of these topics, it will be beyond the scope of the current research to carry out an individual sequential assessment for each paper. Thus, my assessment of sequential problems in the subjects' written performances will mainly depend on the raters' impressionistic preferences. On the other hand, my classification of each text into approximate schematic patterns will basically depend on the type of information provided by each subject in his text, that is to say, whether the information provided in a certain paragraph belongs to the Situation or any other part in the Problem/Solution scheme.

9.2. Topic One: The Completion of an Unfinished Narrative

The subjects were provided with the opening paragraph of an unfinished narrative (see point 7.2. in chapter seven for the introductory paragraph and its rubric) which consisted of both the Situation and the Problems pattern together. They were requested to complete the narrative in any way they thought suitable. I expected the subjects to have put all their attempts in the direction of resolving the ambiguity raised in the opening paragraph which revolved round the narrator "I" and the mysterious "House" by providing only the Solution and the Result parts of the text, since they all have been offered the opportunity to discuss the best possible means of completing the story. The paragraph itself offered lexical signals such as the word "Mystery" and "Clarify the point" thus indicating the need for a solution.

However, the subjects' performance failed to match my expectations. They preferred to embark on a different story of their own creation, thus offering a new theme and a different plot that had no connection whatsoever with the given opening paragraph. In other words, they tended to neglect the Situation/Problem pattern that has already been provided for them in the

opening paragraph and the marker "Once" that commenced the immediate paragraph suggesting a solution for the problem raised earlier.

In this regard, upon reviewing and classifying the type of information provided by each text according to its schematic patterning, excluding the researcher's introductory paragraph, it has been found that 17 out of 37 (nearly 45.9%) commenced their own story by displaying the information in the Problem/Solution patterns together as one unit, and ending their story with a Result/Evaluation paragraph. Therefore, since all the information in the subjects' own story has been packed in one major paragraph that consisted of both the Problem/Solution parts, this decision has certainly affected the subjects' second paragraph that included the Result/Evaluation information. In other words, the tendency in the subjects' final paragraph has been to conclude their text with a sudden happy or sad end without really paving the route for it to do so. The following are some examples of these result/evaluation endings, or the conclusions as they appeared in some of the subjects' own version of the story:

1. Unfortunately, when he tried to go out of the house, he saw an injured man with a large number of policemen. After that he thought there is no way to escape. Therefore, one of the policemen arrested him and sent him to jail.

(Appendix E Topic I paper 34)

2. There was a fight between the three men that caused the death of the gardener by the gun carried by one of the burglars, the people who live opposite heard the sound and immediately called the police, the police came and arrested the burglars.

The old woman was deaf, dumb and she was also a handicapped woman.

(Appendix E topic I paper 2)

3. They got off and entered the house. Then I was too afraid to stay any longer and ran quickly to my flat. Since then I had not seen that lady or her husband. Nobody dared to ask about them or the reason behind their disappearance.

(Appendix E Topic I paper I)

Going through each of the examples above, one would observe that the sentences in these examples are placed in loose and disconnected sequences. In other words, they retain some of the information that needed to be explicit and disclosed in order to describe the events as they happen in real life. The following discussion will further clarify the point.

For instance, in example I on the preceding page, the extract does not clarify the ambiguity of the injured man, whether he was one of the burglars or someone whom the police shot by accident. The immediate sentence "After that he thought there is no way to escape" once more appears to be vague in the sense that no explicit information has been provided for why the man thought there was no way to escape. In other words, has there been any prior attempt at an escape? Finally, the lack of world knowledge in the last sentence has led to a problem in interpreting the writer's intention. "Therefore, one of the policemen arrested him and sent him to jail". The sentence leaves one wondering about who has the authority to send a burglar to jail the policemen or the judge.

Although the old woman referred to by example two has gained prior reference as a disabled lady using a wheel chair (appendix E topic I paper 2), nevertheless, the subject suddenly seemed to have remembered some new information about her disability; with a shift in sequence he suddenly familiarises the reader with the lady's "Deafness" and her "Dumbness". The sentence where such information occurs is represented by a new paragraphing boundary and a sequence on its own. This decision in itself

has displayed the information as an independent package. Besides, it lacks some more information of how the subject knew of these added features in the old lady's disability. This extra information concerning the lady's disability could have been added somewhere in paragraph three where the first information about her disability is revealed by the lexical item "wheel chair".

In example 3, it is observed that despite the writer's attempt, his sentences that are represented by a number of sequences did not resolve the identity of both the lady and her husband although the extract happens to be the result/evaluation part of the text in the writer's own version of the story. Furthermore, some crucial information has been concealed by the writer; the concealment of this information has created some vague and ambiguous points which the reader had to clarify. For example, how did the second husband take the place of the first one?. The subject in this case could have relied upon the reader's ability to infer that a murder took place.

The remaining 20 out of 37 (nearly 54%) of the subjects went counter to expectations; they presented their own version of text without any paragraphing boundaries. Their whole text, excluding the opening paragraph, appeared in the form of one long narrative beginning with the introductory paragraph, which they added to their text, and ending with the result/evaluation part of their own story.

Hence, with the above group the lack of organisational plan in the form of paragraphing divisions has by all means affected the overall presentation that in turn hindered the general writing performance.

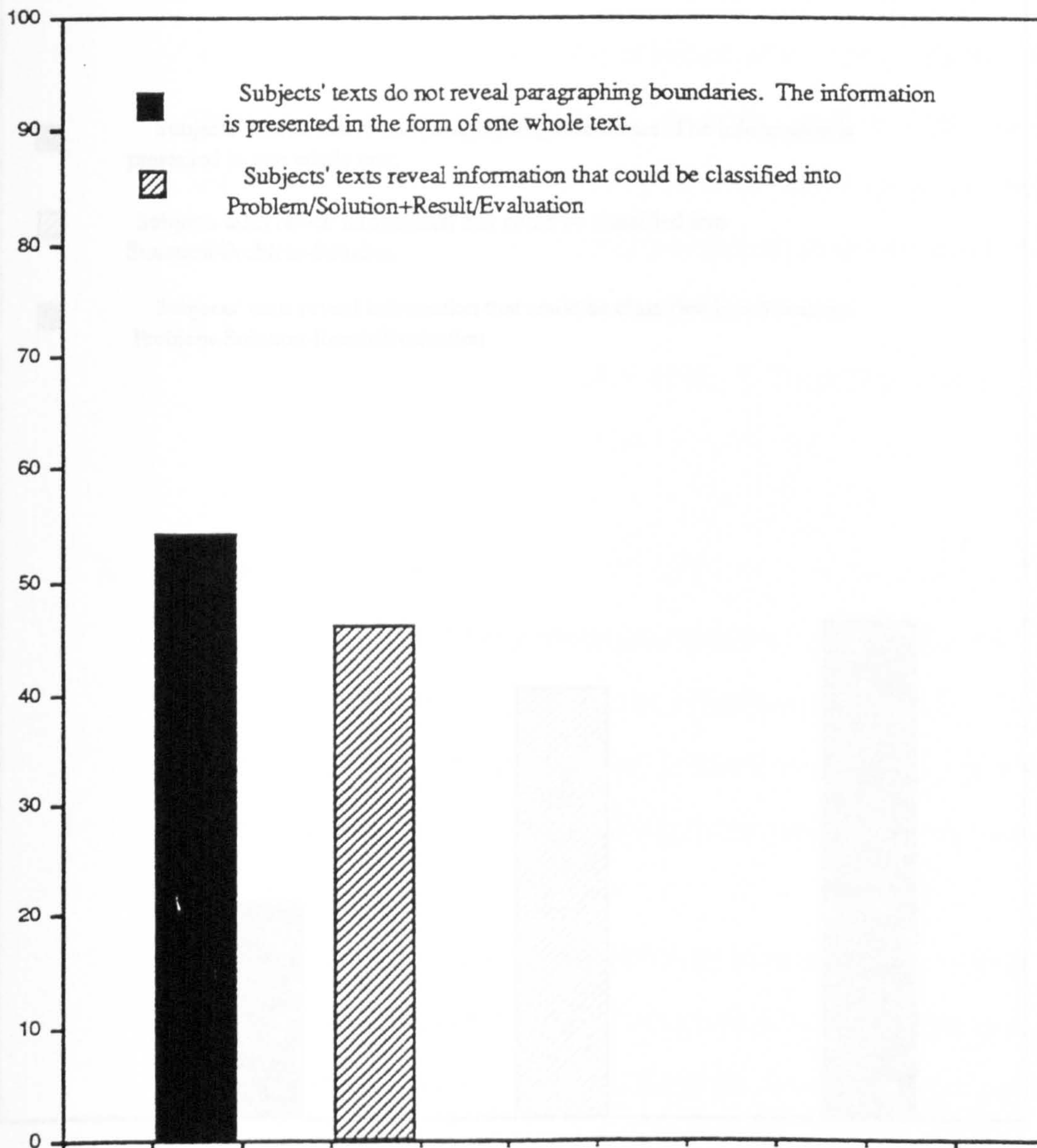
9.3. Topic Two: A letter of Recommendation

Text organisation in this and the coming two topics has manifested a gradual manipulation of the schematic patterns as reflected by the subjects paragraphing boundaries, which in turn resulted in better organised texts.

The reason that one can offer in this regard could be due to the collective discussions that the subjects had in their workshops. Upon reviewing the information as revealed by each text, the general trend throughout the performance has been that of either the Situation–Problem–Solution–Result/Evaluation scheme, or Situation–Problem–Solution. The following are the results obtained upon reviewing the work in the present and the following other two topics.

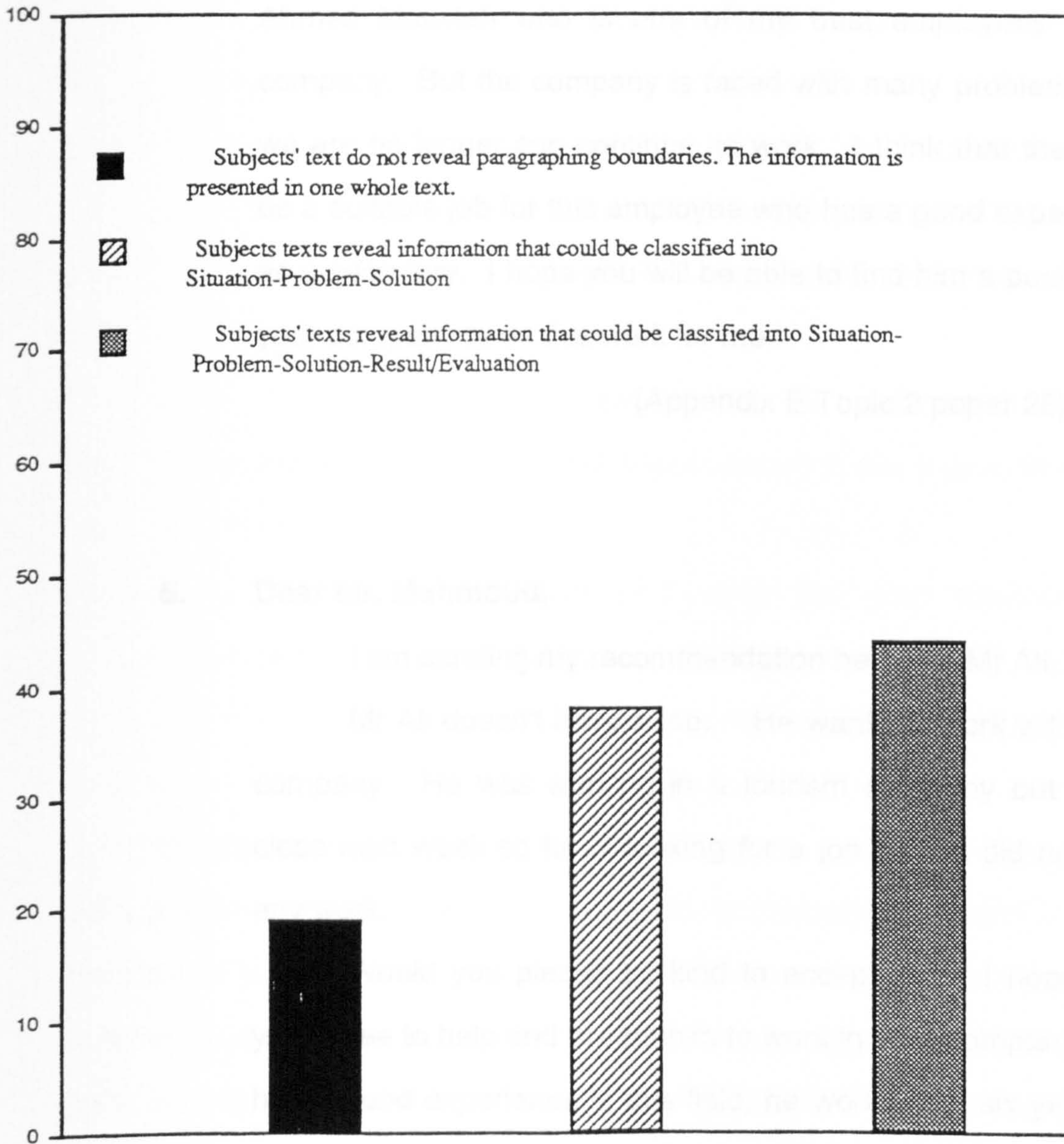
In reference to topic 2, the information in each text for classification purposes would reveal some 16 out of 37 (nearly 43.2%) of the subjects used the situation–problem–solution–result/evaluation scheme, and 14 of them (nearly 37.8%) show the situation–problem–solution pattern. The remaining 7 texts (nearly 18.9%) did not show any paragraphing boundaries. In other words, the information included in the subjects' own version of the letter has been presented in the form of one whole text without any paragraphing boundaries. It is worth mentioning that for classification purposes in all the preceding examples and for all the four topics, transition from one paragraph to another was marked by the type of information presented rather than specific linguistic markers. The following are some examples to clarify the matter further:

Topic One: The completion of the unfinished narrative



Subjects' paragraphing boundaries in % excluding the introductory paragraph

Topic Two: The Recommendation Letter



Subjects' own paragraphing boundaries in %

4. Dear Abdo Saeed. The Director of Yemen Travelling Company. In the beginning of this letter I greet you hoping that you are fine. I also hope that your company is in a good condition and no problems are there in the company. Here is Ahmed Mousleh who is one of my best employees in my company. But the company is faced with many problems that we are no longer can continue its work. I think that there will be a suitable job for this employee who has a good experience as a secretary. I hope you will be able to find him a position in your company to do this work for me.

(Appendix E Topic 2 paper 28)

5. **Dear Mr. Mahmoud,**

I am sending my recommendation herewith Mr Ali.

Mr Ali doesn't have a job. He wants to work with your company. He was working in a tourism company but it will close next week so he is looking for a job but he did not find any work.

Would you please be kind to accept him. I hope that you agree to help and accept him to work in your company. He has a good experience in this field, he worked for six years in tourism. He is ready for working at any time you want.

Finally, we will be very grateful for you

(Appendix E Topic 2 paper 16)

6. Dear Mr Ali,

I'm sending my recommendation herewith the bearer because he is a good friend whom I know very well. His name is Mohammed Khaled, he has a good experience of working as a tourist guide and I attach herewith his documents with my recommendation.

He has been working in our company for a long time but we are going to close it. Hence, I am sending him to you because you are my good friend who deserves to be rewarded by a good employee.

Do you mind accepting him as an employee in your company and to give him a good salary to live a good life as he used to.

Looking forward to hearing that your assistance is already given because I don't like to

(Appendix E Topic 2 paper 7)

Example 4 on the previous page is a typical example for a text that lacks paragraphing boundaries, although the conversational idioms phrases included in the text do provide a lead to paragraphing boundaries. For instance, such phrases are in sentences like "beginning of this letter ... "; "I greet you hoping that you are fine " do refer to information related to the situation part of the text. Phrases such as "Here is Ahmed Mousleh " and " But the company is faced with many problems " do give a hint of the information need to be included in the problem pattern of the letter. Conversational idioms phrases such as "I think there will be a suitable job for him ..." do easily indicate the solution required for the preceding problem. Finally, the lexical signals used in the last sentence do furnish the information that could be included in the result/evaluation part of the letter "I

hope you will be able to find him a position in your company". On the other hand, the information in example 5 that follows immediately after has been divided into three paragraphs. On classifying the nature of the information provided in each paragraph, it would be possible to consider the text under the situation–problem–solution category, whereas the information included in the last example on page 266 could be classified under the situation – problem – solution – result/evaluation scheme.

Therefore, the results obtained for topic 2 reveal that a formal letter needs to have an appropriate Situation and Evaluation "conclusion" which quite a number of the subjects seem to have realised:

9.4. Topic Three: The Yemeni Traffic Week

Upon reviewing the information provided by each text, and the way the material in each text has been divided, it would be possible to say that some 22 out of 37 (nearly 59.4%) of the subjects grouped their information under the situation – problem – solution–result/evaluation scheme, and 12 of them (nearly 32.4%) preferred to group their material under the situation–problem – solution pattern, the remaining three subjects (nearly 8.1%) have not grouped their information under any paragraphing boundaries, thereby presenting their material in the form of one whole text.

Therefore, topic three seems to have gained the subjects' interest and they seem to have carefully grouped their information as stated above. This finding will lead us to point that teachers responsible to teach this particular skill in language need always to ensure that what their students write emerge from their own interest and liking, and not from any topic or issue imposed on them by a higher authority, as the teacher himself. One should also not forget that topics 2, 3 and 4 are the sole production of each subject in every single respect after each workshop. Furthermore, the results of this topic coincided with what the researcher expected the subjects

to choose. In other words, I expected them to commence their writing process by giving an idea and the purpose of the Yemeni Traffic Week as part of the situation pattern, then to indicate the nature of the traffic problems in Yemen and to include all the related material under the problem pattern of the text, then to move forward to suggest solutions for the preceding traffic problems and to include their information under the solution pattern of the text, and finally to end the text with some kind of result or evaluation that they might think proper to offer.

9.5. Topic Four: Problems Facing Students in the English

Department, College of Education, Sana'a University

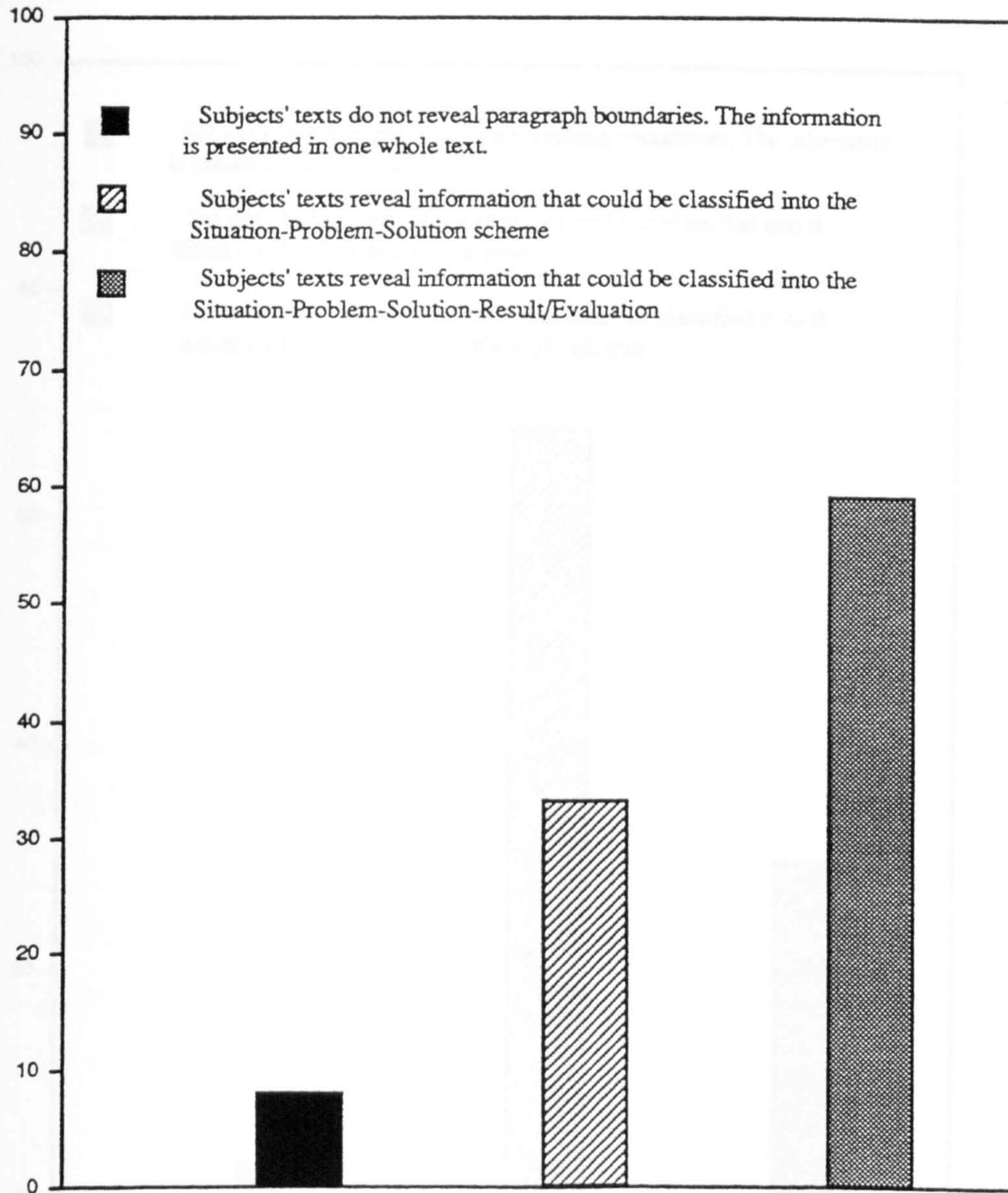
Upon reviewing the material and the information presented in each topic for the purpose of schematic classification, it has been observed that some 25 out of 37 (nearly 67.5%) of the subjects preferred to group their information in the text under the Situation–Problem–Solution scheme, whereas 11 (nearly 29.7%) preferred to include their information under the Situation – Problem – Solution – Result/Evaluation scheme. The remaining subject (nearly 2.7%) left the entire text without any paragraphing divisions. Therefore, and as the results indicate, the majority preferred to include their information in paragraphs that would display the situation–problem–solution scheme. The reason for this choice could most probably be the subjects' desperate and urgent call for appropriate solutions to their problems. According to their choice it seems the solutions are far more essential than the Result/Evaluation part.

9.6. General Conclusion

The results obtained for topics 2, 3 and 4 compared with the results of topic one clearly reflect a reasonable progress and improvement that the subjects achieved in their attempts to organise their information in the

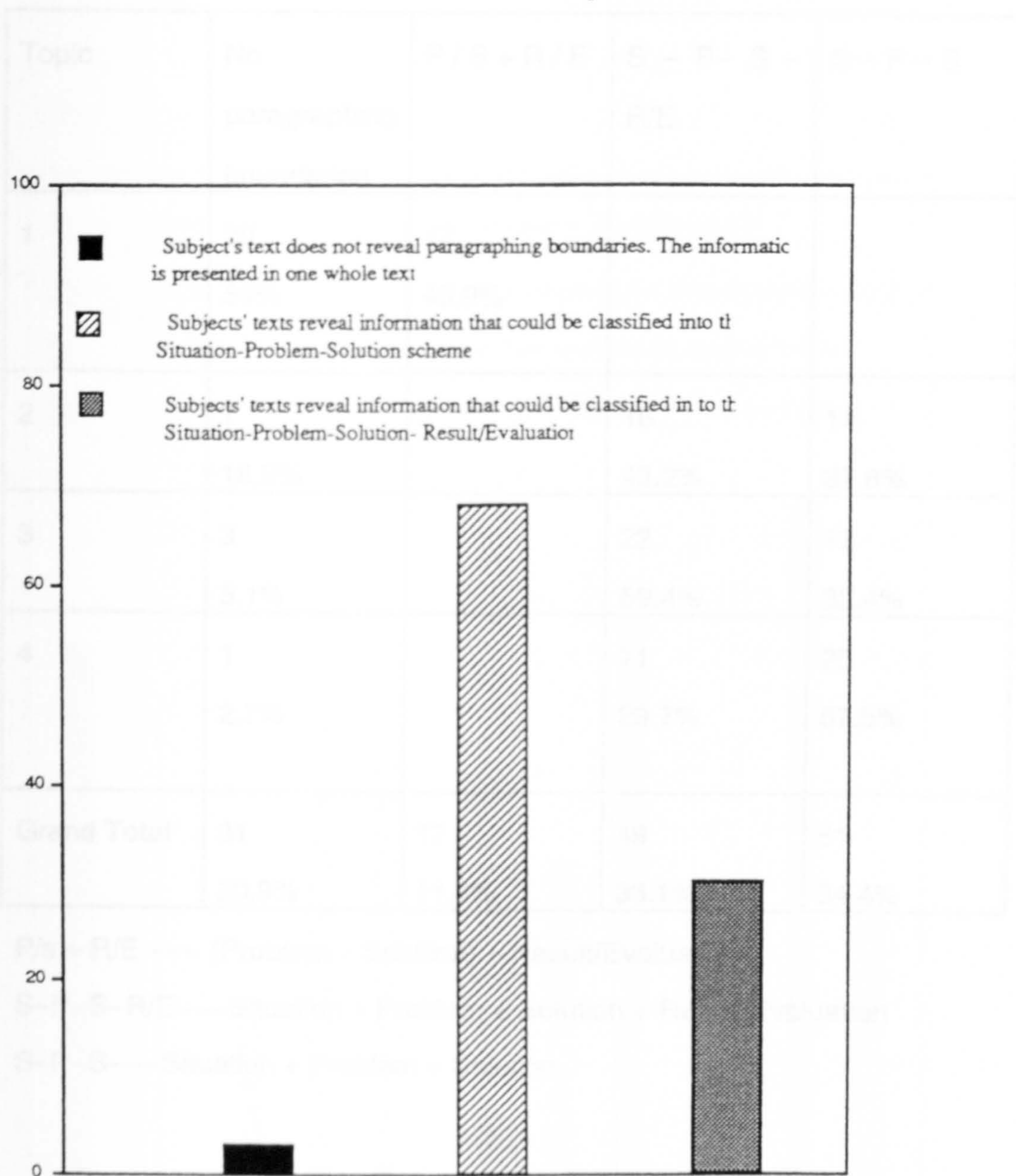
various topics into paragraphs, (see table 43 and the graph on page 273 to clarify the matter further). Table 43 displays the gradual improvement that has taken place beginning with topic one and heading upwards towards the rest of the topics. This improvement is revealed by the subjects' written performance, and in the way they tried to group the various information in their topics into certain schematic patterns, this process has obviously been achieved without the subjects' prior knowledge of any organisational scheme; numbers in the table refer to the total number of subjects which in turn indicates that text organisation lies mainly in "the spontaneous attitude of the writer and in the way he best considers his organisational plan. Furthermore, if the grand total of the 4 topics is further considered, then it would reveal some encouraging results, that 117 out of 148 of the subjects (nearly 79%) did place their information into some sort of schematic organization, as against 31 out of 148 (nearly 20.9%) who left their texts without any paragraphing boundaries in the first place. The results obtained show an increasing number of the subjects in support of dividing the information in their texts into paragraphing boundaries; the reason could well be due to the prior discussions that took place in each workshop. Therefore, these results empirically prove that non-native writers of this background, when attempting to write a free open-ended text, do employ schematic boundaries by grouping the information in their text into paragraphs. However, it seems it is the writer's spontaneous attitude towards a particular text that decides on the type of schematic pattern to be used. That is to say, when student writers are interested in a particular topic, then they are more rigid in applying the schematic patterning, and to divide the information in their written composition into paragraphs.

Topic Three: The Yemeni Traffic Week



Subjects' own paragraphing boundaries in %

Topic Four: Problems Facing Students in the English Department, College of Education, Sana'a University



Subjects' own paragraphing boundaries in %

Table 43: Types of Paragraphing Boundaries

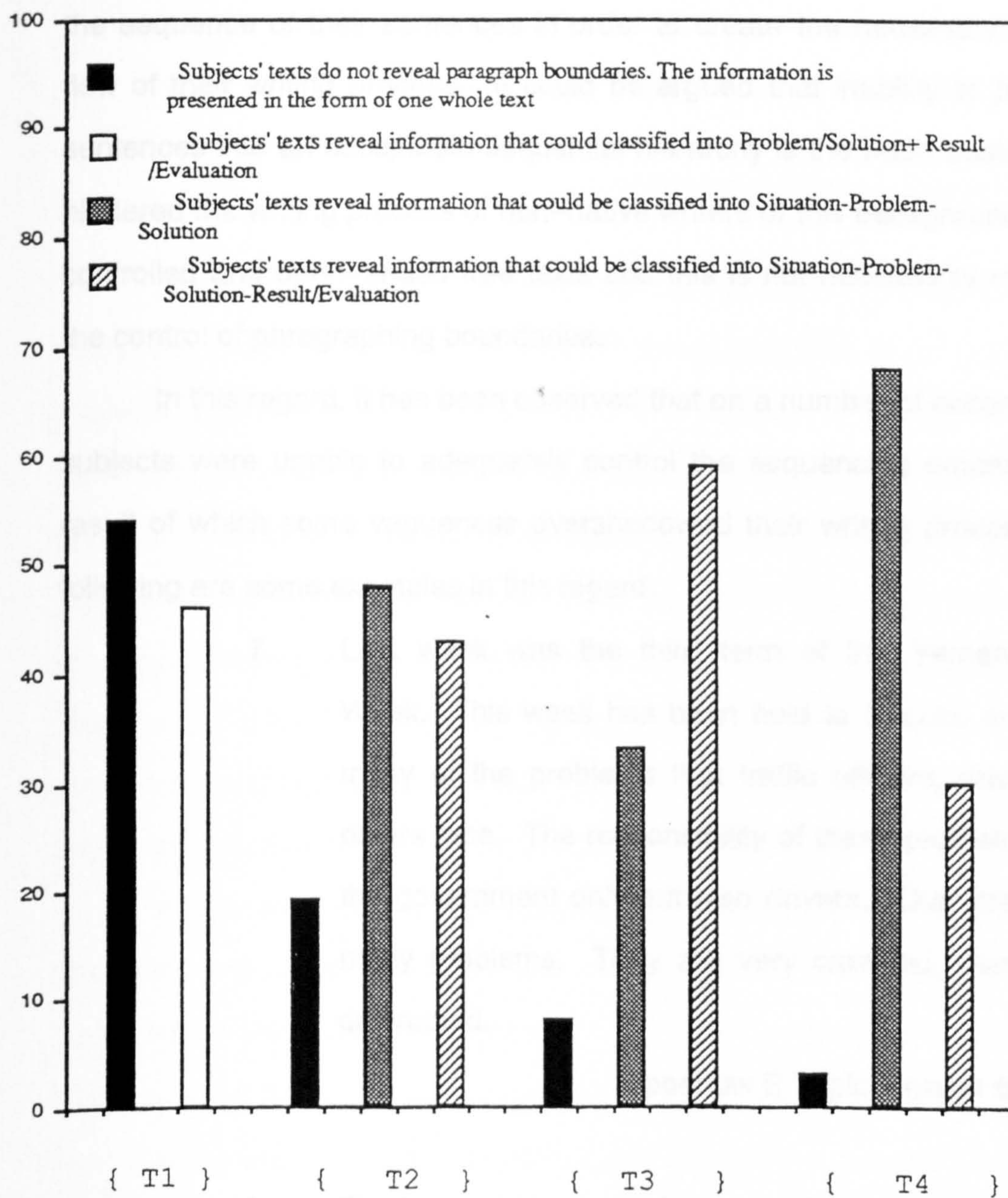
Topic	No paragraphing boundaries	P / S + R / E	S - P - S - R/E	S - P - S
1	20 54%	17 45.9%		
2	7 18.9%		16 43.2%	14 37.8%
3	3 8.1%		22 59.4%	12 32.4%
4	1 2.7%		11 29.7%	25 67.5%
Grand Total	31 20.9%	17 11.4%	49 33.1%	51 34.4%

P/s + R/E ---- (Problem - Solution) + Result/Evaluation

S-P-S-R/E----Situation + Problem + Solution + Result/Evaluation

S-P-S----Situation + Problem + Solution

Graph showing paragraphing boundaries according to the type of information in the four topics.



The letter "T" refers to the word topic

9.7. Poor Sequencing

Although the subjects did manage to group the information of their texts into appropriate paragraphs that could be classified into schematic patterns, they were unable on a number of occasions to properly organise the sequence of their sentences in order to create the necessary sensible flow of their writing process. It could be argued that inability to place the sentences into an acceptable sequential hierarchy is the main obstacle that hindered the writing process of non-native writers of this background in both controlled and open-ended free texts and this is not necessarily related to the control of paragraphing boundaries.

In this regard, it has been observed that on a number of occasions the subjects were unable to adequately control the sequencing process, as a result of which some vagueness overshadowed their writing process. The following are some examples in this regard:

7. Last week was the third term of the Yemeni Traffic Week. This week has been held to discuss and avoid many of the problems that traffic officers, drivers and others face. The responsibility of these problems is not the government only but also drivers. Our streets see many problems. They are very crowded, narrow and destructed.

(Appendix E Topic 3 paper 8)

8. The bearer is in need of a post. He is a good man to fill any post. He has an experience which enables him to do any hard work. He has finished his university studies. He is a qualified person.

(Appendix E Topic 2 paper 8)

9. Dear Ali,

How are you today, the bearer will be able to do what you tell him to do. I am sending my recommendation herewith the letter. I want you to find a job for this man. The man is good in his work. He has a high qualification and experience for many years. Find a job for him as soon as possible.

(Appendix E Topic 2 paper 14)

The extracts above are good representations of poorly connected sentences. Clearly the initial problem in these examples is reflected in the subjects' poor handling of the sequences in relation to their events. It is obvious that the subjects seem to have failed to find some kind of procedure to put their ideas together into an acceptable sequence that would have best expressed their intended meaning. On a number of occasions the absence of proper ordering of the sentences into an appropriate logical sequence to facilitate the intended meaning has undoubtedly created some ambiguity, vagueness and confusion. A quick review of the examples on the previous page would further clarify the above mentioned hindrance.

In example 7 on the previous page the last two sentences "our streets see many problems" and "they are very crowded, narrow and destructed" have slightly disrupted the sequential order in the subject's composition. If one examines the sequence in the way it appeared in example 7, it will be seen that the last two sentences mentioned above form a continuation of the situation–problem pattern, notice the link between the second and the fifth sentences provided by the repetition of the lexical item "many problems". Hence, the situation–problem patterns in the subject's first two sentences need to be connected with the last two sentences in order to form one whole unified situation–problem pattern. On the other hand, the third sentence in

the subject's example may be shifted to the final position in the sequential order, since it provides a solution for the problems indicated in the first four sentences. The above alternative suggestion could be illustrated by the following proposed sequential order in replacement to the original version in the example:

- a. Last week was the third term of the Yemeni Traffic week.
- b. This week has been held to discuss and avoid many of the problems that traffic officers, drivers and others face.
- c. Our streets see many problems.
- d. They are very crowded, narrow and destructed.
- e. The responsibility of these problems is not the government only but also the drivers.

Now I move on to the second example, although the sequence as presented by example 8 might be accepted by some readers, nevertheless, it could be improved by alternative sequential order. It may be said that in a moment of haste, the subject has placed his sentences in an awkward and jumbled form without considering the priority of how things happen in everyday life. The extract in example 8 forms the first paragraph of a recommendation letter (see appendix E Topic 2 paper 8).

A close examination of the sequential arrangement would instantly reveal that the first sentence " The bearer is in need of a post " does not assist to establish a situation pattern, because the lexical items " in need " suggest some kind of problem, probably financial, for the bearer. In this case, the subject should have paved the way with an appropriate situation pattern, and then moved on to the other parts of the Problem/Solution scheme. Therefore, what the reader requires at the beginning of the letter is

a sequence that would establish the needed situation pattern, and that would in turn act as an exposition for the rest of the information in the text. For instance, this might be achieved by replacing the first sentence in example 8 by a sentence such as "I am sending my recommendation herewith Mr ". This sentence may either be preceded or followed by two or three more sentences, and they would together form one whole sequence for the situation pattern. On the basis of this sequence, it would then be possible to construct the coming sequences for the other schematic patterns in the composition.

In the second and the third sentences in example 8 "he is a good man to fill any post " and " he has an experience which enables him to do any hard work ", the reader will find it easy to observe that the subject is repeating the same sequence in sentence two and three but with different lexical items. Finally, the subject concludes his extract with the fourth and the fifth sentences " He has finished his university studies " and " He is a qualified person ". The sequence in the four sentences extending from the second to the fifth sentences could have been better utilised and presented if the subject brought forward the last two sentences before recommending the bearer for any post, since it is an acceptable norm that people usually refer in the first place to ones educational background and his other qualification before appointing him for a particular post. In this regard, the subject has committed some minor errors that he should have avoided in his writing process. In his original version he has not specified the type of university education or qualification and experience that the bearer possesses. Hence, if we accept the sentences and their sequencing order in the way it appeared in the example, then we as readers need to fill in a number of information gaps by adding further sequences. For instance, the bearer has not been introduced to the reader in the text. The subject has failed to indicate the

type of post the bearer was interested to occupy. He has also concealed the information concerning the bearer's specific experience and qualification.

Therefore, the reader finds himself in a vague and ambiguous situation, where he is confronted with a number of queries that he is unable to solve. In this case, I would suggest an alternative sequence that would polish and clarify the vagueness and ambiguity in the subject's original version (see example 8), and that he should have considered in his composition. However, the following proposed sequence does not mean that it is the only available sequence, because each reader might look at example 8 from different angles, and thus he would offer his own sequence. My proposed sequential order of the five sentences in example 8 on page 274 would appear like the following (My own additional sequences are inserted in boxes):

- a. I am sending my recommendation herewith Mr.....
- b. The bearer is a qualified person.
- c. He has finished his university studies.
- d. He has obtained a degree in business administration
- e. He has the experience in this field to enable him to do any work in business administration.
- f. He is a good man to fill any post in this field.

In the above proposed sequence I have tried to minimise the obstacles in the subject's original version that would face any reader of the above text.

In the last example on page 275 the second sentence seems to have been improperly inserted in the inappropriate sequence position "The bearer will be able to do what you tell him to do" without giving any prior introduction to the issue, that is to say, a precise situation and problem, the writer directly

went into some kind of solution to an unknown problem. However, the sequence as represented by the subject's example could be accepted on the condition that there was a prior verbal agreement between the writer and the man concerned for providing the post. On the other hand, if there has been no prior agreement then the sequence as represented by the subject's example could be improved by offering a different sequence position to the second sentence:

- a. How are you today
- b. I am sending my recommendation herewith the letter.
- c. I want you to find a job for this man.
- d. The man is good in his work.
- e. The bearer will be able to do what you tell him to do.
- f. He has a high qualification and experience for many years.
9. Find a job for him as soon as possible.

Therefore, the misplacement of sentences in their accurate sequence, or the insertion of an unexpected sequence, has definitely created confusion and retardation in the overall cohering links of the given text.

9.8. Sequence Gaps

It has been mentioned in chapter four that sequence gaps create a problem for the reader. When readers confront such gaps, they need to fill in the missing information either from the text or from some external sources (see section 4.1.4.1 of chapter four) . The following examples would clarify the matter further:

10. The question whether the previous headships of this Department were more successful than the present one, I would say "Yes" /GAP/ But the reason that our country is one of the underdeveloped countries. There is no financial source to enable the government...

(Appendix E Topic 4 paper 2)

11. We take some of our studies at the Faculty of Law till it closes/GAP/ The most pressing ones are the unavailability of language labs /GAP/. Students also suffer from their pronunciation /GAP/. Students can not buy their books.

(Appendix E Topic 4 paper 22)

12. To make the students understand /GAP/ very well the class should not be crowded.

(Appendix E Topic 4 paper 27)

13. Most of the students leave school with a passive control /GAP/, because they are not given enough practice in English to communicate.....

(Appendix E Topic 4 paper 28)

All the above extracts are examples of texts where the subjects failed to pursue their sequence in an accurate form, thus in the midst of their writing process they left sequence gaps which the reader has to infer or search for in order to make up for the precise intended meaning. For instance, in example 10 after the writer gives a positive reply in favour of the previous headships, one would expect him to move further to mention why they have been more successful than the present one. But suddenly he

shifts to a totally different issue "But the reason that our country is one of the underdeveloped countries ". Therefore, the gap in this case has concealed very crucial information about the working performance of both the previous and the present headships, and it is here that the subject loses his grip on his cohering structure, thus leaving the reader with an air of uncertainty.

The same problem occurs once more in example 11. Despite the anaphoric reference of the item "Ones" in the example (see appendix E Topic 4 paper 22), the reader expects the writer to elaborate further on the reasons of why students in the English Department take their lectures in the Faculty of Law; this concealed information would have filled in the gap between the first and the second sequences. However, the writer suddenly shifts to a different sequence related to the problems faced by the students but not to the prior sequence and the missing information. The writer proceeds further to create other gaps. This time, by offering vague information about students suffering from their pronunciation, he has not clarified the point whether this weakness is due to the lack of language labs or any other factor. Finally, the writer shifts to a different sequence "Students can not buy their books" without properly introducing this sequence.

In example 12, it would be easy for a reader to form an idea of the missing sequence by simply using the question word "What". The absence of this particular information that ought to have answered the question "To make the students understand – What?" has undoubtedly raised the ambiguity. However, this time it would be too difficult for the reader to infer the missing information, because the missing information in the gap would lead to a variety of answers. Hence, the concealed information lies outside the main text and the reader is left to select whatever suits him.

In example 13 the writer has failed to pursue his statement any

further. He has failed to clarify the vagueness created by the gap and the missing information. Since the sentence has started a new paragraphing boundary (see appendix E Topic 4 paper 28), one therefore expects some new information coming in for the first time. However, the prepositional phrase in the sentence " Most of the students leave school with a passive control " has been deprived of the required information, which could be " with a passive control over spoken English ". Nevertheless, in this case the reader is left wondering about the precise nature of the " passive control".

A sequence gap has on a number of occasions perturbed the reader, in this case the researcher, for he had to shoulder the responsibility of either completing the flow of ideas, or to fill in the missing gap as part of perfecting the overall cohering features of the text. The examples included in this section scored the one point or the two points, except for rater C in topic 4 paper 2, and raters B and C for topic 4 paper 22 (see table I6-4 in chapter seven). The one and the two point on Bamberg's (1984) holistic scoring guide, used here by the raters in their evaluation, is equivalent to " poor " and " fair " in everyday rating style. Therefore, the problem created by sequence gap may have also confronted the raters, since it is one of the cohering factors that they ought to have taken into consideration according to Bamberg's above scoring guide (see appendix C for the full version of the scoring guide).

One reason for this kind of problem could be the subjects' assumption that the reader shares with him/her a common understanding of the issue. Therefore, relying on this shared knowledge the subject fails to elaborate some of the points or ideas; leaving the burden on the reader. The other reason could well be the absence of a well defined outline that could have made it easier for the subject to follow his stream of ideas.

9.9. Sequence and Relevance

14. We as human beings are very different from any other living beings. The difference is in using the language. We use language to communicate with each other, it is the vehicle of communication. We express our ideas, feelings and emotions through language. We do not use language mainly for these concepts, we can also.....

(Appendix E Topic 4 paper 32)

Example 14 represents the opening paragraph 'Situation', the subject was supposed to have discussed the "**Problems Facing the English Department**", although the sequences and the ideas are well presented and properly connected, he seems to have failed to commit himself to the main issue. Thus, he presented an opening paragraph 'Situation' that has little relevance to the main subject matter, or his overall topic. This process has delayed the development of the other schemes, where the writer has devoted the major part of the text to issues concerning the status of language as a means of communication, rather than the discussion which should have been directed towards the problems of English teaching in the English Department, College of Education. The problem has been located on several occasions particularly with those who were awarded the one point score by the raters. This further proves that workshops do not necessarily act as a means of encouraging students to copy from each other, as some of my colleagues claimed; otherwise this error would not have taken place. On the contrary, it proves that members of a workshop group are free to accept or reject any of the points raised in the discussions, and to take their own decisions in this regard either individually or collectively. I believe if workshops are properly conducted, then they would be a means of enhancing the writing process in the long run.

From the above discussion, the subjects confronted problems in sentence sequencing by creating sequence gaps, and they seem to have been unable to provide a link between sequence and relevance. Thus, in teaching writing as a language skill, it would be appropriate to draw the subjects' attention towards the defects that poor sequencing and sequence gaps might cause to the overall coherence of the text. In this regard, it would be possible to devise some artificial exercises such as the ones included in chapter eight; this would assist the students to improve their knowledge and confidence in planning the sequential order.

Nevertheless, despite the above error some of the subjects, particularly those who were awarded the three points, did manage to exhibit some reasonable skills in order to present some acceptable opening paragraphs, where the chain of ideas, the sequences and the relevant issues ran side by side smoothly and added a firm connection to the overall coherence of the text, for example:

15. The Yemeni Traffic week has been established since 1990 after the re-unification of South and North Yemen. First of all, people can be given proper guidance, the number of cars can be reduced from entering the main cities, like the old city of Sana'a. Secondly, the other benefit of this week is to reduce the number of accidents caused or brought by careless drivers, and finally to arrest who do not have licences, and cars that do not have number plates. ...

(Appendix E Topic 3 paper 21)

Regardless of any shortcomings in expressing the opening paragraph in example 15, the co-ordination and organisation between global and local coherence 'cohesion' has been beautifully achieved by the proper

use of relevant concepts to the title, such as reference items, conjunctions, lexical repetition, all of which assisted a great deal in the overall general organisation of the paragraph and the text as a whole.

9.10 Imagination, World knowledge and Logic

Imagination, world knowledge and logic play a crucial role in the overall global coherence of any written text, because unfamiliarity or negligence of such important aspects of coherence might weaken the global organisation of the text. Therefore, to the extent that a writer cares for placing his ideas and events into a proper organised form, he also needs to utilise these three characteristics in a way that coincides with the general coherence of the text, whereby all the inner cohesive factors and the external cohering aspects combine together to assist in the presentation of a well formed and bounded text.

Writing a narrative such as The Mysterious House is quite different from attempting to write any of the three authentic tasks included in this study. However, the Problem/Solution scheme can be easily applied to the four authentic writing tasks here and in chapter seven. We have observed in this chapter how the subjects of this background created paragraphing boundaries in their compositions, including the first task about the mysterious house, that could be easily classified into an acceptable Problem/Solution scheme and that the information included in their paragraphs would fit with one of the sub-patterns in the scheme. Therefore, as I have mentioned earlier, my practical aim in this study and in future is to enable the student writers of the same background to explicitly gain more knowledge, practice and confidence to write various topics, including narratives, using the Problem/Solution scheme. When one feels that the students gained sufficient practice in using this scheme, then one can expose them to other more complicated schematic structures. In this regard, a teacher can guide

his students to divide a topic such as the Mysterious House using the Problem/Solution scheme. In other words, he can advise them to divide their composition into paragraphs according to the Problem/Solution scheme and its sub-patterns. For example, in the case of topic one The Mysterious House, the composition could be divided as such:

Paragraph One -- The Situation -- Represented by the opening paragraph (see point 7.2. chapter seven)

Paragraph Two -- The Problem -- what is wrong with the house

Paragraph-three -- The Solution -- How the problem in the house is solved

Paragraph Four -- The Result-Evaluation --- How are the conditions in the house after the problem was solved.

By having the above outline a non-native writer of this background can then develop his topic and the various sequences in his written text and achieve best possible results.

Nevertheless, one feels that a writer needs to exert more efforts and to pay greater attention and concentration not only to the sequencing of events, the local and global features that support the connectedness of a text, but also to refer to his imagination, world knowledge and experience and above all to be realistic and logical in as far as he can, and as far as he could possibly be. In other words, writing a narrative needs the formation of a proper plot and sub-plots, and a particular theme or sub-themes, and how to make the ends of both the main plot and the sub-plots meet together in order to form a well connected theme and sub-themes. Thus, without having the required knowledge for forming a convincing plot and theme, the narrative would not be highly appreciated. This in itself reflects on the use

of world knowledge, experience, logic and realism that the writer can offer. For instance, if a writer chooses to write a story about family life, values and relations in the Arab World without having a precise knowledge and experience of such relations, life and values then his work might be far from being convincing, and hence the text would not be coherent. If he does not draw his characters as they ought to be living in an eastern society then the work would be far from being realistic. Finally, if the way in which he solves the issue is outside the eastern context and culture then his treatment might be unacceptable.

9.10.1. Imagination – Topic One

In the first topic the subjects failed to reflect any of the above mentioned three characteristics. There is no doubt that the proper application of these aspects would have certainly added a better cohering factor to the overall general coherence of the text. Furthermore, giving the subjects the opportunity to discuss the opening paragraph, and their joint work in the workshops, has not yielded the expected results. Such a result reflected itself in the narrow range of themes and plots that the subjects offered in their own version of the story excluding the introductory paragraph that has been provided, these plots did not exceed six in all, they mainly revolved round the following six themes:

- a. The mysterious house being burgled.
- b. A deformed scientist who refuses to see or meet anyone because of his deformity.
- c. The house is being used as a hiding place for a gang that commits robberies and forges currency.
- d. The house is inhabited by a monster

- e. One subject decided to convey the plot in the opening paragraph into a fairy tale that had no relevance with it.
- f. A character is being detained under house arrest, and is being deprived of his freedom and liberty because of his political views.

Although the subjects decided to diverge from the main plot and theme that have been provided in the opening paragraph, they certainly failed to present something touching or creative in their own version of the story. In other words, they have not employed their imagination in order to create some forceful and convincing plots and themes that would on the one hand clarify the suspense of the deserted house, and on the other hand make the text an enjoyable piece of composition to read (see samples for the above topics in appendix E Topic 1 papers 34,37,8,32,6,24). Nevertheless, some subjects, particularly those who were offered the 3 points on the rating scale, were able to manage an acceptable and reasonable link between the local and the global connectedness of the text; thus reflecting a fair manipulation of the cohesive links and the cohering characteristics that a text ought to have (see the models in appendix E Topic 1 paper 15 and Topic 3 paper 30).

Since the subjects were required to write on three other topics that dealt with the following issues; a letter of Recommendation, the Yemeni Traffic Week and the Problems Facing the Students in the English Department, Faculty of Education, Sana'a University, what they needed most was their experience and knowledge of the problems in such issues. That is to say, the issues in the above topics are reflected in as far as the subjects are concerned in their everyday life experience. Therefore, most of them seem to have been familiar with the nature of the problems either in their individual or collective forms. Hence, they have not been urged to imagine

or speculate on either the problems or means and ways of solving them; but still at some points some of the subjects were unable to logically put forward the issue and the measures that ought to have been taken for solving such problems. However, generally speaking the writing process in topics two, three and four compared to the subjects performance in the first one is considerably better, which could easily be seen in the better internal connectedness " cohesion " and the external connectedness " coherence ", provided by the subjects, all for the sake of serving the ultimate goal of a better intended meaning (see some of these better cohesive and cohering texts in appendix E topic 1 paper 15, topic 3 paper 30, topic 4 papers 12 and 24). One reason for this gradual improvement could be the various outlines that each subject prepared and contributed in the workshops prior to his writing the required topic, this process I have noticed has not taken place in the first topic, (see appendix F for some models of such outlines).

9.10.2. World Knowledge and Realism

The sequence of sentences that the subjects created in their own version of the story in the first topic lacked to a considerable extent the realistic touch of everyday world knowledge and experience. They were actually unable to describe the details of their story, for instance, in the story of the deformed scientist who has decided to exclude himself from the outside world and the society, there has been no precise or convincing description of the house as being one major object that the story revolves around, nothing has been mentioned of how the incident happened, except in very few cases; and the efforts that the main character initiated in order to assist the victim to forget his depressing environment. In other words, many of the ambiguous and curious events that need some kind of elaboration and explanation are left without any accurate clarification. A rapid reading of the text in appendix E topic 1 paper 27 would soon reveal the absence of some

crucial information that would have assisted in a better comprehension of the plot and theme.

The same could be mentioned concerning the story where the house is burgled. Once again the subjects failed to describe how the burglary took place, who contacted the police or how they were informed in the first place; how the police carried out their investigations, and some other details relevant to the issue (see appendix E topic 1 paper 17 for such deficiencies). Therefore, it seems the subjects have been unable to provide their own narratives with the necessary uniformity as regards the detailed description of the events and their construction towards acceptable logical sequences. There is no doubt that the main reason behind the above defect appears to be the lack of real world knowledge and experience, for instance, of how investigations and interrogations are conducted in police stations.

The lack of everyday world experience and knowledge, that is to say, the context that the subjects were engaged with, had reflected itself on the overall weak organisation of the theme and plot in the first topic, it therefore contributed to a great extent in weakening the general cohering pattern of the text. On the one hand, it presented a loose text, and on the other hand, it attenuated the writing process as a whole.

However, for every negative phenomenon there are some positive aspects too. It has been observed that subjects who obtained the three points according to Bamberg's (1984) **Holistic Scoring Guide** in the four topics exhibited a better written performance, and therefore gave their work the required uniformity on all the connecting levels, whether it be the local or global connectedness, the theme, the plot, the sequencing of sentences, the general organizational plan and so on. See appendix E topic 1 paper 36 and topic 4 paper 20 in relation to papers 27 and 17 of topic 1.

9.10.3. Relevance and Logic

In topic four the major problem that seems to have been encountered by most of the subjects has been to find the most appropriate Situation part through which they can commence their Problem and other parts. One feels that most of them tried their best to find the proper opening paragraph, and when they seem to have exhausted all their efforts to do so, they decided to write about the international status of English and its importance in everyday activities as an introduction to their topic. Although it will be possible to conduct a scenario in which this opening would be relevant, nevertheless, it will all depend on the way it would later assist in the development of the other parts of the text. It is here that the subjects seem to have failed to find the precise link between this type of opening and their major issue in topic four. Appendix E topic 4 papers 3, 13 and 35 would clarify the point further.

Furthermore, one feels that failure to apply logic and reasoning in forwarding the various problems and their solutions has been also a major hindrance to the subjects' writing process. Although the process has not affected the intended meaning of the text, it has definitely affected the global coherence of it. It made the text appear as an unrealistic and fanciful piece of composition. For example, the majority of the subjects were persistent on having a new modern building for the Faculty of Education rather than solving and suggesting solutions for the urgent necessities of the English Department, such as the problems they face in the current curriculum, method(s) of teaching, staff qualification, and the scarcity of books etc.

The same could be mentioned concerning the text dealing with the problems of the Yemeni Traffic Week, where quite a number of the subjects suggested a number of unrealistic solutions such as having traffic wardens spread all over the main roads and the various junctions, their presence should mainly be to prosecute the reckless drivers, confiscate cars and withholding the issue of driving licences ... etc., than finding ways and means

to solve these traffic problems through proper traffic guidance, the use of mass media, the maintenance of roads and streets, the installation of traffic signals and signs ... etc. (see: appendix E topic 3 papers 33 and 6 for some of the models in this regard).

Finally, in the recommendation letter quite a number of the subjects have not been able to distinguish the difference between the styles of both formal and informal letters. It has been a common trend to read sentences as the following ones (see appendix E topic 2 papers: 8,14,6,23 and 27 for some full versions of such styles including the following two).

16. As you know he is one of my relatives and I could not find a job here in our company so I sent him to yours. I hope that he will start his job by the end of this week.

(Appendix E Topic 2 page 14)

17. The bearer is in need of a post. He is a good man to fill any post. He has an experience which enables him to do any hard work.

(Appendix E Topic, 2 paper 8).

On the hand, examples 16 and 17 clearly indicate the lack of knowledge and experience in writing formal / business letters, and on the other hand, the writers avoided some crucial information, such as how was it possible for the writer in example 16 to be so confident that the counter company needs an employee, or how was it possible for the writer in example 17 to be so sure that the man is fit for any position or post. However, one feels the subjects are not to be blamed for such a weakness, since they might have not encountered such a writing task before. If they

had they may have preferred to choose some alternative expressions that commence with the following opening sentences:

- a. I wonder if.....
- b. I would be very much grateful if.....
- c. I would very much appreciate

9.11 Conclusion

This chapter has revealed that authentic writing tasks show better results if they are not based in the form of a number of directed instructions, because such a decision would certainly result in limiting and confining a writer's writing skills by directing them towards specific targets, which on most occasions would not happen to be his own creation. Hence, it will be hard to assess his degree of competence in writing as a language skill.

Therefore, a writer's proper assessment of his writing abilities could only be detected when he sets out to attempt his own writing task. It is only then that he feels confident and free to approach and tackle the text in any way he feels most appropriate. In other words, authentic writing tasks make it possible to evaluate and assess a writer's writing skills as his own, since such tasks would reflect the writing process as a self-representation of one sole attempt by an individual writer. In this regard, the workshops conducted during the study could have only slightly influenced the decisions of each subject, since on the one hand all the discussions were verbally conducted with some minor note taking on rare occasions, and on the other hand the moment each subject retired to his own position, then writing for him became an approach of his own, which he had to tackle in the way he thought it proper to do so. Furthermore, the discussions and the information gained by each group were not binding to each subject. Therefore, one would say that authentic writing is a skill that is gradually acquired by regular and

persistent practice and patience.

The present chapter has indicated that the problem of text coherence does not seem to lie in placing the information about a given text into appropriate paragraphing boundaries. Hence, when non-native writers are engaged in authentic writing tasks, they would tend to group the information in their texts into paragraphs. This does not mean that writers of this background would strictly abide by a certain schematic pattern. Upon reviewing the information in each written performance, it has been observed that it would be possible to classify the type of information provided within each paragraphing boundary into the Problem/Solution scheme with some very minor changes, where on some occasions the subjects displayed the information in connection with the Problem-Solution parts in one paragraph, and on some other occasions the subjects did not volunteer to group their given information in their own version of the text into paragraphs, as the case has been in topic one. Therefore, the whole written performance appeared in the form of one whole text without any paragraphing boundaries. This finding would lead one to believe that student writers need to be given the opportunity to choose their own writing tasks, as this would reflect better writing procedures in their composition.

In chapter eight, sentence sequencing in set exercises prepared by the researcher has revealed that both native and non-native writers of this study would not follow the same sentence ordering as reflected by the original sequences. It has been observed that each writer tend to reflect his own sequencing order. However, with non-native writers the process and the problems associated with it seems to have been more complicated; this particularly happens with the information that is inserted in the body part of the text 'solution pattern', whereas for a native writer a change of one sequence or two does not seem to have affected the overall coherence and the intended meaning of the text.

The above case seems to have repeated itself once again in the authentic writing tasks. In this regard, the major problems that seem to have affected the subjects' authentic writing performance in chapter nine are features that are associated with the global connectedness of a given text. The main cohering deficiency seem to have revolved round the sequence ordering, that is to say, the inappropriate placement of sentence sequences in relation to their events. In addition to this, there is a lack of relationship that needs to exist between the text and the context, particularly the relations existing between the text and its Field. Incidentally, on many occasions the presence of such a relationship happened to be very crucial for supporting the global connectedness of a given text. On quite a number of occasions the subjects seem to have very little perception of the important role that everyday knowledge, logic and realism play in the cohering process, because these seem to be essential binding factors of the global world for a given text.

In the midst of the above shortcomings, and since the writing process depends on a number of steps and factors that a writer, whether non-native or native, needs to observe, it is very likely that the subjects would commit some minor errors in the use of reference items and lexical repetition.

CHAPTER TEN

GENERAL CONCLUSION AND RECOMMENDATIONS

10.1. General Conclusion

The purpose of the present study has been to investigate and examine the type of problems that non-native writers from a particular background might encounter in their attempt to write a cohesive and a cohering text.

Part one of the study in chapters six and eight has been devoted to the investigation and examination of a number of set exercises in order to study the writing practices of the subjects when they are directed towards one particular target and goal. In this part of the study, the subjects have been offered a number of exercises to solve; these were mainly based on filling in the blanks with the appropriate articles in reference to their referents, multiple choice, identifying nouns in terms of their reference pronouns, re-ordering sentences into their most appropriate sequences, and the identification of paragraphing boundaries in a given text. In the second part of the study included in chapters seven and nine the subjects were asked to perform on their own four authentic writing tasks.

In the area of internal connectedness or 'cohesion', chapters six and seven have empirically proved that there were no major problems that caused huge break downs in each of the exercises. However, some minor errors did occur in the use of articles and conjunctions as cohesive ties, but these seem to have not caused major hindrances in either the set or the open-ended free writing tasks in chapter seven. In other words, it would be proper to say that with more writing practice and proper guidance better results could be achieved in the process of manipulating the cohesive markers.

Chapters eight and nine have been devoted to the study of coherence in both a number of set exercises in the first part, and in the same four authentic writing tasks of chapter seven in the second part. The study has

empirically revealed that the major problem facing the subjects of this background has been the cohering aspects of a written text. In controlled exercises the study showed huge errors in the process of re-arranging the sentences into their proper sequences. In other words, the subjects made errors in placing the sequences of events in their nearest convincing form. They also failed to indicate the paragraphing boundaries based on the Problem/Solution scheme. Finally, they were also unable to group the required information into the most appropriate paragraphs. On the other hand, the subjects in authentic writing tasks managed to group their information in the text into paragraphs, and to indicate the paragraphing boundaries of such paragraphs. However, the subjects' failure to achieve good results in sequential ordering has therefore caused a lot of topical jumps between one sequence and another. In addition to what has been mentioned, the lack of relevant world knowledge and experience in authentic writing tasks seem to have been another added hindrance that prevented the subjects from presenting a well connected text. On many occasions the absence of both logic and realistic touches seem also to have been contributing factors that led to the lack of the required global coherence in the subjects' written performance.

Therefore, it might sound proper at the end of this study to say that the subjects of this particular background need to have more practice in the area of global connectedness. This objective I feel can better be achieved through collaborative work and classroom workshops.

10.2. Recommendations

Under the following heading I would like to advocate the following recommendations:

10.2.1. The present English syllabus implemented in the English Department, College of Education, Sana'a University, needs to be reviewed and revised. The current syllabus does not seem to satisfy the students' needs in both the teaching and the learning processes.

10.2.2 Emphasis in the teaching of writing in the 1st and 2nd Years B.A. levels in addition to surface features such as handwriting, spelling, grammar, and punctuation should also include the thinking and composing skills. Moreover, there is a need for teaching coherence in composition because without coherence writing does not accomplish its intended purpose: communicating ideas to a reader.

10.2.3 Students in all the B.A. levels need to have the opportunity to choose and discuss their own writing tasks according to their own interest and liking. However, students in the 4th Year B.A. level need to be trained in using the various schematic structures. It would be better if they are first trained to use simple schemes such as the Problem/Solution scheme, and then in some other more complicated schematic structures.

10.2.4 In order to fulfil the objectives of the previous points, I would here call the need for a revised writing programme for the whole B.A. course. However, if such a decision is undertaken, one needs to observe carefully some conditions, as the development of a writing programme depending on signalled coherence in writing happens to be very difficult for language learners. These conditions are:

A. Pre-tests and Post-tests

The tests which will be administered to students before and after they have been taught a writing module, might include the following components: (a) comprehension of the logical thought processes in a written text; (b) knowledge of grammar and vocabulary, and of functions such as defining,

describing and classifying which relate to the Yemeni studies subject area; (c) ability to write creatively, and to arrange related ideas in a logical sequence; (d) ability to follow an oral presentation, to take notes, to prepare a summary of information, and other relevant topics based on structural patterning.

B. Teacher interviews

These may be semi-structured to ensure that data are collected consistently, but at the same time they should be open-ended in order to encourage teachers and lecturers to share their personal views and experience. Among the topics dealt with might be the following: (a) information about the school setting, the needs of ESL students in the school or college, and the ways in which ESL instruction relates to the Yemeni studies programme; (b) information about how a particular 'Writing' module was taught, and how it needs to be taught; (c) the lecturer's comments on the content and format of the module; (d) the lecturer's opinion of the value of the module, and his/her suggestions about how future modules might be made more effective. It is possible that some of this information could be obtained by questionnaire, or by combination of interview and questionnaire.

C. Student questionnaire

The aim in this case will be to discover whether or not the previous module was a success from the student's point of view. Questions in this regard could be elaborated along the following lines: (a) Did you find the material in the present module(s) interesting? (b) Did you find the classroom activities useful and relevant to satisfy your writing needs? (c) Do you feel that the module(s) helped you to improve your knowledge of English grammar and vocabulary / to understand and to express logically connected sequence of ideas / to improve your study skills and general ability to handle

the academic subject area? (d) If you are assisting to design a similar module, what are the improvements that you would like to suggest?

D. Classroom observation:

In addition to interviewing teachers and students, or asking them to fill out questionnaires, it may also be desirable to obtain a more objective, overall impression of how the old module was implemented, and later how the new module is handled in the classroom. For this purpose, some informal classroom observation need to take place to complement the other evaluative measures. The observation will not have a structural focus, but will be designed especially for use in classrooms where the aim is to provide a balance between ESL and other Yemeni studies, and between structural, functional, and experiential aspects of language teaching.

In conclusion, developing the required material for the writing programme based upon a particular scheme(s) would undoubtedly take some time, and it might as well face certain obstacles. Nevertheless, such obstacles, could gradually be overcome by collective work and workshops in the classroom, which would in turn yield better writing performances.

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APPENDIX A

Appendix A-1

- a. I first visited New York when I was fifteen years old. It is a big city in America, its situation is on the Atlantic Ocean. It is an industrial city, it has many factories, because of these factories the air is always polluted. The weather in New York is very hot, so most people are black. Its buildings are very high, the rent in these houses and flats is very expensive, the streets are very crowded. Next time I hope to visit a better country.
- b. There are many good reasons for people to study English in a foreign country. First, it is a good opportunity for foreign students to learn a new language. In addition to this they can practice it every day. Second, it is good to live in a different culture. Learning English abroad can broaden their experience and increase their knowledge by studying outside their country.

Appendix A-2

Models representing some application letters written to some Company executives.

Model a.

Dear the director of Yemen Company of Travelling.

I hope that your company is in a good condition and there are no problems with you. I want to work in your Company, I think there is employment for me in your company.

Thank you very much.

(Source paper 28, the application letter).

Model b.

Dear Manager,

I would like you to help me find a job for me. I have a good experience and I will do any work in your company.

Thank you very much for your help.

(Source paper 10, the application letter).

Model c.

Dear Sir,

I am a person looking for a better work in life. I want to work in a big company like yours. The salary in your company is high and in the last company it was low.

Therefore, I hope to find a place in your company with high salary. Please find me a place.

(Source paper 5, the application letter).

APPENDIX B

Appendix B-1

Dates and Target work achieved during the field study

	<u>Date</u>	<u>Target Work</u>
1.	26/10/92	Questionnaire part one
2.	27/10/92	Questionnaire part two
3.	2/11/92	Work on the Indefinite/Definite Articles Work on the Indefinite/Definite Articles
4.	9/11/92	Indefinite/Definite Articles
5.	10/11/92	Strike announced by the students' union
6.	16/11/92	Translating some English passages from the ones given in 3 and 4 into Arabic for detecting language transfer
7.	30/11/92	Public Holiday
8.	1/12/92	Students' election day
9.	7/12/92	Connecting passages using cohesive connectors–conjunctive markers.
10.	8/12/92	Selecting the missing linking word and phrases in a given letter – Conjunctions
11.	14/12/92	Classifying paragraphs into their proper paragraphing zones based on the Problem–Solution pattern
12.	15/12/92	Re–arranging the order of sentences in order to produce one overall text.
13.	21/12/92	Free open–ended writing task – One
14.	22/12/92	Free open–ended writing task – Two
15.	28/12/92	Free open–ended writing task – Three
16.	29/12/92	Free open–ended writing task – Four
17.	20/1/93	Examination

Appendix B – 2**Questionnaire prepared for the 4th year students, College of Education, Sana'a University.**

* Do you think the current syllabus in "Writing" has provided you with the necessary skills needed in this field?

Yes	-	No	-	Not Sure
15	-	7	-	15

* Do you think Writing as a skill in language has been a neglected area in your BA course in the College of Education.

Yes	-	No	-	Not Sure
13	-	9	-	15

* Do you prefer your class teacher to choose your writing task for you?

Yes	-	No	-	Sometimes
7	-	13	-	17

* Do you think your teachers who are engaged in the writing course are equipped with the necessary teaching techniques.

V. Well	-	Moderately	-	Not Well
10	-	25	-	2

* Do you think you have gained some kind of "skill development" in the field of writing during your B.A. course?

A Great Deal	-	A Little	-	Nothing At ALL
3	-	32	-	2

* Do you think your Writing classes were teacher-based and you mere recipients?

Yes	-	No	-	Sometimes
11	-	9	-	17

* Do you think the current teaching methods in Writing were productive and satisfied your needs in this skill?

Yes	-	No	-	Not Always
9	-	5	-	23

* Do you think the current teaching methods in Writing were interesting during your B.A. course?

Yes	-	No	-	Somehow
5	-	10	-	22

* How do you feel your Writing classes were during your B.A. course?

V.Good	-	Good	-	Boring
Nil	-	25	-	12

* Comparing your writing abilities now and when you first attended your college, where would you place your present level in this skill?

Good	-	Fair	-	Unsatisfactory
13	-	12	-	12

* At the final stages of your B.A. course, Do you think you have reached a stage of writing a small piece of composition all on your own?

Yes	-	No	-	Not Always
17	-	Nil	-	20

* Do you think Writing is a difficult skill to master?

Yes	-	No	-	Somehow
5	-	8	-	24

* Do you think Writing as a skill needs to be taught or learned?

Taught	-	Learned	-	Both
5	-	10	-	22

* Do you think Writing as a skill can be taught from sentences to paragraphs or from paragraphs to sentences?

From sentences to paragraphs	33
From paragraphs to sentences	4
In Any Way	Nil

* Do you actually plan the outline of your writing task before you start writing?

Yes	-	Never	-	Sometimes
14	-	1	-	22

* Do you think you can write swiftly and in order?

Yes	-	Never	-	Not Sure
10	-	5	-	22

* Do you think the rhythms of your writing are even?

Yes	-	No	-	Both
Nil	-	10	-	27

* When you write a piece of composition, Do you prefer to be given an outline by others?

Yes	-	No	-	Not Always
11	-	4	-	22

* Do you recall your memory while being engaged in any writing activity?

Yes	-	No	-	Sometimes
15	-	3	-	19

* Do you depend on Logic and Reason while being engaged in any writing activity?

Yes	-	No	-	Not Sure
4	-	3	-	30

* Do you like to write in a silent atmosphere?

Yes	-	No	-	In Both
36	-	Nil	-	1

* Do you think you can write better in and with a group of other writers, perhaps a teacher who would give you advise?

Yes	-	No	-	I Don't Mind
16	-	9	-	12

* Is your written piece of composition based upon a Problem – Solution pattern?

Yes	-	No	-	Not Sure
8	-	13	-	16

* What degree of importance would you give to grammatical rules in the writing process?

V. Important	-	Not Important	-	Not Sure
37	-	Nil	-	Nil

* Is your present vocabulary rate enough to help you with your written expression compared with the grammatical rules acquired during your B.A. course?

Enough	-	Not Enough	-	Acquired Both
Nil	-	35	-	2

* Do you think a written piece of composition should be based on simple, compound, simple and compound, complex sentences or on the three types together?

Simple Sentences	6
Simple and Compound	30
Complex Sentences	1
On the three types	Nil

* Do you think in the writing process all planning precedes all writing, and all writing precedes all revising?

Yes	18
No	4
It All Depends on the type of writing.	15

* Do you consider "Writing" a kind of a relationship between a writer and a reader?

Yes	-	No	-	Sometimes
19	-	2	-	16

* Do you ever revise what you have written before handing it in for checking?

Yes	-	No	-	Sometimes
30	-	1	-	6

* Do you re-write what you have written when you don't feel happy about it?

Yes	-	No	-	Sometimes
17	-	2	-	18

* Do you give much care and attention to your word-choice while writing?

Yes	-	No	-	Not Always
24	-	1	-	12

* Do you think Writing is an activity that discovers and generates an intended meaning clearly?

Yes	-	No	-	Not Sure
16	-	4	-	17

* Do you think Writing is an activity that guides the writer and the reader through different levels of comprehension?

Yes	-	No	-	Not Sure
30	-	4	-	3

* Do you think Writing is a process where reviewing in order to change and improve meaning takes place?

Yes	-	No	-	Not Sure
32	-	Nil	-	5

* Do you think Writing is an activity that could be enhanced by what a writer knows about language forms and principles for both their selection and use in different contexts and for different communicative purposes?

Yes	-	No	-	Not Sure
3	-	4	-	30

* Do you think Writing is an activity where one can write in situations where he/she happens to be?

Yes	-	No	-	Not Sure
20	-	10	-	7

The following are the subjects' preferences of the writing tasks

Task	No. of students 37	
1. Describing Something	35	- 94.5%
2. Writing a letter-Prob/Sol	32	- 86.4%
2. Writing a short dialogue Prob./Sol.	32	-86.4%
3. Writing a Report Prob./Sol.	31	-83.7%
4. Writing a newspaper article Prob./Sol.	29	-78.3%
5. Writing an Application Prob./Sol.	28	-75.6%
6. Writing a Diary – could be prob. / Sol.	27	-72.9%
7. Describing Someone	26	-70.2%
7. Writing a letter to a pen-friended Prob./Sol.	26	- 70.2%
8. Writing a short story Prob.Sol	25	- 67.5%
9. Writing Instructions Prob. Sol.	22	- 59.4%
10. Filling in an Application Form	21	- 56.7%
11. Writing a news item- Prob. / Sol.	20	- 54%
12 Writing a short political speech- Prob./Sol.	19	- 51.3%
12 Writing a letter of complaint- Prob. / Sol	19	- 51.3%
13 Writing a short review of a play, T.V. serial or programme	18	- 48.6%
14 Writing a business letter- Prob. / Sol.	16	- 43.2%
15 Writing about narrative task students have learned	15	- 40.5%
15 Writing about a personal narrative	15	- 40.5%
16 Writing a Recipe – Prob. /Sol.	14	- 37.8%
16 writing a short book review	14	- 37.8%
17 writing a recommendation letter- Prob. / Sol	13	- 35.1%
18 Writing an academic essay- Prob. / Sol.	11	- 29.7%
19 Writing a CV	8	- 21.6%
20 Writing an argumentative/persuasive essay	7	- 18.9%
20 Writing a poem	7	- 18.9%
21 Writing novel	6	- 16.2%
21 Writing a short play	6	- 16.2%
22 Writing about social problems	3	- 8.1%
23 Writing about life in the country side	1	- 2.7%
23 Writing religious essays	1	- 2.7%
23 Writing about ones daily activities	1	- 2.7%
23 Writing historical essays	1	- 2.7%

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APPENDIX C

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Appendix C**Holistic Scoring Guide for Coherence Adapted from Bamberg (1984)**

- (A) Topic not developed; missing or misleading cues prevent reader from making sense of the text; clauses and sentences not connected; no organisational plan.
- (B) Topic not well-developed, writer shifts topic or digresses from topic; writer assumes reader shares writer's context, i.e., text is "writer-based prose" (Flower, 1979); writer uses few cohesive ties; writer has poor organizational plan; very little would be lost if details were rearranged, writer provides no closure.
- (C) Topic is developed; details are ordered; writer uses some cohesive ties; sections of the text cohere; reader can make an integration of the text, but a sense of the whole discourse being greater than the sum of its parts is questionable; writer may not effect closure.
- (D) Topic is well-developed; writer does not shift or digress; writer orients reader by describing context; details are ordered; the whole text is organized by discernible plan; cohesive ties are appropriately and effectively used; writer effects closure; reader gets a distinct impression that the whole discourse is greater than the sum of its parts.

APPENDIX D

Controlled Writing Tasks

Passage 1

The Yemeni House

The (1) house in the (2) diagram is a (3) Yemeni house, and it has got three floors. The (4) roof is open and is like the (5) fourth floor with no rooms or walls.

The (6) bottom floor, or the (7) ground floor, has got four rooms and an(8) entrance room with a(9) front door. On this floor, there is a(10) kitchen, a(11) bathroom and the(12) middle floor has got three bedrooms and a(13) small Mafraj at the(14) back. On one side there is a(15) small terrace with no roof.

The(16) top floor is..... (17) one big room, the (18) Mafraj, with an(19) entrance and stair to the (20) roof.....(21) rabbits and chickens live there.

Passage 2

Kamal

Kamal is the(1) eldest of the/zero(2) Hamdanis' children. He is 29 and works as a(3) sales representative for an(4) office equipment firm in Sana'a. His wife, Fatima, died last year in a(5) car accident. Their five-year old son, Khaled, is just about to start school.

When his wife died, Kamal went to live with his parents who have a (6) house in Al Rowda (7) . His mother looked after Khaled and Kamal was able to carry on working.

Now, a(8) year later. Kamal wants to find a (9) house of his own so that his mother can look after her own family, and so that he and Khaled can start to build a(10) new life.

One day he sees an(11) advertisement for a (12) small house in.... Al-Hasaba (13), an(14) attractive suburb in.....(15) north Sana'a, not too far from his parents. The(16) price is reasonable and there is a(17) good school nearby where he can send Khaled.

Passage 3

On the Train

I was on the/a(1) train the(2) other day, travelling from London to Bristol. I was sitting in an(3) empty compartment, and I wanted to read the(4) last chapter of my murder mystery. Suddenly the(5) door opened and a(6) woman with a (7) baby and two noisy children came in. The (8) children immediately climbed onto the (9) seats "May we join you?" said the(10) woman. At first I wanted to say, "Well, actually, I'm reading a(11) very exciting book and I'd like to finish it. Could you possibly find another compartment.

But of course, I smiled a(12) charming smile and said, "Yes, certainly". I still have not finished that last chapter and I still don't know who the(13) murderer is. You see, I am unfortunately one of those people who find it difficult to say "No" to those magic words, "May I or "

"Do you mind if I....." In this polite world of ours people usually ask permission to do quite harmless things, like use **the(14)** telephone, turn **the(15)** light on, take their coats off, open **the(16)** window and things like that. Some people even ask permission to use **the (17)** lavatory, or if they may wash their hands.

Passage 4

Michael Faraday

Michael Faraday was one of those remarkable men who began **zero (1)** life in **zero (2)** very modest circumstances and yet reached **the(3)** top of their profession through **zero(4)** determination and **a/zero(5)** certain amount of **zero(6)** good luck. Although he began his career as **a(7)** poorly educated bookbinder, he became internationally known as **a(8)** scientist before he reached **the(9)** age of thirty. He devoted **zero(10)** most of his life to **zero (11)** experiments with **zero(12)** electricity. He was **the(13)** man who invented **the(14)** first dynamo as well as **a(15)** type of transformer.

Passage 5

Money

Before **zero(1)** money was thought of **zero(2)** men exchanged **zero (3)** goods. This was not **the(4)** best system as **a(5)** person might not easily find **zero(6)** somebody who wanted what he had and could offer something acceptable in exchange. It is thought that **zero/the(7)** first money consisted of cowrie shells, which are found in many parts of **the(8)** world. It was in China that **the(9)** idea of using **zero(10)** coins first arose. In ancient Greece **a(11)** coin was worth for **zero(12)** example **a(13)** certain number of **zero (14)** oxen or **zero (15)** olives and could not be used to buy anything else. In time **zero(16)** gold and **zero(17)** silver were used since these are among **the(18)** most rare metals, but **the(19)** money which we use nowadays is mostly **the(20)** paper notes. For a **(21)** long time now **the (22)** actual value of a **(23)** coin has borne **zero/a(24)** little relation to what one can get for it, and **the(25)** paper note is particularly worthless in itself.

Passage 6

The Landlady

"Mr Mulholland liked a cup of tea, "**she(1)** said. "I have never seen anyone drink as much tea as dear, sweet Mr Mulholland. Never in my life."

" I **(2)** suppose **he(3)** left quite recently, "Billy said. He was still thinking about the two names. He was sure he had seen **them (4)** in the newspapers.

"Left ?" she said, surprised. "But my dear boy, he never left. He's still here. Mr Temple is also here. **They're(5)** on the third floor together."

Billy put down his cup slowly on the table and stared at the landlady. She smiled at **him(6)**, and then she put out one of her white hands and patted him on his knee. "How old are **you(7)**, my dear ? she asked.

"Seventeen"

"Seventeen!" she cried. "Oh, it's a perfect age ! Mr Mulholland was also seventeen. But I think he was shorter than **you (8)** are, and **his(9)** teeth weren't quite so white. You have the most beautiful teeth, Mr Weaver, did you know that?"

"They're not as good as **they(10)** look", Billy said.

"Mr Temple, of course, was a little older," she said. **He(11)** was actually twenty-eight. There wasn't a blemish on **his (12)** body. "

"A what ?" Billy said

"A mark, my dear, there wasn't a mark. His skin was just like a baby's."

Billy picked up his teacup and took another sip of his tea. He waited for her to say something else, but she was silent. **He(13)** sat and stared into the far corner of the room, biting his lower lip.

"That parrot, **he (14)** said at last. "You know something? when I first saw it. I thought **it (15)** was alive."

"Alas, no longer.

"It's terribly clever," he said. "It doesn't look the least bit dead. Who did it?"

"I did. ?"

"**You(16)** did ?"

"Of course," she said. "And have **you(17)** met my little Basil as well ?" She nodded towards the dachshund in front of the fire. Billy looked at it. He put out his hand and touched **it(18)** on top of its back. **It(19)** was cold and hard.

" Good gracious me! How absolutely fascinating that! It must be awfully difficult to do a thing like that."

"Not in the least," she said. " I stuff all my little pets myself when **they(20)** die. Would you like another cup of tea?"

" No, thank you, " Billy said. The tea tasted strange faintly of bitter almond and he didn't like **it(21)** very much.

" you signed the book, didn't you?"

"Oh, yes."

"That's good. Because later on, if I forget your name, **then I (22)** can come down here and look **it(23)** up. I still do that every day with Mr Mulholland and Mr ... Mr"

" Temple. " Billy said. "Gregory Temple. Excuse me asking, but haven't there been any other guests here except **them(24)** in the last two or three years?". Holding her teacup high in one hand, she looked at **him(25)** and gave another gentle little smile.

No, my dear" she said "Only **you(26)**"

Passage 7**Dear Mohammed,**

Remember that I told you I was trying to get a job at YNOCO (Yemen National oil Company). **Well/And(1)** I finally managed to get one! Of course, I haven't been working there for long **but (2)** I can tell that its a wonderful place to work. All the staff and the directors are friendly with everybody, **and (3)** they have marvellous facilities for the employees, **also(4)** there's a cafe' and a gym and lots of other things.

I am called the Safty Equipment Officer. It may sound like an impressive title, **but(5)** its not an accurate description of what I do. My job is to provide clothing, such as overalls, helmets and so on. I estimate what the different departments will need, **then(6)** I order it from the suppliers, **in this way(7)** make sure that the various departments have everything they need. **However(8)**, Stationery is also my responsibility. **In other words(9)**, I have to supply all the offices with papers, envelopes, and so on. I find my job very interesting **because(10)** I get the chances to go all over the refinery and to meet everybody. **Furthermore (11)**, the pay is a lot better than what I used to have before.

Anyway (12) , that's my news. What about you? Drop me a line when you have time. Regards to all and best wishes to you.

Yours sincerely**Mohsen**

- (1) Then - Well - And
- (2) But - Because - So
- (3) And - Because - Therefore
- (4) Yet - Also - But
- (5) So - Then - But
- (6) Then - After - So
- (7) By the way - Anyway - In this way
- (8) However - Although - But
- (9) Secondly - In other words - Also
- (10) Why - Because - Then
- (11) Furthermore - Otherwise - Because
- (12) In conclusion - Anyway - After all

Task 8

Re-arrange the following sentences into their proper order so as to have one overall meaningful paragraph

- this is surrounded by a high wall, and the only spot where you can see inside is the gate.
- along the street from where I live is a house that is something of a mystery.
- the people who live opposite perhaps could clarify the point.

- Or is it?
- the only people you ever see are the gardener and thy housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon.
- the garden is neat and tidy, and the house itself is clean and freshly painted.
- from when they leave until their next visit, the house is completely empty.
- it is a large two-storey house with ample garden.
- I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept.
- but no one that I know can.
- the strange thing is that nobody seems to live there.

Task 9

December the 9th, 10th and 11th will be noted down in the history of modern Yemen as the days of abuse and misuse of democracy. These were the days when the furious mob in the main cities of the Republic, including the capital Sana'a, burst out on to the streets burning and causing destruction to private and public properties. This uprising, if one would call it as such, started on the 9th of December from Taiz, a governorate south of the capital Sana'a. Heavy material damages were caused to both public and private ownerships. Angry people ran in hundreds along the main streets of the capital smashing and breaking windows and glass entrances of ministries, private offices and banks. Cars were turned-over and were immediately sent into blazing flames. Lamp posts and traffic lights everywhere were pulled from their places. Trees in the main streets could not stand firm against public anger. One could hear shots fired in the air. According to an official communique the Ministry of Interior estimated the total human loses as 11 and 61 injured on both sides, public and security forces. The major factor behind this public anger is the rapid rise in prices, where in the past few months prices in the republic rose very sharply, sometimes reaching the rate of 150 per cent. The other major factor that finally enraged the public has been the continuous decline of the local currency against the American dollar, which lost its purchasing power and value against the dollar. This value reached its highest rate of 1 dollar to 45 Yemeni rials. There were also some other factors that contributed to the present deteriorating economic situation, such as the lack of law and order, bureaucratic administration and financial centralization, misuse of public wealth, bribery, unemployment among young people, smuggling and theft spreading everywhere like a spider's

web. In an interview with channel one of the Yemeni T.V. Prime Minister Haider Al-Atass expressed his deep sorrow and concern over the recent events witnessed by several main cities including the capital Sana'a. In his address Al-Atass expressed his sincere sympathy and deep regret of what had happened. He said that in the current political environment of multi-party system, democracy, free speech, view and counter-view, it becomes the people's constitutional rights to express their views and concerns by peaceful means and ways, he added that democracy does not mean one should loose control over ones-self, going round destroying and burning whatever comes in his way causing both material and human damages. The prime minister did not deny the fact that the country witnessed a sharp economic deterioration during the past few months, he claimed that the main reason behind the rapid increase in prices is due to the uncontrolled exchange market, which caused the sharp decline in the value of the local currency against the American dollar. In his interview Al-Atass raised some other factors that added to the present economic catastrophe. He finally stressed that urgent measures would soon be taken so as to stop any further economic fall. These measures are, for instance, to issue a law that regulates the exchange market, issuing licences for exchange dealers, stabling the prices for the necessary commodities, proper collection of government revenues, to inforce law and order, decentralization, the fight against smuggling and bribery. Now that the situation is under control, and the whole atmosphere has returned back to normal, it is necessary that we review the situation once again as responsible citizens of this country. It is an undeniable fact that since the reunification of Yemen on the 22nd of May 90 and the declaration of democracy, multi-party system, the coming free elections, the implementation of the new constitution, free speech, free press, the discovery of oil in huge quantities and some minerals, all such gains stood against the interests of those who feel that these gains are directed against them. Therefore, in the present circumstances all the Yemeni people are required to do their level best in order to preserve these gains, at the head of which is democracy. What has happened during the past few days could have been better expressed by peaceful means, and it could have revealed better results. Democracy may be far more effective if it is properly utilized.*

* The subjects were requested to indicate only the four main paragraphing boundaries according to Hoey's (1983) Problem / Solution scheme.

Appendix D-10**Subject's sequential arrangement for task one, part one, chapter eight.**

Along the street from where I live is a house that is something of a mystery. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. The garden is neat and tidy, and the house itself is clean and freshly painted. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. Or is it?. It is a large two-storey house with ample garden. The strange thing is that nobody seems to live there. This is surrounded by a high wall, and the only spot where you can see inside is the gate. The people who live opposite perhaps could clarify the point, but no one that I know can. From when they leave until their next visit the house is completely empty.

(Source paper 17)

Appendix D-11**A subject's sequential arrangement for task three, chapter eight**

Dear Mr and Mrs Al-Wardi,

I enclose details of your travel arrangements for your journey to Al-Rayyan Airport on Saturday 28th December, for you, your wife and two children. The details are as follows:

Your baggage allowance is 20 kg each. Breakfast will be served during the flight. A company car will arrive at your house at 7 a.m. to take you to Sana'a Airport. The driver will have your tickets. He will have a card saying "Mr and Mrs Al-Wardi - Canadian Oxy Oil Company ". He will have some Yemeni currency for your immediate use. He will take you to your hotel. There will be a representative of the company at the arrival gate to meet you at Al-Rayyan Airport. The flight to Al-Rayyan will approximately take 90 minutes. The plane leaves at 8.30 and check in time is 7.30.

I hope these arrangements are satisfactory and that you and your family will have a pleasant and safe journey. Please make sure that you all have your passports and the necessary documents ready.

Al-Rayyan Travel Arrangements
(Source paper 8)

APPENDIX E
Authentic Writing Tasks

Appendix E-1**A native writer's model of topic one including the opening paragraph.**

Along the street from where I live is a house that is something of a mystery, Or is it? It is a large two storey house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can,

Once whilst making past the house, I saw smoke rising from one of the chimneys. I observed it with interest, wondering if this meant there was now a permanent resident there. However, the next day the house had its usual un-lived appearance – no smoke rose from the chimneys no face appeared at the windows, no voices to be heard.

I usually make a point of being too busy to help my wife with her house to house collection in aid of the Red Cross, but when she started making ominous remarks about looking for volunteers to assist her, I quickly promised to take a car round the houses in our street. She was obviously taken aback by my willingness to help, but of course I didn't divulge the reason for my change of heart – namely, it would give me genuine excuse for going up to the front door and ringing the bell of the mystery house.

The next day, armed with can and stickers, I embarked on my collection duties. . . .

Topic One

Finishing the Opening paragraph

Paper One**Complete the following paragraph with a suitable story**

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seem to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the after noon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once upon a time there was a couple of a very young beautiful lady and an old man who was nearly in his sixties. They looked very rich but nobody knew their names. Once a car stopped and three well built men came out of it. They quickly opened the back door of the van from which they carried a long box. Two of them took the box into the garden, whereas the third one drove the van away. It was too difficult for me to see their faces. I was too afraid to move my feet and kept standing there for more than three hours. Suddenly another long and black car came and stopped at the gate. I was completely shocked when I saw the young lady with another young man in that car. They got off and entered the house. Then I was too afraid to stay any longer and ran quickly to my flat. Since then I had not seen that lady or her husband. Nobody dare to ask about them or for the reason behind their disappearance.

Paper 2**Complete the following paragraph with a suitable story**

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two- storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once upon a time, there were two burglars who tried to break into the house. They planned to steal it when the housekeeper and the gardener leave the house in the afternoon. In the evening the two burglars carried their tools and went to the window. Then they could get into the house but they didn't find anything to takes. The burglars went upstairs and they kept on searching. Suddenly, they heard the door opens, and they tried to disappear in one of the rooms in the second floor. It seemed that the gardener had forgotten something. When they entered the room they found a very old woman in her wheel chair, they threatened her if she raises her

voice she will be shot and killed. She kept silent. The gardener entered the room and put on the light, and he said, "I'm sorry. I forgot to close the window." While he was closing, he noticed that something was moving behind the curtains. Suddenly he drew the curtain and he saw the two burglars there.

There was a fight between the three men that caused the death of the gardener by the gun carried by one of the burglars, the people who live opposite heard the sound and immediately called the police, the police came and arrested the burglars.

The old woman was deaf, dumb and she was also a handicapped woman.

Paper 3

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. The only people you ever see are the gardener, and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I went to the people who live opposite to ask them if they know anything about that house. The grandfather told me that there was a family that consists of five persons, and once a strange man came in at night and killed four of them. The police came and took the dead bodies. The oldest son of the family was in the city for his studies. That day he appointed a gardener and a man to look after the house. I saw a car that comes at midnight once a month and left the house after an hour. I myself wanted to know who was the man who comes and why he does that. I waited at the proper time. At mid-night I saw a car coming. I could see a large and handsome man coming out from his car and take a large heavy box into the house. I followed him slowly and stared from the window when he put the box on the floor, he called for a woman. Everything appeared to me to be fearful. He took a mat from the ground and opened a large well where he put the box.

I waited for another month and he came and did the something. I directly phoned the police. The police caught him while he was putting the box inside the well. They found that all the boxes were full of gold and weapons. The man had become a criminal after his family died.

Paper 4

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean.

This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite clarify the point. But no one that I know can.

Once there were two burglars who planned to steal the house. They prepared themselves to break into the house at night by using a ladders At night they came to the house and put the ladder against its wall. They climbed the ladder and jumped into the house. Suddenly, they heard strange sounds coming front a small building in the corner of the garden. One of these two men went to see what was there when he reached that building, he saw a young beautiful lady who was sitting on a chair. He looked carefully to the girl who appeared to be very rich, but this building was very dirty. He noticed that this young lady was sitting on a wheel chair. This lady was handicapped. He returned to his partner and told him about the girl.

His friend didn't pay care to this girl so he said to his friend to forget her. When they broke into the house they did not find anything valuable in the houses. They searched everywhere in the house but they didn't find anything to steal. The house was empty. They left the house and stayed in the garden to discuss this situation. The huge man said to his partner, "we must go and search the old building, when they moved towards the old houses, they heard a gun and saw the beautiful girl dead. They ran away and left the house.

Paper 5

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-story house with an ample garden. The garden is neat and tidy and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I went to a person who lives opposite and asked him about the house and if he knows anything. He told me that he saw a handsome guy who comes at night with an expensive car, he stays inside. The man came, he stayed inside for half an hour then went back again. One day at seven o'clock I saw a sad person in his twenties entering the gate of the house with a beautiful red car. I could not control myself and I directly went to the gate and looked through the spot, " Oh, my God. I saw this guy in his white suit sitting on his knees crying in the garden facing the house. I lost my patience and jumped over the gate and entered the house, the man looked back at

me, I stopped firmly and with a weak voice asked him who he was and what he was doing here. After minutes of silence he stood up and sat on a near chair looking to the earth saying that he was a boy for a rich family who lived here for eleven years. In a night at seven o'clock in the evening, a large fire burnt the house and killed all the family except him. Since then I come here nearly once a week to live with my dead family for half an hour.

Paper 6

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy and the house itself is surrounded by a high wall, the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I had been told that this house belonged to a king from the past ages. This king had a certain behaviour. He declared that any divorced woman should be killed. This is because he thinks that women are unfaithful and therefore they deserve to be killed. This house is like a prison where every woman divorced should be imprisoned and later her head is to be cut off. This process is watched by many people. Most of the kingdom's people come to see the judgement. A soldier reads the sentence and follows it by the action of cutting off the neck using a sword. In this barbaric action the whole people shout expressing their happiness. Later this king died and no one of his family was left, gradually ghosts started to appear in the house till it became a den of ghosts. This could be an incorrect story but people dare not go there and if anyone went there he got killed. The people always were afraid and the mystery remained unknown.

* A totally irrelevant Solution and Result/Evaluation ending.

Paper 7

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy and house itself is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. " But the strange thing is nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps

the people who live opposite could clarify the point. But no one that I know can.

Once when the housekeeper and the gardener arrived they found that something from the house was stolen like a T.V. set, tape recorder and some gold that was put in a small bag. The strange thing was that they found the door of the house closed and the windows were not broken. The housekeeper quickly phoned the police and asked them to come. When the policemen arrived at the houses, they began to ask the housekeeper of how many times they come to the house, and are there any other keys for the house. The housekeeper said that he only has the key and the owner of the house, who went to England for three months for some work. The gardener said that he does not know anything about this matter because his work is in the garden only. When the police asked the people who live opposite the house, they said that they saw two men opening the house and entering the garden with their car, they thought that the two men were the gardener and the housekeeper. The police took the finger prints from the door. When they examined the fingerprints they found that they were both of the housekeeper and the gardener. The police had to put them in prison and began to ask them again but they said no. The police thought the gardener stole the key and put it in a soap to make a key like it. When the key mender was called he said that the gardener brought him a piece of soap with a key printed in it. He made a copy for him. The gardener said that he stole the key and also stole the house.

Paper 8

Complete the following paper

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy and the house itself is surrounded by a high wall, and the spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the people you ever see are the gardener and the housekeeper, who come early in the morning two three or three times a week, and go away late in the afternoon, From when they leave until their next visit the house is completely empty, Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once somebody came to visit the people who live opposite this house. At mid-night he heard something but he did not understand it. He knew that nobody lives in the house. He doubted that there are some people living in this house and are making some forbidden things. The second night he left this house and went around the house which he want to know some information about. He heard peoples' sounds and machines. He thought may be there is a gang in this house. The next day he started to watch the house. No one entered it except the gardener and the housekeeper. Three days later nobody entered or left the house. He asked his friend if he knew anything about the house, his friend did not know anything about it. One day he went down the stairs to the bedroom. He saw a large map on the wall. He tried to touch it, it fell down. He saw a door, he

opened it. The door led to another door through a long hall. He walked slowly, he reached the second door, he heard some people and the sounds of some machines. He quickly came back to his room. Nobody saw him or understood that he knew anything. When he came to his bed, he wanted to speak to his friend, he didn't find him in his room or any other place at home. Now he understood that his friend knows everything about this house.

In the morning, he left the house of his friend. He went to the police station. He informed them and said everything to the police about what he knew and saw during the last few days. When the police came they found many criminals in this house, they were forging some hard currency. The police arrested them.*

* A sample that indicates no relevance between the opening paragraph and the rest of the story. Notice the change of role between the main character from the first person pronoun "I" to the third person "He". In addition to the lack of imagination, and many sequence gaps that took place.

Paper 9

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are gardener and the housekeeper, who come early in the morning two or three times a week, and go away, late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I asked the housekeeper about the mystery house and the people who live in it. He said that he did not know anything about it. The service office gives him the address and when he comes he finds notes about what to do. He cleans the house except one room which is kept closed. He always cooks the food and puts it in the refrigerator. His salary is put on a table every month. Next day, I decided to discover the mystery of the house. I went around it for many days and tried to see inside the gate. One night I went to the house and found the gate was slightly opened. I entered the garden, there was a window that was left open. The house was completely in darkness except a dim light that was coming from a room on the second floor. I heard a weeping sound with some classical music. I went upstairs slowly and when I came closer to the room the weeping became more clear. I stood in front of the room and saw a candle. Suddenly, I heard someone asking "Who is there?" and I replied "I am your neighbour" he said "What do you want?" I answered "I want to know your story" he said "I am a chemical scientist. Before one year my laboratory

caught fire and I was badly burnt and with some good luck I was able to survive but my family and my friends did not accept my new deformed face. So I keep myself alone away from all people". His tears were running like a river. I said, " Do you mind if I become your friend". He said, "No, I don't mind. Now let us listen to some music".

Paper 10

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I heard some strange sounds and a weeping voice coming from the mystery house. Next day I met the housekeeper and asked him about the mystery house and the people who live there. The housekeeper answered that he didn't know anything about the people who live in the house. I decided to discover the mystery of the house by myself. I began to move around the house and watching the gate hoping that I could see someone inside the house. One night the gate was slightly opened. I walked carefully through the garden until I reached the house. One of the windows was open, I jumped through it. The house was dark, but there was a dim light upstairs. I went upstairs, I heard some weeping that came from a dark room, the room was in front of me. When I came close to the door the weeping became more clear. I opened the door and the weeping stopped. A bright light came to my eyes. I couldn't see who was there. In the darkness I heard somebody speaking to me, "Who are you?". I was afraid to answer but then said "I'm your neighbour . I live next to your house ". The voice said, "You have to leave now. You are not allowed to come here again, after you have discovered my secret ". I asked him what was his secret. He said, "I must be alone and I can not tell you anything". I asked him to trust me. He said that he became deformed after an accident two years ago and since then he lives alone and doesn't see the people because the people do not accept him like this, I told him that I can become his friend and I will help him out of this condition.

Paper 11

Complete the following paragraph with a suitable story

Along the street from I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the

gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point, But no one that I know can.

Once I was walking near the mystery house, when I saw a lady and her husband come out of the house, they quickly left the town. They looked very rich but nobody knew their names. I heard a strong sounds of weeping coming from the house. Then I asked the housekeeper about what happened and about what I had heard before. The housekeeper said to me he didn't know anything about this house. The service office brought him to this house only to take notes and orders by them to do anything they want, I was very surprised when I heard these words from the housekeeper. I decided to discover the mystery of the house. I moved around the house. One night the gate was slightly open. I jumped and climbed to a corridor which took me to a big room. This room was dark and no one was in it. There was a second floor. I decided to go upstairs. I saw a dim light coming from the room that I had heard the weeping from. I couldn't see anything, I entered this room, I suddenly saw a huge person standing in one of the dark corners.

I went to him. I asked " who are you?". At first, he didn't answer. I repeated my words loudly. He answered me in a deadly voice. "I am the owner of this house." I told him why can I not see his face. The man said that he had an accident and is now deformed. He does not want to see any people. His face was horrible and ugly. I told him this is not the end of the world. He should not imprison himself in the house and he should live a normal life.

Paper 12

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once when I walked near the house at night, I heard some strange sounds coming from the house. It was like a sad woman weeping. Then I decided to discover the mystery of the house, but because the house was surrounded by a high wall I couldn't see properly, I could see the gate and the garden. I decided to move round the house for one week, and suddenly one day I saw the gate slightly open and there was no one in the garden, I

went in and moved round the houses, I found one of the windows open. I felt I had a good chance to jump through it. Then I tried to ask the housekeeper about the mystery house and the people who are living there. She told me that she does not know anything about it. She only comes to this house from the service office. In the and exactly in the ground floor there is nothing to see. It is very dark. Then I walked using my hands and legs. After about ten minutes I found the stairs to the second floor and I went upstairs slowly, I saw a dim light. I walked to it I reached to a door and I opened it slowly. There was somebody inside. I could not see his face, I could only see his back. I also heard some weeping. Then she spoke with me. She told me what I wanted to know. I asked her why she was weeping all the time, and what was her story. She told me that her father was a scientist and he had prepared a liquid and she drank from it. She became deformed. She said that from that time she had never spoke to anyone or saw anybody. I told her that I want to see her and to be her friend if does not mind. After that we became good friends.

Paper 13

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it?'. It is a large two-storey house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once one of the people who lives opposite comes back home late at night, he could see a very little light into the house through a window. Thinking that it was the two men who used to come to the house are sleeping in, he entered the house. The next day the housekeeper and the gardener came to the house, the lock was broken of the door, the precious furniture was stolen, and there was a bag which seemed old to others was also not in its place. The gardener shouted loudly. "Somebody had stolen, the house". But the housekeeper went inside one of the rooms to phone the police and the owner of the house, the owner who works as an exchange dealer in another town. He told him of what had happened. The owner came and the first thing he looked for was the old bag. It was not there, he immediately phoned the police. The policemen came after five minutes. They got the finger prints and asked the neighbours to come with them to the police stations. Everyone of the neighbours said that he thought the house was empty. One said that he saw a light in the house and he thought that it must be the housekeeper. The policemen compared the finger prints of the neighbours with those found on the door and some other places in the house. One of the clever officers asked to bring the owner, the housekeeper

and the gardener. The police found that the house did not belong to the owner. They asked the owner to give them his documents of owning the house. The owner tried to say they were in the old bag and the house is of his uncle. The police compared his finger prints with what they have and found that the three were similar.

Finally, the truth was revealed that he is a dishonest person, the old bag was full of dollars which were stolen from a bank. The owner wanted to sell them in black market. He stole the money to satisfy his lust for money. He was sent to prison and the money was returned to the bank.

Paper 14

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it?. It is a large two storey house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once upon a time, there were two burglars planning to steal the house. They brought with them the tools that they will use in stealing the house. One of the burglars said we must make a hole in the wall of the house. The other accepted this idea. Then they made the hole and entered into the yard of the house. In the house yard there were the gardener and the housekeeper. The burglars, the gardener and the housekeeper started fighting, and the gardener was killed in the fight. The housekeeper ran away and went to inform the police. The burglars broke into the house to steal it but unfortunately they found ghosts inside the house. So they became very frightened. Then they entered one of the rooms and found in it a beautiful young lady. She has inherited this house from her father. The burglars asked her for money. Finally, the police came and surrounded the house and rescued the young lady.

Paper 15

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their

next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once upon a time I decided to know the secret of this empty house and I visited the owner of the opposite house, I waited for him early in the morning in front of his house. I introduced myself to him and I asked whether if I can visit him in the evening to talk about something important. I waited for a reply. Finally he accepted my visit and in the evening I went to his house. After drinking tea with him, I asked him of what did he knew about the owner of the opposite house. He told me that he know nothing about him. But all that he knew is that a man, his wife and three children were in this beautiful house, and a day before one year from today he saw them leaving the houses since then he didn't see any other people coming to the house. The house has always remained empty. What the man said gave me a great desire to know the secret of this house. One other neighbour told me that once he saw a strange man approaching the house, he said he was sure that the man was not the owner or any other member of family. When I heard about this man, I made up my mind to wait for him. After some time and in one of the dark nights, I saw someone moving in the garden of the mystery house. I slowly went towards the gate, I tried hard to hide myself so that the man would not see me, when I saw him entering the house, I jumped over the wall and ran across the garden, I knocked the door, I waited for five minutes. He opened the door and asked what did I want, I told I am a stranger in town and if I can stay till the morning. He accepted and I entered the house.

When I entered the house I saw the man had some tears in his eyes. I asked him why was he so sad and what is his secret. After some silence he told me that he was a happy man with a wife and three children. But once they decided to go to the sea side to spend a week's holiday but on this journey he has lost his family. He told me that his wife and three children drowned in the sea. So he decided to leave the house in order to avoid remembering his family. He said everything in the house reminds him of his family. He therefore decided to visit the house only twice a year to make sure that everything is all right. I tried to tell him that life will not stop with the death of his family, and that he should try to enjoy it.*

* An acceptable model where the subject has managed to develop the opening paragraph into a Problem/Solution and Result/Evaluation patterns. The subject in his attempt also tried his best to narrow the gaps between the local and the global connectedness, thus presenting a reasonable coherent text.

Paper 16

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick

glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once again I was walking near that house at 9 o'clock p.m. I saw a nice black car moving towards the gate of that house. Then I saw a big man getting off from the car and I saw him opening that gate, the car went in. I came near to the gate of the house to watch what was happening there. When the car stopped at the front of the outer door of that house. I watched a small fat man with very nice clothes getting off from the car with a woman and two small children. They entered the house, but the driver of that car left and did not come back at that night. One day when I saw the gardener of that house, he was looking as a weak and poor man. I stopped him and asked him some questions about himself, then I asked him about the owner of the house. He told me that the owner of the house is one of the rich people in the country. I asked where this man works, and the gardener told me that he is a big official in the customs. He also told me that this man has many houses in different cities.

From that time I knew how these people make money and how they become rich quickly. I thought about the poor people in our country and how they live. I said to myself we must change our society even by force if we love our country.

Paper 17

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visits, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once the housekeeper and the gardener left the house and they did not come for one week because they were brothers and lived in one house. When they came to the house they found that one of the windows was open and lots of things were stolen, they were surprised and telephoned the owner of the house, who lives in a far city because he is a business man and comes to live in the house for three months only. When the police came, they started to look for evidence or traces but they couldn't find any, all the evidence referred to the gardener and the housekeeper.

The police started to doubt the house owner who had another copy of the key, but there was no evidence against him. When the owner of the

house came he brought a man with him, this man seemed to be worried, but he pretended to be calm. When the police compared his finger prints with the ones they have, the finger prints were like this man's prints. So he was arrested by the police and put in the jail.*

- * See the improper placement of the sequence order and the frequent sequence gaps created by the writer. The reason in this case could be due to the lack of world knowledge and experience.

Paper 18

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once the housekeeper went away to his house with the gardener who live with him in the same town. They came back after three days as they do every week. They found something strange. Some precious things have been stolen from the house. Those things were very valuable things. The housekeeper went downstairs very quickly and telephoned to the owner of the house, who lives in a private house in a far city. He is a wealthy man so he has many houses in different cities. When the house owner listened to those bad news, he quickly telephoned the police about his stolen house. He drove his car as fast as he could to arrive to the house and see the problem himself. The policemen arrived at the house before the house owner. They asked everyone about the stealing. They did not find any fingerprints to show them the thief. The police then asked the gardener and the housekeeper and they also took their fingerprints. The police found that the fingerprints of the thief are the same as those of the housekeeper. There was no broken window or door which can prove to the policemen that the housekeeper was the thief. They took him to the prison and asked him where the stolen things are. At first he did not say anything. The policeman gave a hard hand. Finally, he told them that all the stolen things were in a plastic bag in the garden. When the owner of the house arrived he told the policemen to put him in prison.

Paper 19

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean.

This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the mornings two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once upon a time there were two strangers who decided to steal all the things inside the house but they never went in. The only thing they used to do was going around the house and then leave. One day the strangers came again but that time in disguise. They broke into the house. While they were searching an unexpected thing happened. The gardener and the housekeeper came in. The burglars, therefore, had to hide under a long table covered with a white sheet. When the gardener and the housekeeper sat on the chairs, they started talking, " You shouldn't have done that " said the gardener, "But I was forced to kill her." The housekeeper said, "So let us throw the dead body away" the housekeeper said and went away. While they were outside, the two burglars decided to escape, and to inform the nearest police station about the crime, and they did.

When the police arrived at the house with the two burglars, the gardener and the housekeeper came out of the gate carrying a dead body of a cat. That cat was the dearest animal to the owner of the house and thus the two burglars got arrested at once and sent to the court. There they were released but they had to pay a fine of five thousand each to the owner of the house.

Paper 20

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can, see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I waited for the housekeeper to ask him some questions about the mystery house and the people who live. The housekeeper told me that she doesn't know anything, and she doesn't see anyone inside the house. The only thing is that she gets a note of what to do. The note is left for her on a table. Then I became more interested to know of what is happening inside the house. Next day I decided to discover the mystery of the house. I went around it for many days, and I tried to see what was inside. One night I went to the house, the gate was slightly open. The house was completely

in darkness. I went upstairs, I came slowly closer to the room, I heard the voice and weeping. I looked through the door I could see a dim light coming from the room.

I entered the room and there was a person who sat in a chair and gave his back to the door. The weeping stopped, then a strong loud voice said "Who are you, I know that you have been going around the house for some days. What do you want." From his voice and his built he seemed a strong man. I asked him why he was living alone in the house. The man said he will tell me the story and after that I must go. He said " I was a very famous man, at one time I had an accident. I lost everything in that accident, my jobs, my family ". Then he asked me to leave. I told him that an accident is not the end of the world and he must have some friends. He said "Who will agree to live with a man like me". I was surprised, when I looked at him he was a deformed man. I told him " I will be the friend, I will agree to live with you."

Paper 21

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once the man whose name is Ahmed wanted to visit this house. He asked the neighbours. He wanted to know why there was no one living in that large and clean house. The neighbours told him that they do not know anything about the house. They said they only know the gardener and the housekeeper. So Ahmed left the idea of knowing about that house. On Friday at mid-night Ahmed saw a tall man with strange features entering the house slowly. Ahmed saw that the man comes every Friday at mid-night carrying a box. Ahmed wanted to know the secret of that man and why he came there. Ahmed left his house and walked after him. He stood in front of the gate and stared in. Ahmed saw the man digging the ground in the garden, and put the big box inside, he covered the ground with sand. Ahmed went home and couldn't sleep, he started to think about the strange conduct of that man. In the morning Ahmed decided to go to the police station and he informed the police about what he saw last night. The police came to the house and asked the gardener who owns this house. The police searched the garden and they ordered the gardener to make a big hole in the ground. They found the same big box and when they opened it they found expensive things inside the box. There were some other boxes also, The police took all the boxes. Next Friday they waited for the man and

when he came they arrested him and he was the owner of the house. He was sent to prison.

Paper 22

Complete the following paragraph with a suitable storey

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once during the last visit of the housekeeper to the house, he was shocked to see that many things were stolen from the house like some TV, video and some expensive jewels. The housekeeper was disturbed by this stealing. It will put him in a bad situation with the owner of the house. Two hours later after not knowing what to do, at last he got the idea to contact the police. He told them the whole story. When the police came they found a crowd of people outside the house. The police took the fingerprints to the lab for investigations. The inspector asked the policeman to bring the gardener. When the gardener came the inspector asked him many questions that concerned the crime. His face became red and he started to shake. When the inspector showed him the finger prints in the house were his, the gardener could not say anything. The inspector asked a group of policemen to search the gardener's house for the stolen things. They found all the stolen things in his house. Now the gardener confessed his crime. He told the inspector that he was a poor man and had seven children, and he needed money to feed them and for their education. So he decided to copy the key, and in the same night he entered the house and stole it.

Paper 23

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once when the gardener left the houses, a neighbouring shopkeeper went to the gate and entered the garden. When he came to the door of the house. He opened it and entered the house. There was a stair to the second storey. The shopkeeper slowly went up without making any noise. He walked along a long corridor, there was a door in front of him. He opened the door and entered the room. It was a big room, it was dark. He saw a young beautiful lady who was sitting in a chair then he approached her. He could not see her face properly. She asked him to come near. She was a disabled lady, who did not want to see anyone or meet anybody. She told the shopkeeper that she had an accident and since that time she was in the house. He told her he was ready to be her friend and she is not alone in this world.

Paper 24

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once two burglars broke into the house and stole it. The two burglars made their plan to steal when the housekeeper and the gardener leave the house in the afternoon. They came with a ladder to jump over the high wall. They did so and broke into the house. They whispered to each other saying that it is their chance to be rich and to leave the life of misery. The house was full of books. " We did not come to read" said one of the burglars. " Let's go upstairs " said the other. In the second floor, the two burglars were astonished, they saw a man who was 65 years old and who was reading. He was surrounded by a different kinds of books. Even though it was 2.30 a.m. the man was reading his books, he was sitting behind his desk reading his books. One of the burglars asked him why he was reading at a late time. The old man replied, " I have been under house arrest for the past twenty years because of my political views and my patriotism, can you help me to get out from here. I don't like to be in a well furnished house. I want my liberty" said the man.*

* A model that clearly indicates a diversion from the main character in the form of the first person singular pronoun in the opening paragraph to totally new characters in the form of the second person pronoun 'They'. The above text also indicates the lack of world experience,

where it seems the house was left unguarded though there was a political detainee in it.

Paper 25

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I saw a man with a strange feature entering the house in the morning and then he left the house immediately. At that moment I wanted to know who that man was, I went to the people who live in the opposite house and asked them about the owner of the house. They told me that the owner of the house is an old man, and he left his house two years ago. I asked them about his family, but they did not know anything about his family. One day I dreamt of an ugly man and that he tried to kill me. I got up from my sleep and drank some water. I tried to go to my sleep but I could not. I sat on a chair and looked at the house. Suddenly I saw the same man in his car and open the gate by his keys but there was no one in the house. I immediately went to see what was the man doing. I noticed a strange thing, I saw a big case in the back of the car, The man threw this box in a deep well. Day by day I watched him doing the same thing. One day in the afternoon when the gardener and the housekeeper left the house in the afternoon. I tried to enter the house. I went to the place where the man threw the box. The place smelt very bad. I went back to to my house and brought a rope with me. I climbed down the well and tried to open the box. I saw a body and a rope round his knee. I climbed up quickly and went quickly to the police station and told them about the man. At night the police noticed the man entered the house, when he finished his crime, the police caught him and put him in the prison. Next day everyone read the story of this man. He was a rich man and had a lot of money. He lived with his family in that house. His family consisted of his wife and his daughters. One day when he returned back to the house he did not find his family in the house and noticed that a thief entered the house and stole everything and killed his family and threw them in the well of the garden. When the police caught him he was afraid and at the end he killed himself in the prison.

Paper 26

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The

garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I was coming back late from my office on foot. The street where I live was completely empty. I suddenly saw something unbelievable, the gate of the house was left open. In front of the gate there was a van. Dreadfully I stopped, I stood behind the left wall of the opposite house so that nobody could see me. I walked some steps away from the house. I saw a light coming from the house. "Stop" I heard someone saying in the darkness of the street. The speaker may have been saying these words to me. I stopped to look around. I found nobody there, the sound came again. I walked towards the mystery house, there were only few steps to reach the gate of the mystery house.

When I entered the garden, I walked slowly. Inside the garden I heard some sounds. In the darkness I saw a car and there were two men beside the housekeeper. They were all carrying a bag from the car into the house. I heard one of the men saying "He will arrive tomorrow"! I knew there was something wrong in the house. I went to the police and told them all what I know about the mystery house and all what I saw.

Paper 27

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I heard some sounds from the house, the sounds were repeated many times, I decided to go to the house because I wanted to know what happened inside, I asked the gardener about the mystery house. The gardener and the housekeeper told me that they come to the house and find some papers on the table to tell them what to do. They told me that they clean all the house except the room on the top floor, when they leave the house they keep all the windows open except the room upstairs. One day I decided to discover the mystery of the house, I tried but it was always closed by keys. Then I climbed the wall of the garden and found myself inside the

garden. The main door of the house was slightly open and I went into the house. It was very dark and I was afraid and I wanted to go back when suddenly I heard a voice of someone weeping. When I came near to the door, the sound of the weeping became more clear. I went upstairs to the room in the top floor. I saw a dim light coming from under the door. I felt very afraid. But when I opened the door I saw a human face. I felt sad for this man. I asked why he lives alone and I wanted to know all about him, I knew he was a scientist, he had an accident that happened to him. He was deformed and this is why he lives alone. I told him he should not feel like that because we are all his friends.*

* A text that shows the lack of appropriate sequence utilisation, and also indicates the lack of global cohering features in as far as imagination, world knowledge and experience are concerned. These factors have weakened the overall coherence of the text.

Paper 28

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once, I heard a weeping coming from the house. I was walking near it and going to my house at mid-night. I stopped and looked to that high wall listening carefully. After a while the weeping sound stopped. I went on my own way to my house having an idea in my mind. In the morning I saw the housekeeper and I asked him about the house and if there is anyone living in. He told me that he didn't know anything about the house except the note that he finds on the table at the end of each month. It consists of some orders that he and the gardener should do, and a letter that contains their salary. Then I decided to discover the fact by my self. One night in one of my touring around the house I found that the gate of the house was slightly open. I came slowly near the gate and pushed it carefully, I heard that weeping sound again, then I entered the house. It was very dark. I saw a dim light coming from a door upstairs. I went upstairs. When I came close to that door, the weeping sound became more clear. I put my hand on the lock of the door and turned it to open the door. It was a dark room with two candles burning in one of the corners. He was sitting behind an office desk and giving his back to the door. With my movement he said " I'm waiting for you, you want to know my story and everything about this house. Then he started to tell me the story.

Paper 29**Complete the following paragraph with a suitable story**

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall and the only spot where you can see inside is the gate, I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I was walking along that street in a dark and very cold night. I heard very strange sounds coming from that house. The house was very dark except one room upstairs. I came close to the gate and I heard strange voice. It was like a cry or a weeping. It was a man who was weeping in that dark house. I could distinguish that from his voice. I could not enter because the gate was locked. The very next day I decided to ask the gardener or the housekeeper, and I did. I asked them, but unfortunately I discovered that they did not know or did not want to say the secret of the mystery house. All what they knew was that they were working here and the employment office pay them. I decided to enter that house and to discover its mystery and secret. When the gardener and the housekeeper were working I entered the house, and I waited till they left the house. The time was late and the house was very dark, but I could hear the same voice, but now it was louder and clear. The voice was like a man complaining. I was very afraid but I decided to go to that man and to ask him. I wanted to know everything about him. The man was sitting on the ground, I couldn't see his face. He said I must leave. But I told him that I wanted to hear his story. He told me that he was a scientist and in one of his new experiments a terrible thing happened and deformed his face, and since then he has not left his house. I told him that I am looking at the face of a scientist not to the face of a deformed man, and I asked him to be a friend and to behave like an ordinary man.

Paper 30**Complete the following paragraph with a suitable story**

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their

next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once the housekeeper and the gardener left the house and they did not come for one week, because they are brothers and live in one house. When they came they opened the house and found that the window was open and lots of things were stolen. They got surprised and telephoned the owner of the house, who lives in a far city because he is a business man and comes to live there for his holidays. The owner of the house informed the police. When they came, they started looking for evidence. All the evidence referred to the gardener and the housekeeper. The police started to doubt the owner of the house, who has another key, but there was no evidence against him. One of the policemen asked the housekeeper why did he left one window open, he said it was the owner who told him to do that. The police arrested him and he said everything.

Paper 31

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

The owner of that neat house is a beautiful young lady. She possesses a great wealth including hotels and buildings. She came to the house with her husband two times a year. Her name is Fatin and her husband's name is Mr Salim. Fatin found out that her husband loves another woman. He is engaged with a secretary who works in a travelling agency. He used to come late in the evening. Salim never used to tell his wife where he spent his time. He always says that he has much work in the travelling agency.

The following day Salim answered the same question about his coming late. They started to quarrel. Salim tried to strangle her because he was drunk. Fatin screamed in a loud voice. Suddenly the gardener came with a big scissors and he put the scissors in Mr Salim's stomach. The gardener carried the body and buried it in the garden and rescued Fatin. Salim was intending to inherit his wife and got married to secretary. The mystery is still there because the police did not know who murdered Mr Salim.

Paper 32

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with an ample garden. The

garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I discovered that this house is dwelled by a monster. I noticed that the people who enter this house can not leave. One day I saw a car parked in front of the house, two men got off, they had a young lady with them. They forced her to enter into the house. She was trying to get away from them, but she couldn't. Next day at mid-night I saw her escaping, but she was followed by two strong men. She was half-dressed and in a horrible condition. Fortunately, a car passed and picked her up, and she disappeared from my sight.

I spent my time walking around the streets of this town so as to find the lady. A month later I met her near the bus station. I asked her what she had found in the house. She told me there were two men who looked like monsters in the house. There were lots of human bones inside the house. After we finished talking, we went to the police station and informed them of this story. They were astonished and worried about the people in this town. Two policemen came with us to this house. They spent two weeks keeping their eyes on this house. After that two men were arrested trying to kill a lady and eat her body. It was a shock for the police to find that the monsters were the gardener and the housekeeper.

Paper 33

Complete the following paragraph with a suitable story

Along the street where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with ample garden. The garden is neat and tidy and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the strange thing is that nobody seems to live there. The only people you ever see are the gardener, and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once upon a time the housekeeper and the gardener left the house. When they came back, they opened the main gate of it and when they entered the rooms, they found that all the furniture was stolen, windows were broken, and the electricity was cut. They went to phone the police, but they found that the telephone was not working. They went to the police station and told them. The policeman came to the house to see the event. They took some photographs in the house and try to find the thief. Then the

policemen investigated and asked each person individually but they did not find any information about the crime. All the people said that they did not see anybody entering the house except the gardener and the housekeeper. The policemen were confused by that problem. It was a very difficult problem. The thief is not known. There is no witness and there is no evidence about the crime. The house is very important because the owner is very rich and very important too. The last thing that the policemen did was to ask the gardener and the housekeeper. The police asked them if they doubted any person in the neighbourhood. The gardener and the housekeeper answered that they do not doubt any person. The policemen noted that both the gardener and the housekeeper were not angry or sad about the house and for the crime that happened. The police put their attention on the men. They took their finger prints, the finger prints were the same as those of the thief. The police found that those who stole the house were responsible to protect it.

Paper 34

Complete the following paragraph with a suitable story

Along the street from where I live is a house that is something of a mystery. Or is it? It is a large two-storey house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the only strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once upon a time there was a thief in the town where the house was. He observed all the movements of the gardener and the housekeeper. And then he thought in a way to steal the house. One day the thief tried to break into the house when the people working there were not in, but suddenly he came face to face with them. Terrified and without thinking he got his pistol out and shot both of them. "I am the winner" he said. Then quickly he went upstairs and thought of stealing. While he was thinking he said, "It is not necessary to steal my house. Yes, it is mine". Then he gave up stealing the house. Suddenly he thought about the people who got killed. When he came to the place where he shot the people, he found that something strange happened. He found one dead body on the floor and the other was not there. This situation made him afraid and terrified, then he started again thinking of stealing the house. Unfortunately, when he tried to go out of the house, he saw an injured man with a large number of policemen. After that he thought there is no way to escape. Therefore, one of the policemen arrested him and sent him to jail.*

* A model that offers no relevance with the opening paragraph it also lacks the necessary imaginative theme and plot(s).

Paper 35**Complete the following paragraph with a suitable story**

Along the street from where I live is a house that is something of a mystery, Or is it?' It is a large two-story house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the only strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon, From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once again I saw a luxury black car, The car entered the garden of that house. A tall driver got out of that car and went to the opposite side of the car. He opened the door next to the driver and then the door behind, There was a tall and a fat man with a stick in his right hand, there was also a good looking gentleman with him. There was also a woman aged about 38, two boys were also there. This made me puzzled. I used to watch the house, from time to time, and I thought of what had happened and what will happen. That luxury black car comes to the house with the family in it every month. They used to spend 3 or 4 days at the house and then leave it. I have a great desire to know something about them. I indeed think of that but I find it too difficult to know a bit more information.

I decided to ask someone of those who work there. I asked the gardener but he said that he had no idea about the owner of the house, I asked the housekeeper, he also said what the gardener said. I decided to ask the man himself. But I didn't see him for a long time. After that I knew some information about the handsome man, and at the same time his large house. At first I thought that he was one of the ministers in the country. Secondly, I thought that this man could also be a smuggler. Fortunately, one day I saw the man's driver coming out of the house. I quickly went to him. I asked him about the man. He said that the man is one of the richest men in the country. He also told me that the man has two other houses. He also has a big company in the country. I knew and believed him that this man is a rich man. Everything indicates that.

Paper 36**Complete the following paragraph with a suitable story**

Along the street from where I live is a house that is something of a mystery. Or is it?' It is a large two-storey house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the only strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until

their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I was walking down the street when I heard a strange sound coming from this mystery house, The sound was like the weeping of a person. I wanted so bad to go and knock the gate but then I changed my mind. The next day, I met the housekeeper of the mystery house. I asked him who lives in the house. He said that he does not know. He also said that he does not see anyone in the houses, he only finds notes here and there that tell him what to do, and he simply follows these notes and then he leaves. I asked him how does he get his monthly payment. He said in the same way he gets the notes and he told me that if I wanted to know more about the people in the mystery house, I need to go to the service office because they are the ones who send him over to this house. The reply of the housekeeper made me more excited and more anxious to know and solve the mystery of the house. So I decided to discover this mystery house by myself. I planned to walk round the house every night but unfortunately I could not see what was happening in the house because of the high wall and the garden.

One night the gate of the mystery house was slightly open. I stood in front of the gate and looked down the street to see if someone was coming. But the street was empty. It was dark, windy and cold night, I decided to open the gate and enter. The garden was drowned in the dark. I went to house door and tried to open it but unfortunately it was locked. I walked round the house to have a close look. I found one of the windows open and I entered the house through it. I heard some weeping sound that I used to hear when I come close to this house, The house was also drowned in darkness, and I could not see what was in front of me. I tried to walk feeling my way and suddenly a dim light came from upstairs, I climbed the stair and followed the dim light. I found the room where the light was coming from. When I came closer to the door, the weeping became more clear. I opened the door, on the left corner there was a candle and on the right corner it was dark. I saw a man sitting on a chair and he gave me his back. The man said, " I know you have been walking around my house for a week. But you don't know who I am". I asked "Who are you". The man asked, "Why are you interested in my house and in me". I answered " Because in this neighbourhood we almost know each others, except you ". The man said that he is the son of a very famous scientist and he had an accident in his laboratory. When he looked at me his face was burnt and I couldn't say anything for a few minutes. Then I told him I will be your friend for ever. He was happy that I saw his tears running down his face. We finally decided to be friends.*

* An acceptable performed text. Both the internal and the external worlds of the text are closely bounded. The intended meaning has therefore been conveyed with better ease and fluency compared with the other examples.

Paper 37

Complete the following paragraph with a suitable story.

Along the street from where I live is a house that is something of a mystery, Or is it? It is a large two-storey house with an ample garden. The garden is neat and tidy, and the house itself is freshly painted and clean. This is surrounded by a high wall, and the only spot where you can see inside is the gate. I don't like to stand there and stare in, but even a quick glance tells you that everything is perfectly kept. But the only strange thing is that nobody seems to live there. The only people you ever see are the gardener and the housekeeper, who come early in the morning two or three times a week, and go away late in the afternoon. From when they leave until their next visit, the house is completely empty. Perhaps the people who live opposite could clarify the point. But no one that I know can.

Once I heard someone crying from this house, but suddenly the crying stopped then once again it started again. This event happened everyday so that the people were afraid of coming near this house. Next morning I saw the housekeeper in the market, and I decided to talk to her about this house. At first I introduced myself to her, I told her that I don't see her always in the house. She told me that she does not meet the owner of this house, she only finds notes and some money on the table. The notes tell her what to do, I left her and on the way I decided to discover the mystery of the house.

One night I decided to enter the house. The house was in darkness, but there was a dim light coming from one of the rooms upstairs. I went upstairs and opened the door. I saw two big candles. A man was standing and gave me his back. He asked me if I wanted to know his secret. I was very shocked to hear this, then he turned and said " Sit down and listen". I am a scientist who was trying to discover a new medicine, but one day there was an explosion in my laboratory and I found myself deformed, since then I stopped seeing people. I stood there motionless not knowing what to say. But I finally told him that I am ready to be his friend.*

* A model that offers a weak theme and plot. It also lacks the necessary imagination to put all the sequences and ideas together into one coherent text.

Topic Two

The Recommendation Letter

Paper One

The bearer Mr Ali Ahmed, a worker of our company, works as a driller. He is a qualified driller and he has an experience of five years. In addition, he has a great desire in the field of drilling. As you know we are going to stop working in Yemen and move to another country. Therefore, could you accept him as a kind of appreciation for his great working. I am sure that you will appreciate him as well as his working.

Paper 2

Dear John

I recommend the bearer who is a Yemeni citizen. He has his qualifications as an engineer in oil drilling. He has an experience in such an employment for six years.

I am sure that you could help him in employing him in your company. Could you please arrange to let him join your company, bearing in mind your kindness and help that you offered to our company,

Appreciating your assistance to such a needy person.

Paper 3

Dear Pope

The bearer as far as I am confident is a well qualified person in the field of oil drilling. He is experienced and has a high certificate in this side.

We do not have a post box to send you the letter and that is why I am sending it with Mr John to give you the chance to decide whether to accept him or not. Do this as a favour to me. He is still a young boy and I think your company needs his experience. Please be kind enough to accept him.

Looking for your approval, and that you will employ this man.

Paper 4

Dear Mr Henry

The bearer is a person whom I feel confident is a highly qualified man in the field of typing in both English and Arabic. He has successfully served in our company for three years. He graduated from the University of London four years ago with excellent grades.

Unfortunately our company is closing down in two months. I strongly recommend him for the post of either a typist or a translator in your company.

Appreciating your assistance in the matter.

Paper 5

Dear Friend

I am sending my recommendation here with the bearer. I wrote this letter because I have a problem with my work, and I

hope you will accept me as a worker in Hunt Oil Company. They stopped me and closed.

Would you please be kind enough if you have a place for me in your company. I have four years experience in engineering. I have also good language in English. I studied at Oxford University in London.

At last, I wish you find me a job, I need it very much. I heard of your good company and I am confident I will get the job.

Paper 6

Dear Ali

I am very glad to write this letter to you. I hope you are very well and enjoying yourself and having happy days.

I have the pleasure to tell you that you should help the man with whom I send my recommendation.

He is one of my relatives. He is a good man with a long experience in engineering. He worked with Canadian Oxy Oil Company for five years. Now he is staying at his home without any work because Canadian Oxy has closed.

Please try with your influence to employ him in Hunt Oil Company.

Paper 7

Dear Mr Ali

I am sending my recommendation herewith the bearer because he is a good friend whom I know very well. His name is Mohammed Khaled, he has a good experience of working as a tourist guide and I attach herewith his documents with my recommendation.

He has been working in our company for a long time but we are going to close it. Hence, I am sending him to you because you are my good friend who deserves to be rewarded by a good employee.

Do you mind accepting him as an employee in your company and give him a good salary to live a good life as he used to.

Looking forward to hearing that your assistance is already given because I don't like to miss this person and you will admire his honesty and desirable work.

Paper 8

The bearer is in need of a post. He is a good man to fill any post. He has an experience which enables him to do any hard work. He has finished his university studies. He is a qualified person.

Your company is very large and the man is ready to fill any position. His experience made him accommodate himself

with all sorts of jobs. Would you please help him. If you help him he will work honestly and faithfully.

We hope you can help him as possible as you can.

Paper 9

Tom Smith

The bearer is a person whom I know very well. I'm sending my recommendation here with the letter. I hope you help him as possible as you can.

He has a masters degree in engineering but we do not need this specialisation in our company. I know that you need it in yours.

You will know him during his training in the first three months of his work. I want to tell you that he was working in Hunt Oil Company in Saudi Arabia and he is considered a second-class citizen in America. Because of some problems, he returned to Yemen.

I'm sure that you will be grateful for me when you understand this person. He will also be pleased with you.

Paper 10

Dear Rhalid Nasser

The bearer as far as I'm confident is highly qualified in the field of oil drilling. I would be grateful if you could accept him in your company. I attach herewith some documents that prove his knowledge and experience I look forward to hearing from you that his application is accepted.

Paper 11

Dear Mr John

I hope you get this letter and you are in the best of health.

I want you to employ the bearer, because he is a good man and he needs some help. He faces many problems in his life.

So my friend I want you to help him as far as you can He has a good experience as an assistant technician for he has worked for a long time in the Gulf, but now he can not find a job.

I am sure of your help in the matters.

Paper 12

Dear Abdo

I am sending my recommendation herewith the bearers. He is one of my old friends. He has been looking for work for two years. He is in need for a job. I hope he finds your assistance.

The bearer served in many different companies, but unfortunately he earned small salary. I expect you to find him a good job with a suitable salary.

Thank you for your help.

Paper 13

Dear Mr Ali

The bearer is a very good person who worked with us at our company. He is a graduate from the faculty of Commerce, from the Department of Accounting. He has five years experience.

He wanted a job at your company because you give more salary than our company.

Could you please give him a chance to work in your company and I will be grateful for you.

Paper 14

Dear Ali

How are you today, the bearer will be able to do what you tell him to do. I am sending my recommendation herewith the letter. I want you to find a job for this man. The man is good in his work. He has a high qualification and experience for many years. Find a job for him as soon as possible.

As you know he is one of my relatives and I could not find a job here in our company so I sent him to yours. I hope that he will start his job by the end of this week. I want you to be kind enough to accept him.

Hoping for your utmost, looking forward to seeing you.

Paper 15

Dear Mr Ahmed

The bearer of the letter is a person whom I feel is suitable for your company. He has an MA, in oil drilling. He has a five years experience in his work. He is a person who needs a job because he is still unemployed for six months because of his medical condition. Could you please be kind enough to employ him in your company.

Paper 16

Dear Mr Mohmoud

I am sending my recommendation herewith Mr Ali.

Mr Ali doesn't have a job. He wants to work with your company. He was working in a tourism company but it will close next week so he is looking for a job but he did not find any work.

Would you please be kind to accept him. I hope that you agree to help and accept him to work in your company. He

has a good experience in this fields, he worked for six years in tourism. He is ready for working at any time you want.

Finally, we will be very grateful for you.

Paper 17

Dear Mr Ahmed Al-Amri

I am sending my recommendation here with a friend of mine who is in need of employment. He is as far as I think is a well qualified person in the oil field. He has worked for three years in an oil company in Qater.

My friend, Ali wanted to work in the Canadian Oxy Oil Company, but unfortunately there is no vacancy for him. I believe this company has lost an excellent person with good qualification.

You would be kind enough if you have him as an employee in your Hunt Oil Company.

Appreciating your assistance in the matter.

Paper 18

Dear Friend

I hope you are in a good health. I am sending my recommendation letter with the bearer whom I an confident is a qualified person. He has got 5 years experience in working in an oil company in the USA, and also a high degree in engineering.

The bearer need to work in Canadian Oxy Oil Company but there is no vacancy in the company.

Would you be kind enough to hurry and find a good work for him.

I appreciate your assistance in this matter.

Paper 19

Dear Friend

The bearer of my letter as far as I know is a very good and qualified person in the field of his job. He worked for five years and has a good working experience in this job and he is in desperate need for the job.

The man is looking for a job in your company because his first company is closing and there is no vacancy in his company.

Could you please be kind and find him a job in your company. Looking for your utmost help in the matter. Wish you all the best

Paper 20

Dear Sir

I need to work in Hunt Oil Company. You know me, I want this work because I need it.

I'm facing many problems in life, I want to have the chance for other experience. I have English Language from Britain. I speak English very well and I can translate to English. Thank you for your help in the matter.

Paper 21

Dear Ahmed

The bearer is a person whom I feel confident is highly qualified man in the field of translation and both Arabic and English typing. He has successfully served in our company for three years. He graduated from the University of Cairo four years ago, he scored excellent grades.

Unfortunately our company is closing down due to recession in two months time. I strongly recommend him for the post of translator in your company. You will do me a great favour to employ him as this will solve his unemployment problem.

Appreciating your co-operation in the matter.

Paper 22

Dear Ali

This is a good man who has good qualifications. He has studied for four years. He has scored good grades. He is looking for a better job. I am sending my recommendation herewith a person who seeks a job. Please help him to find the job.

Paper 23

Dear Manager

The bearer is a close relative of mine, his name is Saleh. I am sure that he is eligible for the post of oil driller.

He has a large experience in his field for three years in the United Kingdom. Furthermore, he has a qualification from Oxford University.

Now he is not employed and he has a very difficult medical circumstances. When you accept him his circumstances will be improved.

I am looking forward to accepting him.

Paper 24

Dear Ali

I'm sending my recommendation here with the bearer. He is a good friend whom I have trust with him. This person is known as hard worker. His name is Hussain Abdulla.

Hussain Abdulla has been working with us for five years. He has a B.Sc and can speak English fluently. Because our

company shall close down next month, Hussain has become without employment.

I'm looking forward for your letter of answering my request, so then I shall appreciate you ever after.

Paper 25

Dear Ahmed

The bearer as far as I can find is a well person as an engineer in the field of oil. He has an experience for three years working in Canadian Oil Company

He seeks for a Job in your company since he is looking for a better opportunity after the company where he was working was closed. You will find him a good person in his treatment and a loyal employee also.

So do your best to accept and give him a good profession to show his ability in the work.

Appreciating your assistance in the matter.

Paper 26

Ahmed Ali

Good morning Ahmed. The bearer as far as I know is a well qualified person in the field of the oil, and he needs this because he looks for a better opportunity.

He has served for three years in the Canadian Oxy Oil Company. But he doesn't get a good salary. He also has an experience of five more years in other companies, which has been closed. He is an active worker who understands his job.

Would you please be kind enough to give him a job in your company. His name is Saleh.

Appreciating your assistance in the matter.

Paper 27

Dear Mr John

The bearer of my letter is coming to you to find a job for him. He is a qualified man and he has the certificates, which he has got from our company. All these certificates are about the drilling of wells. He used to work on the oil drilling fields.

I have sent him to you because of my knowledge of his qualification are the best. He has worked for the last seven years in our company, but we have redundancy.

I recommend him for a job and I am sure that he will be faithful for your company.

Thank you for your help.

Paper 28

Dear Abdo Saeed.

The Director of Yemen Travelling Company. In the beginning of this letter I greet you hoping that you are fine. I

also hope that your company is in a good condition and no problems are there in the company. Here is Ahmed Mousleh who is one of our best employees in my company. But the company is faced with problems that we are no longer can continue its work. I think that there will be a suitable job for this employee who has a good experience as a secretary. I hope you will be able to find him a position in your company to do this work for me.

Paper 29

Dear Manager of Hunt Oil Company

Wishing you all the best. I like to inform you about a person who is my close relations. He is in need for a job in your company. He is qualified in the field of drilling engineering. Moreover, he has an experience of about five years in the same issue and graduated from the University of Colombia.

He is looking for a better opportunity. In other words, it is known that your company pays well for its employee.

We hope you will accept him and his documents will be considered legible.

Hoping for your assistance in this matter.

Paper 30

Dear Sir

Mr Ahmed has served with us at our company. He is a graduate from the Faculty of Commerce, Accounting Department. He has an experience of five years. As a result of redundancy he is looking for better opportunity. I am sure that you will accept him and I will be thankful for you.

Paper 31

Dear Saleh

I am sending herewith my recommendation with Mr Mohammed. He is searching for a job, but I can not find any job for him when he returned from the Gulf. So I want to give a job in your company.

Mohammed is a good technician. He worked in Saudi Arabia for many years, so he has a good experience of his work

I want you to help him in looking for a job in your company.

Thank you very much for this help.

Paper 32

Dear Manager

I am sending you Mr Haider who served in our company for seven years as an oil drilling engineer. We found Mr Haider. We found Mr Haider a hard working worker.

He is looking for a better opportunity to improve his state.

Therefore, he is given this recommendation by our company. I hope you will give the work he needs.

Thank you very much for your help and assistance.

Paper 33

Dear Salem

Mr Mahmood Ali has successfully served in our company for four years as a typist of both English and Arabic and a translator as well. He is a highly qualified person and graduated from the Faculty of Commerce, London University. During his period Mr Ali used to be a regular and honest man.

Now there is no vacancy in our company, I strongly recommend him to you for a job in any position in your company.

Appreciating your assistance in the matter.

Paper 34

Dear John

I am sending you my friend who is looking for better opportunity in life. He wants to work in your big company because the salary in the last company was not enough. Therefore, I hope that you will find him a place in your company, and you will give him a high salary. Please would you be kind enough to find a place for him in your company.

Paper 35

Dear Friend

Mr Ali Haushabi worked with Hunt Oil Company for six years from 1986-1992. He has a long experience in oil companies works.

He wants to move to Canadian Oxy Oil Company because it needs a specialisation like his which you will find in his file when you interview him. Your company also gives high salaries for rare experiences like this.

I hope your company put this person under training for three months as we do in ours. Then you will report if he is a good engineer in oil field or not. Thank you.

Paper 36

Dear Mr Muthana

This is to certify that the bearer has served in our company for twenty years and has been found very highly qualified and hardworking man.

As a result of our company's winding up and leaving the country. We hope you find him the same post in your company.

I am sure you will approve of him as he joins you. Looking forward to hearing from you soon.

Thank you very much in advance.

Paper 37

Mr Mohammed

I'm sending this letter to you in order to ask you a service. I want to say, there is a man called Ali who wants to have a job in your company and I want your help.

He looked for a job for two years, but he didn't find any work. I have only one hope now and that is you. He was working in a tourist agency but it will be closed next month.

I wish that you help and agree to let him work in your company. He has an experience of six years.

I will be grateful for you if you employ him in your company.

Topic Three
The Yemeni Traffic Week

Paper One

The Yemeni traffic week was established directly after the reunification had taken place in 1990. This week starts on the 12th December of each month and ends on the 18th of the same month. In this week the traffic policemen spread in the streets and dedicate themselves to organise the traffic movement and check everything related to cars such as the owner ships licences etc.

Unfortunately, in our dear country, the traffic movement faces so many problems which in fact create bad consequences in the society. It has been brought to my notice that most of the drivers have no licences which is very important. This in fact means that such people may lead to crisis and catastrophe because they have no idea about the traffic rules. Bribery is also one of the biggest problems. Some of the traffic policemen sadly sell their conscience when they accept bribery from others instead of writing a traffic violation note. This behaviour make this job disrespected by the people. Some people with a high social position misuse their positions. They permit their young boys to drive the government cars and ignore the horrible results theft this young kids might cause. The number of cars in our country is unbelievable. This leads to many accidents because our streets are very narrow, and the police find it very difficult to control all these cars.

All of us should bear in mind that the above mentioned problems must be stopped. The government should set tough rules in traffic. No one should be permitted to drive unless he has a license and he has graduated from a driving school. Bribery should be considered as a big crime. The number of cars should be reduced. Any family should not be allowed to have more than one car. Those irresponsible fathers who allow their young children to drive their cars should be punished.

I feel confident that the more faithful we are in applying these solutions, the more we will achieve progress and safety in our country.

Paper 2

On the 12th December, 1992, the Yemeni Traffic Week began. It lasted for seven days. The traffic police therefore spread all over the Republic of Yemen, organising the traffic, checking those who have no licences or those who have invalid ones.

This process is known all over the world that it has valuable results. But there are certain problems here in Yemen that traffic police facet, there are some other problems caused by the people, all this made the traffic week necessary. One of these major problems is the traffic violation of the laws by those

who do not abide by the traffic rules or laws. They got used to violating the traffic rules because they are not penalised immediately. The other problem is to allow children free use of cars, when they do not know what driving is, these children drive both private and government cars. The great number of vehicles from one hand and the big ones on the other hand, the small vehicles cause accidents and the big ones cause traffic jam. No vehicles are allocated for the traffic police to chase those who violate the traffic rules. Also there are no driving schools. There are many cars that carry government number plates but they are not government cars. Drivers violate the traffic rules because they put in mind that by giving the traffic police a bribe they will be released.

As a result of the above problems the government should always be aware of the importance of the traffic week. The institution which is responsible for the traffic in our country should put the rules and the regulations in order that the traffic week should be more effective. Also all the ministries should work with the Traffic Department.

If all the above conditions work together, I feel that all the problems in the traffic will vanish.

Paper 3

No one can talk about the development of the Arab countries without referring to the general problems of this development in each country. One of those problems is the increasing traffic that has increased rapidly with the means of transportation, which has developed in the world as a whole.

Yemen as a developing country is faced with this problem known as the traffic problem. In our country the problem has become more dangerous because we have many cars on the roads, our streets are very narrow and people do not follow the traffic laws.

The Yemeni Traffic Week reflects one different way of dealing with such problems. But the solution of the problems does not only depend on the government but it also depends on the people. People should take this week seriously.

Paper 4

As usual every year all over the world there is one week for the traffic. It starts from the 12th December to the 18th of the same month in every year. Now in Yemen especially after the unification the Yemeni Government organised this week. The aim of this week is to help the people know the importance of this week and the importance of the traffic police in organising the traffic movement in the main cities.

The Yemeni Government face many problems in this side. There are great number of accidents, many people die

because of these accidents. There are no driving schools for qualifying the drivers if something wrong happened to the car or during driving itself. Also the use of big cars in the narrow streets endangers not only the people but the animals too. Some of the cars in Yemen are without number plates, and this problem does not give any chance to the traffic police to do his work better. Also another problem is the absence of the traffic police in some of the streets not only in the major cities but also in the whole of the country side.

For me the suitable solutions for the above problems are as following. The government should not only concentrate especially on the traffic week. It should deal with the traffic problems everyday in order to solve these problems. It should allow people to open public insurance companies to ease the problems that face drivers if they make an accident. There should be many check points in every mile to check the speed limit. Finally, it is the responsibility of the government to put proper traffic laws and for the people to obey such laws.

If the above solutions are taken then the traffic problems will decrease and the people will be safe.

Paper 5

This custom has been established in 1991 but in the southern provinces it has been known since 1972. The traffic week is the virtue of the Yemeni unification. It occurs every year in September. It has a lot of importance. There are many traffic problems in Yemen.

One of the problems we face is that people do not respect the traffic laws, the traffic police and the traffic signs. One other problem is driving fast by most of the drivers. This is a major factor that constantly leads to roads accidents.

I would recommend here that the traffic system should be improved, the broken traffic signs should be repaired and above all the traffic police must be obeyed and modernised as well. On the other hand, television programmes are recommended to teach the people some basic principles of the traffic movement

All the points mentioned above are of great importance, because people are keen on them. If we solve these problems then we can save our lives and property, because our lives are given by God so we should protect it against accidents.

Paper 6

Last week was the third term of the Yemeni Traffic Week. The traffic officers faced many problems during this week. Because most of the Yemenis do not follow the traffic rules. So there were many problems.

Some of these problems are the crowded streets, because people in the northern provinces do not follow the traffic rules. This is why many people die in accidents. But now after the unification of Yemen we had the traffic week once a year. Before that week we faced many of the problems, drivers are not trained well, young people drive cars without licences and this causes a big problem. We can also see that many of the cars do not have number plates, and when there is an accident the police can not take the number of the car. The other problem is that when the traffic officers talk with the drivers, they usually get angry and do not listen to the traffic officer's advice.

I think there are some good solutions for the traffic problems that we have. First any driver who made an accident should pay a fine and should be stopped from driving. This will make them careful next time. Second people who walk in the streets should be more careful when crossing the street, because most of them have children in their families so after they the children become parentless. Third, our streets should be maintained and repaired. Finally, these people who cause accidents should be punished so that they do not do it again.

Paper 7

Last week was the third term of the Yemeni Traffic Week. This week brought with it a lot of advantages for the people and our society. It is one of the very good experiments in a country like ours. In this week traffic officers guide the drivers for a better observation of the traffic rules. They faced many problems during this week, for many citizens of this country do not follow traffic regulations in their everyday life. Teenagers drive cars without any driving licences, their families encourage them to do so, they think it is part of manhood. The streets are very narrow in the capital, you can find different kinds of cars, also there are no traffic lights in some of the streets. There are many cars that move without number plates, and some drivers are very bad drivers. All these problems happen every moment but they were not given the proper attention, because our traffic laws are only written on paper, they are never applied.

Our government should try and find solutions for these problems. The traffic rules should be applied through the year. Those who violate the traffic rules should be punished by high fine. Anyone who has no licence should be put in prison. Radio, T.V. and magazines should be used to make the people understand the traffic laws.

When these solutions will be applied then it will improve the traffic situation in our country.

Paper 8

Last week was the third term of the Yemeni Traffic Week. This week has been held to discuss and avoid many of the problems that traffic officers, drivers and others face. The responsibility of these problems is not the government only but also the drivers. Our streets see many problems. They are very crowded, narrow and destructed.

The traffic officer himself faces many problems with those who don't follow the rules. They do many traffic violations. However, when the traffic officer writes a fine for them to pay, they refuse and quarrel with him. Some traffic officers are not honourable men. They allow many people to violate the rules in order to have a sum of money. Moreover, there are many bad sides of the drivers themselves. Our streets as we mentioned above are very narrow, however, many people like to prefer to have a large car to use within Sana'a while a small car will be enough for them. In addition, there are no traffic lights in many streets except two or three main streets in Sana'a. In fact the Yemeni Traffic Week brought many advantages to us. We notice all these problems and we deal with them everyday. So we have to look for solutions for such problems.

I feel that these problems need to be solved during the traffic week. I also like that all the days of the year to be in such ordered and regular work. I want to see the traffic officers active in their work. It must be the traffic year instead of the traffic week. The government should also make the streets wider and to put traffic lights everywhere. The drivers should be questioned usually by the traffic officers about their licences, if they don't have their licences then they should pay a fine. There is no difference between us, so the rules should be applied on each one of us in the society. The traffic officers should have a good salary in order not to allow them take bribes.

By applying all the above things, I think that such problems will be finished. It is not enough to have rules but we must also see what traffic rules other countries apply in order to take the best.

Paper 9

The Yemeni Traffic Week started on the 18th December and ended on 29th December. It is the third week after the re-unification of Yemen.

In the streets of Yemen we face many problems. The streets in our country are very narrow and crowded, we find many cars in the streets. The traffic officer faces many problems in the streets because the people do not apply the traffic law properly, also the traffic officers do not have the

training which they need. We see many of the drivers violating the traffic rules and then running away.

For all these problems we must find some solutions. In my opinion we must have the traffic week through out the whole year. The people who violate the law should be fined quickly by the police. The traffic officer must always check the driving licences, and the car that do not have numbers should be taken by the traffic department. If we do all these things then we will improve our traffic movement.

Paper 10

Last week was the third term of the Yemeni Traffic Week and that week brought a lot of advantages to our society. The traffic officers faced many problems during this week because most of the Yemenis do not follow the traffic rules.

There are many problems that we find in Yemen's streets. The drivers, the traffic officers and also the people who walk in the streets suffer from many serious problems. The driver finds difficulty in driving his car in narrow and crowded streets. The streets are crowded because of the many big cars and also because of the people. The walker does not watch the streets before he crosses them, you can even find animals such as goats, sheep and cows walking in the middle of the street. The police officer also faces difficulties to control the streets, the people and the drivers because they all keep on violating the rules of the traffic, and most of them do not seem to have driving licences. People who walk on the streets sometimes get killed because of the carelessness of the drivers.

The solution is in the hand of the drivers, the people who walk on the streets and the traffic officers. The driver should not be a very young person who does not have a licence and he should not violate the traffic rules. A good driver is the one who drives carefully and follows the speed limit. The government should put traffic signs on all the streets not only the main ones. The police officer should always be just to all people and they should be honest. In other words, traffic officers should not make use of their positions in a bad way. The people who walk in the streets should be careful in their movements and they should not cross the roads, carelessly because they will lose their lives. If the drivers are careful and the officers are honest, Yemen will be in a better condition and it will not suffer from traffic problems.

The Yemeni government should plan how to avoid this problem. We want to see the advantages of the traffic week to be applied everyday, every hour and every minute.

Paper 11

For this year the Yemeni Traffic Week started on the 12th of December, 92. It lasted for one week. Of course, it is very important to organise our traffic situation. I saw the traffic police in Sana'a checking the cars and the drivers' licences. I admired them and their efforts in the society.

Unfortunately, this initiative has been faced by several serious problems. For instance, most of the drivers are not well trained because they did not take proper driving lessons. Therefore, they cause lots of problems on the roads. Some of these drivers do not have driving licences moreover some are even under the legal age. Wheresoever you go you will find cars without number plates especially the government's cars. In addition to the above mentioned problems there is also the huge number of motor vehicles in the country. The traffic police on the other hand don't perform their duty properly. For example, on high ways you do not find traffic check points.

I think to solve these problems we must have driving schools so that the drivers become competent in driving. Drivers who do not have licences must get a licence otherwise they should be stopped from driving their cars. People who are under the age of 20 should not be allowed to drive because they cause many traffic problems. Cars without number plates should be taken by the government. On the high ways there must be traffic police and check points to help the drivers. If we apply the above mentioned solutions we will solve the traffic problems and rescue thousands of people who get killed in the traffic accidents. We can also organise the traffic movements in our streets.

Paper 12

Last week was the third term of the Yemeni Traffic Week. This week brought lot of advantages to the people in our society. This traffic week is one of the very good experiments for any civilised country. Traffic officers are our guide for a better traffic. Traffic officers especially in Yemen faced many problems during that week because many Yemenis do not follow the traffic rules everyday not only during this week.

One of the problems that the traffic officers faced is that people in Yemen want to use big cars and this why they waste a lot of petrol. Many parents permit their children to drive when their age does not allow them to have licences. Many cars move without numbers and this gives the drivers a good chance to make violations and then to run away. People who use the roads are also not aware of the traffic rules. There are no traffic lights in many of the roads. There are no officers in the streets. Most of the roads are not in a very good state.

People are allowed to destruct the roads without paying a fine. There are some schools that face the roads and it is very dangerous for the children. The traffic police only work during this week only.

There are many solutions that can be given to avoid these problems. The most important thing is that people should be aware of the traffic rules. Traffic officers should ask all the drivers to have numbers for their cars, they should be firm with people who make violations. The cars should also be limited especially in the crowded places. All drivers should have their licences with them. Traffic lights and passing lines should be available in order to avoid all these problems. People can use small cars. These are the problems and the solutions but the most important thing is to be aware of all the traffic rules and to understand them. Traffic officers should not only work during this week but they must work during the whole year, because the more we work the better we will be.

Paper 13

The Yemeni Traffic Week started in Yemen after the Yemeni re-unification. The traffic week is very important because it organises the movement and reduces the accidents and also to guide the citizens. There are a lot of accidents that happen everyday and every week. Also there are cars without number plates. The accidents always increase so most of the cars are destroyed and also some of the human beings die. There are no traffic lights. There are solutions for these problems. The first thing that the traffic man must do is to talk about the traffic week on the T.V. and to say why there is a traffic week. The traffic man must also stop the cars that do not have number plates, and take them to the traffic station. The drivers must not drive fast or they will make accidents.

Paper 14

The Traffic Week in Yemen was established in 1989. It is the third week. The traffic week teaches the people how to drive in the best way and how to avoid the accidents on the streets. In the traffic week one feels that the people are educated in how to use and follow the traffic rules. During the traffic week the policemen are spread all over the streets and at every traffic light to stop those who do not follow the traffic laws and rules. They catch the cars which do not have documents and road tax, these cars are taken to the police station to punish them and take the customs.

The problems that face traffic in Yemen are that drivers do not follow the traffic rules. The big cars which are used in Sana'a and the large cities, these cars are not necessary to be used in these cities. It is also not wise to let children under the

age of 20 to drive in that age, because they are able to commit accidents. The traffic men themselves should be educated to take money from the people.

The solutions are to set successful traffic rules which the drivers can follow. To educate the traffic police in order to show them how to apply the traffic rules. The traffic police must distribute these rules to the drivers so that they know them. If these things are done, the traffic in Yemen will be a successful and the people will be safe.

Paper 15

It is the second week after the re-unification of Yemen. The traffic department made its best in helping and guiding the people in avoiding mistakes either by the drivers or the passers. It was established in what used to be called South Yemen, but it is a good idea after the re-unification of our country. If we ask about the purpose of why we do this week. We know that the aim is to help the people follow the correct style in driving and to know the traffic rules.

There are many problems which we face in life. Many drivers drive crazily. Others do not know the traffic laws. In other words, they do not know where to park and where not to park, how they should take care of their cars. Also the streets in Yemen especially Sana'a are very narrow. There are not enough parking places. On other important problem is that people are not careful when they walk in the street they do not know when they should walk and when they should not. Sometimes you see a car coming fast and an old man or a boy or even a child cross the road without thinking and carelessly. They do not follow the signs of the traffic. Another problem is that people in Yemen prefer to use big cars because they want to feel proud.

The solution is that if we follow the traffic in driving or in walking many of the traffic accidents will not happen and people will be saved. A passer must walk carefully, slowly and should concentrate on both sides of the road. The government must control its cars and few cars only. The traffic officers should not take bribes from the people.

If we all work as one group the driver, the traffic officers and the people, and we thank the good dower and to punish the one who make mistakes by guiding or advising him, then we can have better traffic movements.

Paper 16

After the re-unification of Yemen the traffic week was established in 1991. They found out that it treats many of the major problems that are caused by the high speed. So it is considered the best way to reduce the number of accidents.

It is widely known that in any country there is the good and the bad driver. Bad drivers do not take care for the life of the people. This will lead to many accidents that are committed every day, and that cause lot of damage in the life and the property. On the other hand, there are little boys who drive some big cars. These boys are too young to control the car and they cause lots of accidents. The other problem is that there are people who like to gain a new model of cars every year.

The best solution from my own point of view is that the government should adopt a whole year for the traffic problems. The government should also take the cars that belong to the government and not to those who work in the ministries.

By applying the above solutions our country will have the best traffic rules in the world. We will also save the life of the people.

Paper 17

It seems that the Yemeni Traffic Week is a tradition in Yemen. This is the third Traffic Week after the re-unification of our homeland. It started on the 12th December 1992 and ended on 18th of the same month. In this week the traffic police show their power and capacity to solve and overcome the traffic problems.

There are different traffic problems in Yemen such as bribery which all traffic men take in our country in order to forgive all those who break the traffic rules. The traffic police are only available within the space of big cities, whereas many of the accidents take place on different high ways, and people die with no care or help. Young drivers is also another problem which we see and face every day, they cause many accidents. There are huge number of cars that move on the roads without number plates. These car that do not have numbers break the rules, and most of the traffic men can not do anything about these cars or arrest the drivers.

Therefore, I feel that these problems are in need of quick solutions. We need to have a daily traffic week around the whole country. The problem of bribery can be solved by giving the traffic police good salary. There should be traffic checks every hour especially on high ways. Police men can overcome any traffic problem by following the rules strictly for everyone whoever is he.

Finally, in my opinion it is better to have such a traffic week everyday and not only once a year.

Paper 18

The Traffic Week is performed once a year. It is sponsored by the Ministry of Interior. The traffic men in this

week guide the people and also organise the cars so that they move in a better conditions. Some of the drivers are careless, and some of them are young children because their fathers are rich and have big cars. There are also lots of accidents that lead to deaths, and there are a number of cars on the roads without numbers. This traffic week is a chance to guide the people and to stop the increasing number of accidents. All the drivers should be polite therefore they must follow the law and the regulations of the traffic.

Paper 19

The Ministry of Interior organises the traffic week every year. It starts on the 12th December and ends on the 19th December. Every country in the world does like this week. This week is very important to the drivers and for the other people. There are three times that the traffic week was done after the re-unification. In this week the Ministry of Interior tries to give a lot of information about the traffic laws.

There are many accidents that happen everyday because the drivers do not understand the correct rules for driving. There are lots of cars in the cities. The traffic week is also organised to catch the drivers who do not have driving licences. The traffic men also catch the cars that do not have number plates. There are a number of drivers who violate the traffic laws. A large number of young boys drive the cars under the 18 years age.

We need all to help the traffic men. First of all people should follow the rules on the roads. The number of cars should be reduced especially those cars which are not used or are useless cars such as the expensive cars. People should have driving licences. Those who drive without licences should be punished. People should pay the road tax or otherwise their cars should not be allowed to move. Importing the cars should be organised. If people follow the traffic laws and these recommendations the accidents will be reduced in our streets.

Paper 20

The Yemeni Traffic Week is considered to be one week per year. This traffic week started from 12th December, 1992 and ended on the 18th December, 1992. During this period the traffic police did their best and dedicated their efforts. This week began after the re-unification that means it is the third week of traffic in the Republic of Yemen.

The problems which we face every day are the spread of bribery which all traffic men receive from the drivers in order to release them from their traffic violations. The common thing that you see in the streets is that very young children drive the cars. There are many drivers without licences which I think

their percentage is 90%. Here in Yemen we do not have traffic patrols on the high ways. There are no driving schools in our country. One of the main problems that we have here is that most of the cars go through the streets without number plates. Even if the police catch those cars there will be no respect in paying the fine.

The solution of these problems is to force the traffic law. The government must also give a reasonable salary to the traffic officers so as not to take bribery. They also need to employ experienced police men. If these things are considered I think we will live in peace, and we will be a civilised country.

Paper 21

The Yemeni Traffic Week has been established since 1990 after the re-unification of South and North Yemen. First of all, people can be given proper guidance, the number of cars can be reduced from entering the main cities, like the old city of Sana'a. Secondly, the other benefit of this week is to reduce the number of accidents caused or brought by careless drivers and finally to arrest who do not have licences, and cars that do not have number plates, and after that to reduce the number of fatal accidents. The traffic week would also give the people the proper guidance for crossing the roads. Drivers who violate the traffic regulations should be punished.

One of the responsibility of the traffic policemen in this week is not to allow big cars and lorries from entering the big cities during the day time. In this important and international day the traffic police usually catch the drivers who don't pay the road tax.

It is very important not to allow young boys to drive the cars in order to reduce the number of fatal accidents, and this is the responsibility of the traffic police. The people should follow the traffic rules in crossing the roads. In addition to the above mentioned things, cars in the country should be reduced in number. It is also important that all drivers should pay their road tax.

When all these things are followed then I think the number of accidents will be less and people will benefit from the traffic week.

Paper 22

Last week was the third term of the Yemeni Traffic Week. That week brought a lot of advantages for our society. The traffic office faced many problems during this week. Because most of the Yemenis do not follow the traffic rules. I think most of the Yemenis are not used to apply the traffic rules. For example, some fathers encourage their sons to drive their cars. Most drivers do not have licences. If a rich man

does not follow the law, the traffic police would not stop him. If a poor man does the same, the police will ask for bribes. To solve these problems we have to make traffic as and laws. People should have driving licence when they drive. When we apply these recommendations then we will be safe on the streets.

Paper 23

The Yemeni Traffic Week was established after the re-unification of Yemen. This week has many purposes in order to help and serve all citizens and all drivers. The duty of the traffic officer is to catch the cars without number plates. He is the man who organises the traffic movement in the cities and towns. He is the man who punishes those drivers who drive without driving licences. The traffic man also has a great role to reduce the accidents in our country. He guides all the people who drive and walk carelessly in the crowded streets. Furthermore, he is the man who punishes the drivers who do not pay the road tax to improve the economic condition of our country.

However, there are many problems that stand in front of them. Some of these problems are from the drivers and the other are from the careless walkers in the streets. There are many drivers who drive without driving licences, I think Yemen is the only country who has more drivers like that. Some of the drivers also do not pay any tax. Most families in Sana'a allow their very young children to drive big care in the main roads and this is why accidents always increase. Some of the citizens let their children play cycle or football in the main streets to get one of them killed in order to get some money for his life.

There are some solutions which we must follow in order to reduce the number of accidents. All drivers must have driving licences. Drivers must drive carefully in the main and crowded roads of all cities and towns. People who cross the roads must be careful in crossing the roads. Children must not play in the main streets. Large lorries must not enter the main roads during the day. Traffic officers must not take any money from the peoples.

If these solutions are followed I think the number of accidents will be lower than it is and money which is paid in the accidents will be paid in some other things to develop our country.

Paper 24

Driving cars and other means of transportation is of great importance. It needs great skill and a long experience, especially in towns and cities. In every country all over the

world governments give special attention to traffic because it is very close to human life. The Yemen traffic week has been announced for the first time in 1990 after the Yemeni Unification.

For the last two years Yemen has received great number of cars from the neighbouring countries after the Gulf crisis. This caused some traffic difficulties. Accidents took place in many streets especially the capital Sana'a. Many people got handicapped from these accidents. There are many reasons that cause these accidents. Some people allow their young children to drive cars in the main streets in the cities. The other reason is that there are great number of irresponsible drivers who do not pay attention to the crossing people, they do not pay attention to the traffic lights. They also do not follow the instructions of the traffic men.

To make less accidents and to have good drivers in Yemen the government, especially the traffic administration should establish firm traffic laws for those irresponsible drivers. Small children must not be allowed to drive the cars.

If drivers follow the traffic information, the Yemeni society will not face any problems caused by traffic accidents and people will cross the roads in great confidence.

Paper 25

The Yemeni traffic week was established two years ago. This traffic week is very good because it has good purposes. Most of the purposes in the week is organise the cars' movements in the streets, and to check the drivers who do not have licences, to look for the cars that do not have number plates. The traffic police also in this week guide the people for crossing the roads, and to reduce the number of accidents.

There are many problems which face the traffic man. Some drivers do not have licences. There are drivers who drive quickly. There are also increasing number of car accidents because of the increasing number of cars. Some drivers also do not pay the tax. The big cars use the same roads as the small cars. There are a number of accidents that are caused by young children who drive big cars.

The Yemeni traffic must face these problems with strong intentions. Drivers must follow the regulations and the laws. They should renew their licences and pay the road tax. The Yemeni traffic must not allow the big cars to use the same roads as the small cars. It should limit the speed in some of the streets and catch the drivers who do not follow this rule. There must be a certain age for driving in our country. The government must wide the streets.

With these solutions the Yemeni traffic will avoid the problems which it faces. But the traffic office must educate the

people to follow the rules. Finally, the traffic man must have a great knowledge of his work.

Paper 26

The Yemeni Traffic Week was applied in Yemen three years ago, Every year the traffic week starts on the 12th of December and finishes on the 18th of December. In this week the traffic police dedicate themselves to their work. They spend most of their time in the streets arranging and controlling the cars. If you see the streets during this week you will feel that the Yemeni drivers are very good drivers. They do not violate the rules and they are very polite with each other.

But when the traffic week finished things became bad once again. We saw many drivers violate the traffic rules. The concept of bribery is spread in the traffic police and the traffic administration. When the traffic man catches you, you only give him some money and he will let you go. The traffic police do not ask the driver if they have a licence for driving or not. Also we see very young children driving expensive cars.

The most unacceptable thing is that Government's care violate the traffic laws without any sense of responsibility, and if the traffic police wants to catch them they insult him. The most important problem we face these days are the cars without number plates.

I feel the government must be strict with all these cars that do not have number plates. The police been should stand in the road junctions not only in the afternoon but through out the whole day. The traffic officers must be strict with those young boys who drive cars without thinking about his father's job or his social position.

If the police men apply the traffic laws on the people without looking to the benefit that he will get or gain then everything will be alright.

Paper 27

The Yemeni traffic week was established in the reunified Yemen in 1990. It is established to indicate that the traffic officer is an important soldier on the streets to offer the guiding services and to try to limit the accidents. Moreover, the people can realise and know what has happened during the year in order to be warned.

Therefore, we have many problems, despite the fact that upper class people take this week as a fashion and as a vanity, when possessing new fashionable cars they feel proud and they drive very fast. There are also many people who buy illegal cars.

I felt very happy when hearing the decision that all cars must have the proper number plate. However, still we can see

so many cars like these along the streets. Also they can limit the number of accidents if they know the car.

It will be very helpful if these traffic officers work systematically for the whole year. Our national economy will increase because every driver has to pay his car's taxes and customs, people can walk and cross the streets peacefully, and the children can cross the streets to their schools or houses without feeling afraid of an accident. Also peoples' income will increase because there are no expensive cars. I wish to a good traffic movement in my country.

Paper 28

The Yemeni Traffic Week began in the South 20 years ago. But after unification it has been applied in the whole country. It started on the 12th of December 92. This week was the third week after the unification of Yemen. The Yemeni traffic week is a good work if it continues not only for one week. We want it always because it helps the drivers and the people and show them the process of movement during the week. When the Yemeni traffic week started we noticed that there was order in the movement. But after it finished everything returned as it was before.

There are many problems that happen on our streets. Young boys drive cars without any licence and make many accidents on the streets, and they are not punished. These young boys do not have any experience in driving, and there is no law that can punish them. There are narrow streets that cause more accidents. Some traffic men do not punish the drivers who make mistakes, they only take bribes from them. In the traffic lights you do not see traffic men with their motor cycles.

We must have traffic men on all the streets in order to control the traffic and the increasing number of cars. People should follow the rules and the laws. We must not allow big numbers of cars in the streets. Drivers must take a driving licence.

Paper 29

Last Week was the third term of the Yemeni Traffic Week. This week brought with it a lot of advantages to our society. But the traffic officers faced a lot of problems in that week because most of the Yemenis did not follow the traffic rules.

There are many problems that face the traffic officer in Yemen, some of the drivers do not have driving licences, and some of the drivers do not pay the road tax or they do not have insurance on their cars so when they have an accident, they

can not pay the fine or prepare the damage they have made. Sometimes the traffic officer catch young boys driving cars. Some drivers face problems in the narrow streets that are not suitable for driving.

Because of all the above problems the government has to prepare traffic lights that are broken. They must close the narrow streets and make them for the walkers only. More than anything else the traffic office must have tough rules and let all the people know those rules. People should know that when they violate the rules they must be punished.

If the traffic management, the traffic officer, the driver and the people follow the traffic rules and everyone, does his job well in that case the accidents will be less than now and the problems will be less for everyone, and our country will be better.

Paper 30

On the 12th December the Yemeni Traffic Week started and lasted for seven days. Traffic policemen spread all over the main cities in the Republic to do their duty. It is really a good thing to have a traffic week though it has been perhaps very short. Throughout this week the traffic authority tried its best to solve all the traffic faults and the difficulties that people encounter with traffic, but of course there remained so many unsolved problems that need to be solved.

Some of these problems are as follows. The motor ways in the cities are not wide enough for a reasonable number of cars to run along the streets, and this creates a problem of congestion everywhere. We can also find very young boys who are still minors for driving, some of them drive very big expensive cars. As they do not have licences to drive, they are ignorant of all traffic and pedestrian regulations. They may as a result of high speed run over or knock pedestrians walking on the safe side of the street. They may also as a result of their vanity and snobbishness sound their horns in a continuous stream. They may also violate the traffic regulations because most of the time their cars do not have number plates, unfortunately such regulations are not only broken by minors but also by adults who constantly do it knowingly and willingly.

We really feel very sorry when we see the traffic rules violated by some citizens. As a way of solving all these problems, I suggest the traffic administration in the Republic should decree very strict regulations against those who violate the rules or like to show themselves over the law. Drivers without licences their cars should be confiscated. Traffic administration should provide enough roads and streets with more traffic lights.

By applying the regulations and the rules very carefully, there is no doubt that our country will progress very rapidly and our troubles with the traffic problems will be very over.*

- * An Acceptable model showing the tight link between the internal connectedness ' cohesion ' and the global connectedness ' coherence ' all to serve the better comprehension of the text.

Paper 31

The Yemeni Traffic Week established 20 years ago in Aden and three years ago in the Republic of Yemen after the re-union of Yemen. It is found to help drivers, children and all people to avoid the accidents and the problems of vehicles' movement in the roads, especially the streets of the towns because of their narrowness.

Many of the drivers have many problems. They drive without licences and some of the people let their children who are below the legal age to drive their cars. Most of the Yemeni drivers do not have their papers when they drive their cars. Many of the drivers make many of the errors when they drive. They do not follow the traffic rules. They cross the road when the traffic light is red. Most drivers do not give the people the chance to cross the road from the zebra line. But the main problem is that most of the drivers drive very quickly, and this results in many of the accidents.

The administration of traffic in our country should forbid driving for children who are under 18, and to punish any driver driving without any licence. The traffic police should put traffic signs in every junction of the street. They should announce on radio, T.V, and newspapers so that people should know their *roles in the traffic*. They should put ambulances in each street to help the traffic police when an accident happens. *If drivers and people follow these instructions and the information in the traffic rules, they will save their vehicles and themselves.* The traffic policemen were found to help the people and introduce all these advantages for all, the drivers and the people. The drivers should not forget that they have children and so they must drive slowly especially in crowded streets and on dangerous roads.

Paper 32

The first week of the traffic week began in 1992 after the re-unification of Yemen. The traffic police had many duties to perform. They organised the movement of the cars, to catch the cars which did not have number plates, and they caught the drivers who do not have licences. They also stopped young

boys from driving the cars. The traffic police also guided the people in this important traffic week.

The main problem in Yemen is the increase of the number of cars. Many cars are without numbers, and there are many drivers who drive without numbers on their cars.

To solve these problems the traffic men should apply all the laws concerning the cars, and they should arrest all the drivers who do not have licences. They should also arrest all young boys who drive without they are allowed by the law. People should pay the tax when they buy a new car.

Finally, if all the traffic rules are applied strictly the number of accidents will reduce and the number of cars that do not have number plates will also be reduced.

Paper 33

The last week was the third term of the Yemeni Traffic Week. The week brought with it a lot of advantages for our society. The traffic officers faced many problems during this week because most of the Yemenis do not follow the traffic rules.

The people in Yemen face many traffic problems. First of all the big number of cars in the city which cause crowedness especially the big cars. Most of the Yemeni streets are narrow and this kind of big cars spend a lot of petrol. The other problem most of the Yemeni drivers do not understand the law and the traffic rules. For example, parking on the wrong side. There are also some young drivers. There are also a great number of mini buses in the capital Sana'a.

The traffic week is meant to solve some of these traffic problems. For example, those people who do not have licences should be arrested and sent to jail. Drivers who have not reached the legal driving age should be arrested by the police. The number of mini buses should not be allowed to increase. Families should not be allowed to own one or two cars only, because our streets are very small. The government must put a policeman in every road and to decrease the number of big cars. If these recommendations are applied then the traffic week will be successful.

Paper 34

The *Yemeni Traffic Week* began on the 12th of December. The traffic police made a very good job in this week. In Yemen there are lots of accidents.

In our country there are too many traffic problems. For examples, there are many cars in our country, and the our roads are very narrow. People in Yemen do not follow the law. You can see a number of very young children driving big cars

in the main streets of the capital Sana'a. There are not enough police on the roads to guide the people.

These problems can be solved by controlling the number of cars in our country. The roads must also be repaired. Families should not allow their young children to drive their cars. Finally, there must police on all the roads in order to apply the law.

When these solution will be made then our traffic in the roads will be better, and there will be less accidents.

Paper 35

This is the second week after Yemen was re-unified. In this week the traffic office helped the people to show them how to avoid traffic problems. The traffic week is a very good idea. I think the reason to have the traffic week is to show the people how to drive in the best way.

In our country we face many problems in traffic. We have a great number of crazy drivers, they drive with high speed without taking care about the people crossing the streets. The streets in Yemen are also very narrow, and we have some very big cars on our roads. The other important problem is many of the people crossing the roads are not careful. Most of the people misuse the government cars, you always find them on the roads all the time, even in the evenings with children and women in them going from one place to another. Most of the drivers do not follow the traffic signs.

The solutions to the problems that I have mentioned above is first drivers must be very careful in their driving. The people and the drivers must both be careful when driving or crossing the roads. There must a limit to the speed on the roads. The government should build very big roads for the big cars that we have. The traffic police should check the government cars. We must have good traffic laws and educate the people about them.

If the above solutions are considered. and we all work together. I think we can avoid the mistakes that all the people and the drivers do in their driving or crossing the roads.

Paper 36

The idea of the Traffic has been established in 1991, in the southern provinces it has been known since 1972. The week is the good result of the Yemeni re-unification. This week happens every year in December. It has a lot of importance in our country, because we have many traffic problems .

One of the main problems we face in our country is that many do not respect the traffic law, the traffic officer and the

traffic signs. Most of the drivers drive very fast on the roads. These drivers do not pay attention to the people who are crossing the roads. Many of the traffic men are used on taking bribes, if you give them money then they will let you go. Some parents allow their children to drive their cars.

Therefore, I will recommend that the traffic rules should be improved, all the traffic signs should be repaired. Drivers should drive slow on the roads and the highways. They should be careful when they see people crossing the roads, especially children, Those traffic men taking bribes should be punished and excused from his duty.

All what I have said above are the important solutions to some of the traffic problems that we have in Yemen. If we solve these problems then we can save our lives and property on the roads. We should always remember that we have families to go back to.

Paper 37

On the 12th December, 1992, the Yemeni Traffic Week began. This week usually stays for seven day. In this week the traffic police spread all over the Republic of Yemen organising the traffic, checking those who have no licences or those who have invalid ones. We saw the traffic officers on all the main streets in the capital Sana'a, but when the week was over we saw the same traffic problems once again.

In Yemen the traffic problems are many. One of the major problems we have is that the people in our country do not abide by the traffic rules, and you see them always violating these laws. Most of the wealthy families allow their children the use of their cars, these young children are very young and you see them driving big cars in the streets of Sana'a with high speed. There are a number of cars on the roads without number plates, and when the drivers of these cars violate the traffic rules, the traffic man can not arrest them because they are without numbers. I always see a traffic man taking bribes from the drivers, and then let those who violate the law leave.

From the above problems we see the importance of the traffic week. To solve these problems we must have proper traffic laws in our country. We all must follow the traffic rules in our country. Drivers must always drive carefully and abide by the speed limit. The wealthy families should stop giving their children the big cars to drive. Most important traffic police should stop the bad habit of taking bribes, and the government should punish those police men who take the bribes.

If we apply all the above conditions together, I think that all the problems in the traffic will be over.

Topic Four

Problems Facing Students in the English Departments College of Education Sana'a University

Paper One

All of us believe that Education is the foundation of any progress in this world. No doubt therefore teaching according to its importance is the holiest and the most honourable job.

First of all let us briefly talk about the English Language, its importance and how much attention has been given to teach it in our country. It has become a matter of fact that English is the most common and important language which we can deal with in any place of this world. More than three fourths of the computers are programmed in English, half of the books references and newspapers are published in English and nearly all the conferences are held between different countries are in English.

Now let us move on to the point of teaching English at the College of Education, Sana'a University and the problems that face the students in this Department. Students in this Department do not have their own halls or classrooms. They just keep moving and study in at least three faculties especially when they study the college requirement courses like Arabic, Islamic culture etc. The level of students in the English Department is too weak and not as expected. This is in fact caused by the weak teaching they had during their secondary and preparatory schools. These students though they have now become teachers of English they keep simply receiving information from their lecturers. In other words, they are almost forced to do what others want them to do. They are completely controlled and do not have enough chances to participate in the class. Moreover, when they leave their classes they do not practice the language at all. They really feel shy to do it and almost lack confidence. Something more is that even the basic facilities such as the language labs, books and other things are not available. The number of requirement courses is too much and it is given in Arabic. Students waste most of their time receiving their grants.

Now I will hopefully mention some of the solutions to the above problems that may help the students overcome all their problems. The government should pay greater attention to prepare and build enough halls and classrooms. All the students' problems must be considered by the English Department. The monthly grant should be always properly organised. The students should be given the chance to participate in the class, they should be encouraged by their teachers to do so. The number of requirement courses should be reduced especially the courses that are similar such as " Educational Yemeni System " and " Educational Planning."

Paper 2

The College of Education is the first college which was established in 1972. The question whether the previous headships of this Department were more successful than the present one, I would say "Yes". But the reason that our country is one of the underdeveloped countries. There is no financial source to enable the government solve the problems of our Department.

The students of the College face many problems because of that issue. We as students in the English Department have a lot of problems. For instance, we study in the Faculty of Law, we do not have a book shop for

the English Department in the College of Education, all the time we go to the photocopiers to photocopy sheets and booklets. Also the lack of native teachers. In fact, we have some good teachers now but most of them do not have the proper pronunciation of English. In addition, we do not have enough facilities to practice the language (language labs, audio visual aids). Moreover, there is no proper planning for the semester duration, so we find it difficult to gain the perfect understanding of our subjects.

We think all these problems can get away if there is a real planning for everything in the College of Education. Also to change the social view to the profession of teaching and the responsibility of the government to build a new building for the College. Students must be trained in using the language labs and the audio visual aids, in fact we blame the Department for not using the language labs. Our grants must be raised. Students should have all their books available before the beginning of the semester, and we need a book store in our college.

Paper 3

English Language is one of the most important languages which are spread all over the world. It is considered to be the language of the 20th century, it is the language of technology, science, and discoveries. In fact it is the most popular language in the whole world. In Yemen English Language is taught as a foreign language. Many private and public institutions are specialised in the teaching of the English Language.

In Sana'a University there is a College of Education, and this college has a department of English. In this Department students have to be qualified with certain abilities to speak and write different sentences in English. Of course they should pass an examination. However, most of the students who join the College of Education are faced with different problems. They do not have enough facilities in their subjects, most of them are shy in communication in the class and outside it. The Department does not have the proper English teachers.

It is obvious that if we need good students, then they should work hard and try to involve themselves to get contact with the speakers of the language, especially native speakers. The students should overcome their shyness, and this can happen if they have confidence to speak as much as they can in English. Only by good staff in the Department that students can solve these problems.*

* The first paragraph was not adequately and convincingly linked with the other two paragraphs. This has affected the second and the third paragraphs, the subject has not offered much concerning the problems and their solutions in the English Department.

Paper 4

Sana'a University consists of many colleges. The faculty of Education is one of them. This faculty consists of eight departments. Many of the students join the English Department to solve the government's problems in the lack of teachers.

In this Department there are some problems that face the students. The disorder of the timetable, students do not know when the term begins and when it finishes. They do not know about their exams. The lack of English teachers in this college, we depend on teachers from India or incompetent Yemeni teachers. The books are not available to the students, the only way to have a book is by photocopying. Students do not have the ability to pronounce some of the English words because there is no listening lab. There is a shortage in the use of audio visual aids. These problems do not help the student to improve in his learning.

To solve the above problems we must have good English teachers, especially native speakers. The timetable must be organised properly before the beginning of the semester. All the books which the students need must be available in the Department. We must have a building for the College of Education like any other college in the university. Students should speak in English in order to improve their level, because they are going to be English teachers.

Paper 5

There are many problems facing students in the English Department at Sana'a University.

Some of these problems are for example, there are no language labs so that students can practice their language and speak as a native speaker. The important problem which face the students of the Faculty of Education is there is no Faculty of Education, there is no building, the students study at the Faculty of law, and that faculty itself is very crowded, we do not find the rooms to study or sometimes we don't find the chairs to sit on. The third problem is that there are too many faculty requirements such as Arabic, Educational system and others. They make the students confused. The student does not know whether to concentrate on the Arabic subjects or the English subjects. The next problem is the books, the original copy of the book is rare to find, so the students have to photocopy them, sometimes they have to photocopy the whole book. There is no practice for the students to speak English, teachers do not force the students to speak English in order to practice their spoken language. The students in the English Department have many literary subjects such as novels, dramas and poetry, and nobody concentrates on spoken, writing, reading and listening skills.

In my opinion to find solutions for all the above problems the government must build a faculty of Education that should include all the facilities that we need in the college like language labs, chairs and other necessary things.

Paper 6

The faculty of education at Sana'a University is considered to be from the first colleges which was established in the university. But this college suffers from many problems. The Department must provide all the things that we need.

One of the main problems that we face is the reference books, we are used to go to the faculty library to search for a reference, but we do not always find it. If we find the reference then the copies are not enough for all the students to use. The students want the Faculty of Education to bring them all the references that they need. We don't have the language lab that will guide us to improve our pronunciation. We need a lot of practice in the spoken language. The administration must bring modern equipments to cover the needs of a larger number of the students. The course itself is not suitable for the students in this department. The course does not serve anything, I think the head of the Department must select proper courses for the students.

In order to solve the above problems I recommend that we must have enough books in the library, and that we use the language lab in order to practice spoken language. The Department should prepare a new syllabus for the students studying English. The government should also build a new faculty building for the students.

Paper 7

Students in the English Department of the Faculty of Education are facing many problems. They have suffered from these problems for a long time. First of all the building for the faculty is not built yet, so the students should go to different faculties to study such as the Faculty of Arts, Science and Law. Second, there is no language lab for the spoken English class. Third, there is no native speaker that will improve the spoken language of the students. Books are not available we do not have enough practice in the class. The last problem we face is that we have many literary subjects. I think to solve these problems the government must build a building for the Faculty of Education. We must have good teachers with clear accent as the native speakers. The Department should decrease the number of the requirement courses. They need to bring all the useful books for the students, and the teachers should force the students to practice their language.

Paper 8

The big problem that usually lead to the smaller problems is the social view towards the profession of teaching in Yemen. They give the teacher no proper social view. This look leads to more problems which the students in the Faculty of Education face in their study at this college.

The first one is the building, all of Sana'a university's faculties have new and modern buildings except the Faculty of Education which leave its students without any building. The second problem is the lab in the English Department. There is no lab to help us to receive the proper pronunciation easily. The third problem is the books, the students of the English Department can not find the books they want easily. Most of them have to copy them. The time of the term is limited. The time of our studying is not more than two terms, so the students face the final exam quickly without enough studying and revising what they have learnt in the semester.

The solutions that must be taken to solve these problems are as follows. There must be a new and a large building for the faculty so that we bring all the students together. The Ministry of Higher Education must give this view great attention. The Ministry of Finance must raise the budget for the English Department so that we can buy language labs and books for the students. The plan of the faculty is not perfect, the number of students who join the faculty *must not be in large numbers* they should be in few numbers. Each class must not be more than 50 students, so that *they can study better*.

Paper 9

All of us believe that education is the foundation of any progress in this world. No doubt therefore teaching according to its importance is the holiest and the most honourable profession in the world. First of all let us briefly talk about the English Language, its importance and how much attention has been given to teach it in our country. It has become a matter of fact that English is the most common and important language which we can deal with in any place of this world. More than half of the computers are programmed in English, three fourths of the books, references and newspapers are published in English, and nearly all the conferences held in different countries are in English.

However, in the English Department there are problems that face the education of the students. One of the main problems is the building where he can study without moving from one place to another. The other problem is the lack of native teachers, because they will help the students avoid the mistakes in their pronunciation. The language labs are not available in the college so that the students can practice their spoken English. Books and handouts are not available for the students, so they must photocopy the books.

In order to avoid all these problems, the government should build a building for the College of Education, the government should also raise the financial sources for the College of Education, in order that it can solve its problems.

If everything is solved for the students in the English Department, then they will be competent teachers in the future.

Paper 10

The problems that the students in the English Department, College of Education, Sana'a University are as follows.

The first problem is that there is no building for the students of the English Department, so they do not have classes, chairs, library and book shop. The students in the English Department do not have language labs or some other facilities that can help them practice their language. The other problem that face the students is the teachers. Teachers are not native speakers, also the of accent of the teacher can be another problem. There are so many faculty requirements which could be also a great problem for most of the students, in spite that most of the requirement courses are not needed by the students in this department. They only disturb the students. Another problem, the subjects in this department are not suitable for the

students, most of these subjects are literary subjects. Books are also a problem when they are not available. The students can also be a problem themselves because they do not practice in the classroom using the English Language, also there is not much use of English outside the classroom.

We can solve most of these problems by finding a building for the students. Finding all the facilities which can help the students. To reduce the faculty requirements. Teachers should also be aware of the needs of their students, and they should try their best to solve the problems faced by the students. Teachers should give the students the chance to practice and participate in the classroom using the English Language.

Paper 11

As a developed country Yemen faces certain problems which are related in general to the improvement of the Yemeni society such as the population explosion, economic condition, in particular education in Sana'a University, and to be more exact the College of Education, English Department. I concentrate on the major problems facing Yemeni students who learn English as a second Language.

First of all the lack of English native speakers teachers. This means that the students can not have the correct pronunciation, he only has the language of the dictionary. We come to know that his accent is very bad, and we know that students in the second year do not have the speaking ability. Although he acquires a lot of vocabulary but he can not use them properly. Therefore, there is misuse of English grammar in his writing or speaking. Moreover, there is lack of using the listening skill aids, although they are available in the English Department. Some of the students are used to be taught and they do not like to learn by themselves. There are a lot of requirement subjects during these four years, from my point of view these requirement courses become useless after graduation.

We can solve the above problems when we have a building for the Faculty of Education like any other faculty in the University of Sana'a. Teachers in the English Department must have good accent so that the students can understand them correctly. The department must establish a book shop for the students to buy the references they need. We must practice the English Language inside the classroom with each other.

Finally, I say that if the above solutions are considered by the department, then there will be an improvement in our education in the English Department.

Paper 12

Being a fourth year student in the English Department, Faculty of Education, I have faced many problems. These problems are considered to be the problems of all students in the English Department.

The major problem is that we do not have a building for our own faculty. We are spread over in many faculties. For us as English specialists, we need to have native speakers or at least teachers whose accents are similar to those of native speakers. What I mean to say, is that the teacher should properly pronounce the words. We also need to practice listening

and to use this skill but unfortunately the language lab is not available. I believe that we have a lot of faculty requirements, subjects that are not helpful to us at all. We do four parts of the psychology course, two parts in the visual aids, and many other requirements. For instance, last semester we had five requirement courses and only four specialist subjects, English books are available neither in the Department nor in the main library.

These problems can be solved by building the Faculty of Education, and by having all the facilities which the faculty requires such as chairs, desks, language lab. The faculty requirements can be reduced, and the students need to be consulted in order to solve these problems.*

* An acceptable model reflecting the problems faced by the students and the means of solving them. The text has been classified on the levels of 'Situation Problem Solution' in the Problem/Solution scheme if the information provided in each paragraph is classified accordingly.

Paper 13

Most of the students in the world study English because it is an international language. The students in the English Department know the international use of this language, they communicate with other people from different countries using this language.

The students in the English Department find many problems in studying this language. One of the problems is that they do not have sufficient books in the book shop. They need to sometimes photo copy the whole book. The courses that are taught are more theoretical than practical. Most of the College and University requirements are taught in Arabic.

The solutions to the above problems is first to get better accommodation and better grants, because they only receive 950 rials waiting for it for a long time under the sun. The students in the English Department must be well treated by the College administration when the results are announced.*

* The first paragraph was not adequately and convincingly linked with the other two paragraphs. This has affected the second and the third paragraphs, the subject has not offered much concerning the problems and their solutions in the English Department.

Paper 14

The Yemeni society considers education very important, because *education changes everything* in the society. It improves the society, and by education we can see that the *economy of the country changes to the best*. The Yemeni society considers that education is the best thing for developing our country. The Faculty of Education has many departments. The English Department is part of this faculty. We have the English Department because we need many English teachers in our country.

But there are some problems facing the students in the English Department. The first thing is that the building is not available, the students sometimes can not find a room to study because they are full of students.

Also the language labs are not available. The other problem is the lack of books, sometimes the students get the books at the end of the term.

There are solutions for these problems. The government must build a new building for the students. It must bring the language labs for the students. It should also build a library and bring all the books that the students need.

It is only the government that can solve these problems if it considers that education is part for the development of this country.

Paper 15

The students in the English Department face a lot of problems in their study. These problems are as follows.

The first problem is about the curriculum itself. When we study a course usually we do not finish it, we only finish half of the course. Sometimes we only have one course but I think we need to have more than one. The other problem with the curriculum is the lack of books, we do not find the books, and we always must photocopy them. The second problem is about the language labs. I do not remember that I have used any language lab to make my pronunciation better. The third problem is that teachers must consider the students when they teach a subject, because some of these subjects are not useful for the students of the English Department.

I think the solutions are as follows. The Faculty of education must buy new books and build a big book shop. Second, the Department should select some of its staff to put a new curriculum. The university administration must make sure of the length of the term period, and to see if the teachers really finish their curriculum. The University should buy a language lab for the students to practice their English. I am sure that when all these solutions are applied, then we can see some improvement in the English Department.

Paper 16

The University of Sana'a was build in 1970. It has many problems that face the students in all its colleges. But I can say that most the problems are in the College of Education. We do not have any building till now and the number of the students is always increasing.

The English Department as part of the College of Education has its own sufferings and problems. One of the problems is that most of the teachers are not serious, they give the students the chance to cheat in exams. This reflects itself on the level of the students, they do not work hard because they depend on cheating. Some teachers are not qualified to teach and are brought to the wrong place. They do not give the students a chance of interaction in the class, they treat the students as audiences in the theatre. Students are always listeners in the lectures, so they cannot talk in English. They face a lot of problems when they try to talk to a native speaker. They find it difficult to make sentence that are grammatically correct. The language lab in the College of Education is not used, so the students cannot pronounce most of their words. The lack of reference books. The students

face many difficulties in finding the book which they need, if they find them then they are very expensive. There is no proper timetable and syllabus in the English Department, students lose most of their time in studying useless subjects.

It is possible to find some solutions for the above problems. Teachers must be qualified and take their work seriously. The students must be given the chance to work and practice their language both in writing and speaking inside the classroom. The students must have all the books they need. Finally, the Department of English should have another curriculum that will help in the progress of the students, if these solutions are applied then the students will get better education.

Paper 17

The students want to study English because they like it. But when they join the English Department they find a wide gap between the syllabus of the secondary schools and the syllabus applied in the English Department. Moreover their level is not good to enable them join the English Department.

In the English Department we face so many problems which I cannot count. Some of these problems may be concerned with the syllabus, the building, the teachers and the other facilities. Let us begin with the problem of the students themselves. When we are in the classroom we never speak we just go on receiving English, and when we leave the class we speak, in Arabic. The courses we have are more theoretical than practical. The other most important problem is that we have a language lab but we never ever use it. The books if we don't buy them before the beginning of the semester, we will not be able to buy them at all. The classes are always over crowded, that is if we find a class free. In addition, we do not have the proper building for our college. Some of the Yemeni teachers do not have the background to teach in the college, they think that the students should have their level. Our grants also create some problem for us, we must lose a lecture or two in order to receive it.

I think the only solution for these problems is to put the suitable person in the suitable place.

Paper 18

In the English Department there are countless problems. These problems are as follows.

The first and the important one is the entrance exam, this exam is very easy. The other problems are the building, books, teachers. We do not have a building for the College of Education, we must change our study always, some of our classes are in the faculty of commerce, some in the faculty of arts and the rest in the faculty of law. We do not find the books we want, so we must photo copy them. We don't understand the accent and the pronunciation of some of the teachers.

The solutions are the students who are going to study in this Department should have some idea about the English Language. The entrance exam itself should be prepared for those who know little English.

Students should not cheat in this exam. There must be a building for the students of the College of Education. The English Department should make all the books available even to photo copy them. Finally, all the teachers must be qualified in the teaching of English.

If the Department can solve these problems well, then I think the students will be able to study properly and progress more.

Paper 19

We come to study in the English Department because English is an international language. But in this Department there are lots of problems that stop the students from showing good results.

The students in the English Department do not have native teachers, therefore their teachers don't have proper and clear accent, and because of that students are not good in English and their pronunciation is weak. The students do not have a language lab to practice English. The teacher does not force them to practice English in the classroom. Books are not available. There are no facilities, students sometimes don't got chairs, so they have to go round the classes to find chairs and then to carry them to their class. The other problem is that there are many faculty requirement courses and literary subjects.

Because of all the above problems the government must build a faculty of education, it should have all the facilities that the students need, such as chairs, books, desks, language labs. The teachers who teach in the English Department should not be a native speaker but least he should be clear in his accent and pronunciation, so that the students can understand them clearly. The teachers in the English Department must help the students to practice what they learn in the class in order that they become good in their English with less mistakes in their pronunciation.

I am sure if the above solutions are applied then the level of the students will be much better.

Paper 20

Education in Yemen occupies a very high position in the society, but the profession of teaching does not enjoy the same importance and respect as education in general does. Teachers are more or less neglected from the other cadres of the society. This is very clear in the low importance both the society and the government give to the Faculty of Education. Students in the 4th Year of their English studies suffer too much from a number of problems that we face in our Department. These problems conduce with other factors and everything becomes very hard to overcome.

Since the establishment of our faculty in 1970 we have not been able to have our own independent building. We got accustomed to share others in their own faculties. As a result, of this students do not feel secured or settled because they have to keep on running from one building to another, and that in itself affects their studies. Another problem which has been annoying us for long has been the lack of books and handouts that are necessary for students to study. It is difficult for a student to find the books and references he wants, and if he finds them, it is too difficult for him to

afford, for they are often very expensive. As we do not have our own building therefore we do not have some other important facilities that should be available for any English Department. We need to listen to authentic English in the language lab, we need to watch films on videos, and to use some audio visual aids. Sometimes particularly on the exam days we go to the central library to study, but we find it closed, so we run to our library in the faculty to find it also closed. Most students therefore find a quiet place to sit down and study. Another point that I would like finally to mention is the duration of the semester in the faculty, the semesters are too short for the students to give or show effective results, knowledge and experience in their specialization.

As we face lots of problems in our department that hinders our progress we recommend that the government should give more attention to this poor department in particular. The government should bear the responsibility of building a new building for the students of this faculty. It should provide all the necessary facilities such as labs, audio-visual aids, a good library, etc. for the students so that they are not in need of others. The Government should increase the budget for the Faculty of Education in general. Only then our Department can buy new books and provide the other necessary things. The University should establish a special book shop for the students of the English studies. Finally, I will ask the Department to review the timetable and the syllabus to improve the students standard.

What I have said above is a quick glance of the obstacles and problems that we face in the English Department and how to tackle them so as to overcome these problems.*

* An acceptable sample of a well planned text, where both the cohesive and the cohering worlds of the text have been bounded in an acceptable way to assist in delivering the intended meaning.

Paper 21

Students are the future of this country. We must aid them in order that they can be better. But in the College of Education, Sana'a University many of the students face many problems

The students of the English Department are part of the College of Education, one main problem for these students is that they do not have a faculty building. The second problem is that there is no language lab in this Department, because of this problem I do not have enough practice in my spoken English. The third problem is that the teachers in the English Department are not native speakers sometimes I don't understand what they say in the classroom. The fourth problems, the teachers do not allow the students to practice in the classroom. The last problem is the books, the books are not available in the English Department.

The solutions for these problems is that first the government must build a Faculty of Education with all the facilities. Teachers should have good pronunciation and accent like a native speaker, and they must force the students to practice inside and outside the classroom. The Department

must bring a photo copier so that the students can photocopy the books that are not in the library.

Paper 22

After finishing my national teaching service, I was much enthusiastic to be an English teacher. I registered my name and after attending the entrance exam, I passed. The question whether the previous leadership of this department was more successful than the present one, one may reply and say yes. But the reason is that our country is one of the third world countries, which is poor. There are no financial sources to help the government solve all the problems that we face, particularly the problems in the Faculty of Education.

Let us consider the major problems facing English specialists. The first one which reflects that there has been no planning when they accepted students to study when there is no building to study. We take some of our studies at the Faculty of Law till it closes. The most pressing ones are the *unavailability of language labs*. Students also suffer from their pronunciation. Students can not buy their books as some other students do. Also we suffer from the pronunciation, there are no native speakers to teach us, nor students can be sent to English countries. I can see so many audio-visual aids in the Department but I have never seen any doctor using these aids since the British teachers travelled, and I do not know the reason why. If one tends to ask to find the reason he will be laughed at, because of some teachers who rule the Department as they like. But I respect some other doctors who I feel are successful in their work.

We are hopeful and looking forward to hearing that the new elected government will change the present system as a whole. Students must be asked to choose their majors according to their needs. The university should build new buildings, and it should be given more money by the leadership of our country. Students should be sent to other countries to improve their level. There should also be a number of language labs so that the students can practice their spoken language.

Paper 23

If we really want to talk about the problems in the English Department we will need a whole book.

The first problem that we face is the books, we do not have enough books. We have always been complains of this problem. We always depend on photocopy the books that we need. There are many courses that we study that are not useful to our study. For instance, we study poetry for two academic years, and at the time the book is not available. In our department there is no language lab that will help us improve our pronunciation. Most of the time we depend on the teachers in the classroom, we do not participate in the lecture. Finally, our timetable is not well organized and usually the semester is short.

We must therefore do our best to solve these problems, the department should make all the books available in a long time before the semester starts. Our syllabus should be on courses that will teach how to be

English teachers. The students must participate in the classroom, they should not only be listeners. I am sure that our department can solve all these problems in order that the students can speak better English.

Paper 24

The English Department is one of the department in the College of Education, our department suffers from negligence as any other department, and it also has its own problems. These problems are not major problems to overcome, but because we do not pay attention to these problems they continue to remain.

One of these problems is the building that the faculty does not have. Besides, the old building has become very small and cannot accommodate the big number of students. The other problem is the lack of books, the books are not available as they should be, so it becomes a real problem for the students to get the necessary copy. The Departmental headship does not seem to know when the term begins and when it finishes.

The problem can be solved first with the help of the government in funding our faculty, and then it becomes the responsibility of the university officials and our Department to solve such problems. However, I must say that the books must be available from the beginning of the term. Language labs are necessary for the English Department since they help the students improve their spoken English. Finally, I will say that students must be given the chance to work in the classroom, they should not only be the listeners to someone doing the whole talking. These are the problems and their solutions in general.*

* An acceptable example of writing a reasonable cohesive and coherent text based on the tight relation between them.

Paper 25

English language is very important in the world because it is the language of technology, medicine, computer and all the sciences. So the students should study it to know the science of other nations and the literature of other people. If we examine the English level in the Yemeni schools, we will find that the students are very weak in this subject. This weakness is because of the English teachers. The teachers have no experience, they are not Yemeni so they do not have any national sense. When the students enter the English Department their background is very weak in English so they face many difficulties in this department.

There are many problems facing the students in this Department. The main problem is that the students use English in the classroom. The other problem most the teachers use the grammar translation method in their teaching. They translate every word to the students. In the College of Education the students have poor facilities, they do not have a language lab, the books that they need, and the most important they do not have a faculty. The students use the rooms in some other faculties. Most of the students feel that they are treated like small children, the Department refuses to give and take with the students, they do not like to discuss any idea with them.

All the requirement courses in the English Department are in Arabia, so we do not gain anything from them.

The Faculty of Education must give the solutions for all these problems. They must build a new building for the students in the College of Education. They must bring all the books that the students will need. They should repair the old language lab so that the students can practice their English. The college requirement courses must be in English. The Department of English should have extra lectures in spoken English for the students to practice more.

Finally, I hope the Department study the problems we face and give them the proper solutions. *

* The first paragraph was not adequately and convincingly linked with the other two paragraphs. This has affected the second and the third paragraphs.

Paper 26

The College of Education is one of the other colleges in the University of Sana'a. I have been a student in this college for four years. I faced as any other student some problems in our Department.

The building at first, the College of Education does not have a new building, students have to go from one college to another, and from one hall to another, between the College of Law, the old building of the College of Education, and the College of Arts. There are not enough books for students to study. Most of our books which we use are in the form of handouts and we always have to photocopy them. Furthermore, some of the subjects are very boring, and some are even useless for an English course, they do not help in the study of English. The teachers who teach English come from different countries. Some of them do not have the ability to be good teachers, they come to the class and start talking, and the students have to listen. The students do not have enough practice in the classroom. English has different skills such as reading, writing, and speaking. All what we have to do is to learn by heart to pass the exams. One other problem that we face is the timetable, they change the timetable from day to day. There is no clear timetable that we all know.

I can say that all these problems will remain in the faculty for a long time. But if we want to save ourselves from these problems, we should review them and try to solve them. This will be done with the help of good people who know their work.

I think when solve all the above problems then we can see some progress in our Department, and the students will reflect better levels in their studies.

Paper 27

There are many problems in the College of Education, Sana'a University. These problems are as I am listing them here.

One of the problems is that there are no native speakers teaching in the College of Education. We have many requirement courses. The teachers

do not force us to practice our language. Books are not available in the English Department. We study a lot of literary subjects, and we do not concentrate on the language subjects. There is no language lab where we can practice our spoken language.

To solve these problems the government has to build a Faculty of Education including all the facilities that the faculty needs. It is not necessary to be a native speaker but at least the teacher's accent should be clear and similar to the native speaker. The teachers should force the students to practice in the class and outside. The teacher has to use visual aids to make the subject easy and to let them watch television of some English topics. It is good for the English Department to have a library. The teacher should correct any answer about the subject because that helps the students to understand it. Every class should have its own chairs and students. To make students understand very well the class should not be very crowded. The Government should give scholarships to study in Britain for some months. I think the faculty requirements are not important for students of the English Department.

Paper 28

English is the first language in the world. It is very important for every one. Nowadays English dominates everything in life. It is the language of science, commerce, medicine and communication. Therefore, English is studied in every country, but in every country there are some different problems. Because we are part of this world, we must study English to communicate with others. Some of these problems are in the English Department.

Most of the students leave school with a passive control, because they are not given enough practice in English to communicate, this makes the students speak English only in the class. They want to activate them with more practice. This also makes students weak until they come to the university. Some students fear to speak English. In Sana'a University there are no facilities to the students in their English studies. We need labs, books and buildings and more facilities. All the requirement courses are in Arabic, and this leads to some confusion between the English and the Arabic Languages. The students' affairs departments not organized, some of our results are lost.

I think that the main responsibility for all these problems depend on the English Department. If the Department wants to solve these problems, then they can do so. If the problems are left like they are, then they will continue to go on like this, and our level will not improve at all.

Paper 29

English is considered to be the most important language that one use and need in any part of the world. We learn English to be teachers in the near future. We joined this Department because we know that in our country English teachers are not equal to the number of schools that we have. In other words, our country needs more English teachers. But there are some

problems that the students face in the English Department, College of Education Sana'a University.

The first problem that the students face in the English Department is the language itself, they come to this Department without any good foundation in English, so the first class becomes a shock to them, they do not understand anything but later on they become familiar with their classes and their teachers. The second problem the books are not available, and the students spend a lot of time and money on photocopying the teacher's book. The students of the English Department receive information in the classroom, but they do not apply the information into practice. There is no language lab in the Department, so how can we learn spoken English. The last problem that the students in the English Department face is the large number of requirement courses, I think the number of requirement courses is more than the English subjects.

To solve the above problems the university must open a book shop for the students so that they can buy the books they need. They must build a number of language labs in the Department. The teacher must give the students the chance to choose the subjects that he wants to study. Finally, the government should build a new faculty building for the College of Education.

Paper 30

The Department of English in Sana'a University in the Faculty of Education has a great importance in the life of the Yemeni people. This department supplies the Yemeni schools with the English teachers which they need. But this Department is facing many problems and a lot of difficulties.

These problems are the lack of books, shortage in audio visual aids, the disorder in the timetable which confuses most of the students, the huge number of requirement courses which are useless in life, these requirements make the students only busy in the classroom. Also the lack of experience with some of the teachers, some of the teachers do not have a good way to teach, so they do not benefit from the teachers.

I think it is the doctors in the department who can solve the problems we are suffering in our studies. Because when they solve these problems the students can study better.

Paper 31

The Yemeni society looks at the teacher as something not important like the other specializations in the University of Sana'a. They think that those students who study at the Faculty of Education are weak students. Because of this wrong view we face many problems.

We the students of English carry the same problems like any department in the College. The first problem that face the students is that there is no building for use. The students study some subjects in the Faculty of law and some of them in the Faculty of Education. The classes of the English Department are in the Faculty of Law and the Department itself is in the Faculty of Education. The second problem is the English books. There

are no books and if we want to buy a book we should go to the book store in the College of Arts. Sometimes we find the book and sometimes we do not find it. If we find the book, it is very expensive, but if we do not find the book, we must photocopy the teacher's book. The third problem is the teacher. Some teachers do not have enough experience to teach especially in our department. Some teachers come from outside Yemen. These teachers do not pronounce the words correctly and this will affect us. English students should have labs to speak and listen to English. But in our department there is no lab at all. There is no library that we can go to. Finally, the semester is very short, and we do not have enough material to be good teachers.

I will suggest some solutions to solve these problems. If the government wants to get good teachers to develop our country. It should build a new large building and give more attention to the Faculty of Education. The English Department should be an independent section, it should have a book store and the books should be available in low prices. The doctors should have enough experience. The students should use language labs and audio visual aids to help the students understand better. The period of studying must be longer and the exams should be easier.

Paper 32

We as human beings are very different from any other living beings. The difference is in using the language. We use language to communicate with each others, it is the vehicle of communication. We express our ideas, feelings and emotions through language. We do not use language mainly for these concepts, we can also use it to persuade, negotiate etc. I am sure that it is difficult for anyone who wants to learn a language especially as a second language. For us as Yemeni students we learn English as part of a curriculum fixed by the Ministry of Education at the preparatory and secondary schools. Later when we joined the University of Sana'a, Faculty of Education, English Department we found that all what we have studied at that time was nothing beside the subjects in this department. It doesn't mean that we now have overcome all the problems that we had earlier.

Now let us shed light on the problems which face the students in the English Department. No one can deny that we face many problems. As we all know that we study here the theory and not the practical. Most of the books are not available in the Department. We suffer from the dictatorship of the department. All the requirement courses are in Arabic and that doesn't serve us in learning English. Distributing the students grants on time make the students spend most of their time standing at the door of the administration building. But from my point of view the biggest problem facing the students is that they feel shy most of the time in the classroom. They refuse to speak in English in order not to make mistakes.

We can only overcome all these problems if we keep them in mind all the time. The duty of the department is to ease the students procedures. The university officials must provide all the needs of the students such as the language lab, native speakers, organizing the distribution of the students' grants, and to have all the books available for the students before the semester begins.

Paper 33

There are about ten departments in the College of Education at Sana'a University. The English Department is one of them. The English specialization is very important because there are few English teachers in Yemen. But this department faces many problems.

The main problem which face all departments in the College of Education is the building. The students in the English Department move from one college to another, and from one building to another, sometimes they do not find empty classes. The other important problem is the books. There aren't enough books in the English Department, most of the students photocopy the books they need. The other main problem that I faced is the timetables. Some of the students have courses from last year, when they start the new year they find clash with the other courses they do. Nowadays, students do not use the language labs that we have in the department. The students in this department study ten hours more than the students in the other departments, but most of the courses are either university or college requirement courses, and they are all in Arabic.

To solve the problems the government must try to build a new building for the College of Education. The English Department must buy enough books before the beginning of the years. We must use the English lab for practising the spoken English. The timetable in the English Department should be organized so that there is no clash between the classes.

I think that if the above solutions are considered then we will show good results in our study of the English Language.

Paper 34

Yemeni students in the Faculty of Education, Sana'a University face a lot of problems. These problems made them unable to practice the English Language in their life, and it made them unable to speak the English Language very well.

Some of the problems that students face in the Faculty of Education are, first there is no building for the students of this college, so the students go to other colleges for the classes. There is no language lab in the college, so the students can not speak the English Language clearly. There are no native speakers in the Department to teach the literary and other courses in a clear way, I mean that their pronunciation is not clear, so the students can not understand them. The other problem is the faculty requirement courses, these courses are too much and we spend a lot of time to read these subjects, and at the time we want to read our English subjects. There is no practice of the language during the class.

The solutions for these problems are important to help the students in the Faculty of Education to have a good level in English. So the government must build a Faculty of Education for all the students in this college, the new faculty should include all the facilities that the students need, for example, chairs, books, teachers, language labs etc. The teachers in the English Department should not necessary be native speakers but at least their accent should be clear and similar to a native speakers, so that the students can understand the English Language in a better way.

There are also many other solutions but I have these now. Finally, I do not mean that the College of Education is too bad, only we want from those who run it to try and put it in a good position.

Paper 35

In this short composition I would like to specify some of the problems that the students of the English Department face, These problems are as I understand them.

The major problem is that the semesters are too short and the students aren't able to cover all the subjects. The other problem is that students always depend on handouts which cost them a lot of money, sometimes the books are not available. The disorder in the timetable is another problem, the students always face confusion and can not prepare themselves with that changing. There are a lot of requirement subjects, these subjects are useless, students spend a lot of time studying them instead of their own specialist courses. The lack of experience of some teachers, specially Yemeni teachers who teach some requirement subjects and can not link them with the practical subjects.

According to my opinion the above problems can be solved by allowing the students to study English subjects only instead of forcing them to study the useless requirement subjects. The Department should design a special English curriculum for this department, instead of depending on handouts. The Department should solve the disorder in the timetable to reduce the confusion that usually takes place among the students.

Paper 36

No doubt that English is the most important language which people use all over the world. Nowadays most of the people feel that it is a must to know about the English Language to have a better job. Besides, it is the scientific and commercial language. Of course, it is also the language of computers. If we take into account all the above mentioned facts we will realise the reasons behind making the students study English. About 75 students are accepted in the English Department every year to study the English Language. They come full of enthusiasm for the education and the knowledge. Unfortunately they are shocked in the first year. Because their foundation about English is not sufficient to enable them to be good English students.

When students come to the University of Sana'a they face many problems, these problems are

- a. Dictatorship of the English Department
- b. The role of the English Society is absent
- a. There is no building for the Faculty of Education
- d. Students loose the time receiving their grants
- e. All the requirement subjects are in Arabic. Moreover, most of them are needless and useless,
- f. The English course is more theoretical than practical.

The problems are too much but I will suggest some solutions based on my experience for about four years in the Department. These solutions are as I mention them down:

- a. The government should build a new building for the College of Education
- b. There must be a book shop for the whole College
- c. The English Society members must be appointed according to their talents and abilities not according to their political views so that the English society plays a vital role in the college.
- d. Students must be divided into small groups of not more than ten because they study a language that needs class interaction
- e. The College of Education must employ competent employees in the students' affairs department.

By applying the above mentioned solutions I am sure that we will solve the students' problems and we will enable them to succeed.

Paper 37

Human beings are the only creatures who are given the great talent which is language. It is language that makes life meaningful and more interesting. Language is the vehicle of communication that all people use. English Language is regarded to be widely spread international language. Therefore, it is studied all over the world, and it is spoken everywhere. It is said that it allows any person to get a better job and a good social status. English is taught in every university and they give the English Department the importance and try to provide it with the necessary things in order to make it more successful. However, this is what the students of the English Department regrettably lack and thus they face many problems when studying for their four years course. What are these problems?

The first problem is their preparatory and secondary education, it does not equip or properly qualify them in English. That is to say, that their English foundation is weak or rather educationally deficient. The second problem is that of the intrinsic and extrinsic motivations. The intrinsic motivations are concerned with the atmosphere of the classroom such as light, chairs, visible board etc. The extrinsic motivation is concerned with the view of the society. Students of the Faculty of Education do not have their own Faculty. The important facilities are always neglected, for instance, no language labs, the lack of most of the English books that we needs etc. The role of the English society is passive. Students who have problems cannot have solutions for themselves. There is no interaction and understanding between the students and those who are in charge of the Department. The students views are neglected, there is no respect for the students. All the requirement courses are taught in Arabic, at the same time a number of these courses are useless. Receiving the grants is also considered another problem. Most of the students spend their time looking for their grants instead they miss some of their lectures.

To overcome the above problems. First, we should have a faculty of our own. The Department should provide the students with the necessary facilities that will make the teaching process progress more successfully. The Department headship should try to make the English teaching process more practical rather than theoretical. The university should employ good staff in the College of Education otherwise the education process will never improve.

APPENDIX F

Some model outlines as prepared by the subjects.

a. Plan:

1. **Introduction**

The social view towards the teaching profession.

2. **The Problems**

- Lack of buildings.
- Lack of books and their high prices.
- Lack of necessary facilities such as language lab and the library
- Semester planning

3. **The Solutions**

- The responsibility of the Government.
- Raising enough funding for the Department.
- Establishing a book store.
- Planning the academic year and semesters.

(Appendix F Topic 4 paper 4)

a. Plan:

1. **Introduction**

- A brief introduction about the importance of the English Language
- Level of students when they first attended the college

2. **Problems**

- Student do not use English outside the classroom
- Facilities not available
- Difficulties faced when dealing with the Department.
- Problems in the Curriculum,
- The role of teachers in the classroom,
- The distribution of grants and the time wasted

3. **Solutions**

- More attention should be given to the teaching of English in the Pre-college days (secondary education)
- A new college building should be provided.
- Students should be given the chance to participate and to lead the class themselves.
- The number of requirement courses should be reduced.

(Appendix F Topic 4 paper 4)