

**TEXTUAL DEVIATION AND
COHERENCE PROBLEMS
IN THE WRITINGS OF ARAB STUDENTS
AT THE
UNIVERSITY OF BAHRAIN:
SOURCES AND SOLUTIONS**



by

Muhammad K H Qaddumi, BA, MA

Thesis submitted to the
University of Nottingham
for the degree of Doctor of Philosophy

December 1995

This work is entirely dedicated to
my parents, my beloved wife Imtithal,
and my children Abdulla, Omar and Khaldoun

Abstract

The present study compares the writings of a group of Arab students at the University of Bahrain in both Arabic and English. The main purpose is to investigate possible sources and solutions to the problem of textual incoherence and deviation. To this end, four hundred and sixty composition papers have been reviewed and thirty texts were analyzed in both languages to discover possible interference at the linguistic, cultural and rhetorical levels.

The study investigates a variety of opinions on coherence from different perspectives such as cohesion, recoverability, continuity, development of topics, role of lexis, text structure and organization. For the analysis of texts, the researcher proposes and applies a new measurement for text coherence and topic development.

The cultural, rhetorical and linguistic background of Arabic is presented as variables affecting students' performance in writing in both Arabic and English. The analysis of texts reveals that repetition, parallelism, sentence length, lack of variation and misuse of certain cohesive devices are major sources of incoherence and textual deviation in students' writing. The study is supplemented by the views of the Arabic Department staff on the quality of students' performance in Arabic. Interpretation of and solutions to various problems are suggested. The major conclusion is that there should be more concentration on the preservation of topic unity in teaching writing. A proposed plan for teaching writing based on the findings of this study is also suggested.

Acknowledgements

I would like to thank all those who helped me in this research. I am particularly indebted to: Professor Ronald Carter for his supervision of this thesis; without his continuous encouragement, assistance and understanding it would have been impossible to complete this work; to Dr Hussain Dhaif, who has been a local supervisor; I am grateful to him for his continuous and constructive criticism; to Dr Gerald Parsons for his assistance in supervising many parts of the work and for his clear and sound suggestions regarding the methodology of the work; to all the staff members, including the secretaries of the English Department, at the University of Nottingham for their help, particularly to Miss Susan Bate for typing and refining the whole work; to the staff of the Hallward Library at the University of Nottingham; to the University of Bahrain Administration; to my colleagues in the English Language Centre for their encouragement, particularly Mr Tony Watson and Mr Richard Sienckowicz, to the English and Arabic Department staff for the valuable comments with which they provided me in their interviews particularly Dr Abdul Fattah Abu Al-Saydeh and Dr Paul Balles, the secretaries in the ELC and Mr H Khalaf for helping me solve some computer problems, my friends and my relatives and the Bahraini students who also helped by providing the corpus of data.

Finally, I am grateful to my beloved wife Imtithal and my sons Abdulla, Omar and Khaldoun for the patience and invaluable support they granted me during this research.

TABLE OF CONTENTS

Page

Introduction

1

Chapter 1 Introduction and Socio-Linguistic Background to the Study

1.1	Introduction	7
1.2	Socio-linguistic Background to the Study	8
1.2.1	Bahrain: Geographical Location	8
1.2.1.1	The Educational System in Bahrain	9
1.2.2	The Place of English in the Arab World	9
1.2.2.1	The Place of English in Bahrain	10
1.2.2.3	The Place of Arabic in the Arab World	12
1.2.2.4	The Place of Arabic in Bahrain	13
1.3	The Orientation Programme at the University	13
1.3.1	English Orientation Course	13
1.3.1.1	Language skills	14
1.3.2	Arabic Orientation Course	15
1.3.3	General Evaluation of the Orientation Programme	16
1.3.4	Evaluation of the English Orientation Programme	17
1.3.5	The Research Questions	19
1.3.6	The Research Hypothesis	20
1.3.6.1	Hypothesis One	20
1.3.6.2	Hypothesis Two	21
1.3.6.3	Hypothesis Three	22
1.3.6	Conclusion	22

Chapter 2 Literature Review

2.1	Introduction	23
2.2.1	Discourse Analysis	24
2.2.1.1	Text	24
2.2.1.2	Texture	25
2.3.1	Cohesion	26
2.3.1.1	Halliday and Hasan and Cohesion	29
2.3.1.1.1	Taxonomy of Cohesive Devices	31
2.3.1.2	Variables in Text Coherence	39
2.3.1.2.1	Links	40
2.3.1.2.2	Recoverability	41

2.3.1.2.3	The Concept of Continuity	42
2.3.1.2.4	Development of Speech	43
2.3.1.2.5	Shared Knowledge	43
2.3.1.2.6	Genre	46
2.3.2.1	Text Structure and Organization	46
2.3.3	Summary of the Previous Discussion	49
2.4.1	Coherence and Semantics	50
2.5.1	Coherence and the Reader	52
2.6.1	Lexis and Coherence	53
2.7.1	Topic and Comment	56
2.7.2	Topic Development in Written Discourse	58
2.8.1	Theme-Rheme-Information Structure and Topic-Developmen	60
2.8.1.1	Theme and Rheme	60
2.8.2.1	Given and New	62
2.8.2.1.1	Thematisation	63
2.8.2.1.2	Types of Thematisation	65
2.8.2.1.3	Thematic Progression	67
2.8.3.1	Patterns of Topic Development	69
2.8.3.2	Fries' Argument	71
2.8.4.1	Textual Structuring	71
2.8.5	Conclusion	73

Chapter 3 Measurement of Topic Development

3.1	Introduction	75
3.1.1	Topic Deviation TD	76
3.1.2	Incoherence	78
3.1.3	Relevance	79
3.1.4	Measurement of Topic Development MTD	80
3.2	Purpose of the Measurement	81
3.2.1	Rationale for Developing the MTD	82
3.2.2	Basis of the MTD	83
3.2.2.1	Textual Topic	84
3.2.2.2	Sentential Topic	84
3.2.3	MTD and Cohesion	87
3.2.4	Sample Analysis	88
3.2.4.1	Text 1 Topic Development	88
3.2.4.2	Text 2 Topic Deviation	89
3.2.5	Criteria of Topic Development and Deviation	93
3.2.5.1	Topic Development	93
3.2.5.2	Topic Deviation	96
3.2.6	Scoring System	105
3.2.7	Sample analysis	106
3.2.7.1	Text 1	106
3.2.7.2	Text 2	107
3.2.8	Analysis Steps	110
3.3	Validity of the Measurement	111

3.3.1	The Jury's Comments	112
3.3.2	Limitations and Shortcomings	112
3.3.3	Theoretical Applications of the Measurement	113
3.3.4	Conclusion	113

Chapter 4 Introduction to Arab Culture

4.1.1	Introduction	115
4.1.2	Rationale	115
4.1.3	Introduction to Culture	116
4.2	Cultural Components	117
4.2.1	Language	118
4.2.1.1	Arabic and Arabs	122
4.2.1.2	Classical and Standard vs Colloquial	123
4.2.1.3	Arab Nationalism or Pan-Islamism	124
4.2.2	Religion	125
4.2.2.1	Islam	125
4.2.2.2	Islam and Culture	126
4.2.3	The Family	128
4.2.4	The Educational System	129
4.2.4.1	The Teacher	129
4.2.4.2	Rote Learning and Inculcation	131
4.2.4.2.1	Effect on the Individual	133
4.2.4.3	Inculcation and Thinking	135
4.3	Arabic Contemporary Thinking	136
4.4	Conclusion	136

Chapter 5 Introduction to Arab Rhetoric

5.1	Introduction	138
5.2	Western Rhetoric	139
5.3	Arab Rhetoric	140
5.3.1	Historical Background	140
5.3.2	Arabic Rhetorical Areas	141
5.3.2.1	Albalagha (Rhetoric)	143
5.3.2.2	Albayan	143
5.3.2.3	albadī:9 (Beautifiers)	144
5.3.2.4	alusloub (Style)	144
5.3.2.4.1	The Scientific Style	144
5.3.2.4.2	The Literary Style	144
5.3.2.4.3	Oratorical Style	145
5.3.3	The Science of Eloquence	145
5.3.4.1	Arab Rhetoric in the Present Time	147
5.3.4.2	Need for a New Rhetoric	147
5.3.4.3	Understanding the Nature of the Problem	148
5.3.4.4	Solutions	150
5.3.4.5	Conclusion	151
5.4	The Contrastive Rhetorical Approach	152

5.4.1	Discussion	156
5.4.2	Conclusion	161

Chapter 6 The Nature of the Sentence in Arabic and Language Transfer

6.1.1	Introduction	163
6.1.2	Purpose of the Study	163
6.1.3	The Structure of the Sentence in Arabic	165
6.1.3.1	Arabic Grammar	165
6.1.3.2	Basic Components of the Sentence in Arabic	165
6.1.3.2.1	The Sentence	166
6.1.3.2.2	Types of Sentences in Arabic	168
6.1.3.3	The Noun	168
6.1.3.4	The Verb	168
6.1.3.4.1	Al Mu9rab Wa Al Mabni	168
6.1.3.5	Particles and Letters	169
6.1.4	Constituents of the Nominal Sentences	169
6.1.4.1	The Mubtad?	169
6.1.4.2	The Xabar	171
6.1.4.3	Abrogate Particles and the Nominal sentence	173
6.1.4.4	Word Order in the Verbal Sentences	174
6.1.4.5.1	Verb _____ Subject _____ Object	175
6.1.4.5.2	Object _____ Verb _____ Subject	175
6.1.4.5.3	Subject _____ Verb _____ Object	175
6.1.4.6	The Arabic Verb-System	176
6.1.4.6.1	Tense and Time Elements in Arabic	178
6.1.5	The Musnad and the Musnad Ilaihi	182
6.1.5.1	Definition of Terms	183
6.1.5.2	Al-Jarjany's Views on Fronting	183
6.1.6	Conjunctions and Cohesive Devices in Arabic	185
6.1.7	Conclusion	190
6.2.1	Language Transfer	190
6.2.1.1	Introduction	190
6.2.1.2	Types of Language Transfer	192
6.2.1.3	Contrastive Analysis	195
6.2.1.4	Error Analysis	196
6.2.1.5	Transfer and Writing Systems	196

Chapter 7 Data Collection, Description, Classification and Results of the Informant Tests

7.1.1	Introduction to Research Problems	201
7.1.2	General Background and Need for the Study	202
7.1.2.1	Aims and Objectives	204
7.1.3	The Scope of the Study	205
7.1.4	The Subjects of the Study	206

7.1.4.1	The Subjects' Level of English at the Time of the Study	206
7.1.5	Research Hypotheses	207
7.1.6	Research Models	210
7.2	Data Collection: Methods and Techniques	211
7.2.1	Data Collection	211
7.2.2	Administration Procedures	212
7.2.3	Choice of Samples	214
7.2.4	Testing Processes	215
7.2.5	Text Selection	216
7.2.6	Analysis Processes	217
7.2.7	Analytical Methods Used in the Analysis	220
7.2.7.1	Opinions of Arabic Department Staff on Students' Writing	220
7.2.7.1.1	Procedure	221
7.2.7.2	Analysis of Cohesion: Method	222
7.2.7.2.1	Sample Analysis of Cohesion	222
7.2.7.3	Measurement of Sentence Length	225
7.2.7.4	Measurement of Topic Development MTD	225
7.3.1	Informant Tests	226
7.3.1.1	Introduction	226
7.3.1.2	The Informants	227
7.3.2	The Testing Procedure	228
7.3.3	The Pilot Study	228
7.3.3.1	Problems in the Pilot Study	228
7.3.4	The Results of the Informant Test	229
7.3.4.1	Arabic Section	230
7.3.4.1.1	Genre of Analysis	231
7.3.4.1.2	Genre of Argumentation	232
7.3.4.1.3	The Genre of the Travel Brochure	233
7.3.4.2	English Section	234
7.3.4.2.1	The Genre of Analysis	234
7.3.4.2.2	The Genre of Argumentation	235
7.3.4.2.3	The Genre of Travel Brochure	235
7.3.4.3	Results of Scores in Terms of Correlation Coefficient	236
7.3.4.4	General Remarks on the Results	240
7.3.4.4.1	Analysis of GCS and MTD Scores in Arabic	240
7.3.5	Conclusion	243

Chapter 8

Analysis of Texts

8.0	Introduction	245
8.1	Arabic Texts: Text 1-A	246
8.1.1	Analysis of Cohesion	247
8.1.1.1	Cohesion by Reference	247
8.1.1.2	Conjunctions	248
8.1.1.3	Lexical cohesion	249
8.1.2	Topic Development in Text 1-A	250
8.2	Text 11-A	

8.2.1	Analysis of Text Cohesion	253
8.2.1.1	Cohesion by Reference	253
8.2.1.2	Cohesion by conjunction	255
8.2.1.3	Cohesion by Lexis	255
8.2.1.3.1	Use of Superordinates	256
8.2.1.4	Use of Parallelism	256
8.2.2	Topic Development in Text 11-A	257
8.3	Text 13-A	258
8.3.1	Text Cohesion	259
8.3.1.1	Cohesion by Reference	259
8.3.1.2	Conjunctions	259
8.3.1.3	Cohesion by Lexis	260
8.3.2	Topic Development in Text 13-A	261
8.4	Text 4-E	262
8.4.1	Text Cohesion	263
8.4.1.1	Cohesion by reference	263
8.4.1.2	Cohesion by Conjunctions	264
8.4.1.3	Lexical Ties	264
8.4.1.4	Topic Development in Text 4-E	265
8.5	Text 7-E	267
8.5.1	Analysis of Text Cohesion	268
8.5.1.1	Cohesion by Reference	268
8.5.1.2	Cohesion by Conjunctions	268
8.5.1.3	Lexical Ties	269
8.5.1.4	Topic Development in Text 7-E	269
8.6	Analysis of Text 14-E	270
8.6.1	Analysis of Text Cohesion	270
8.6.1.1	Cohesion by Reference	271
8.6.1.2	Cohesion by Conjunction	271
8.6.1.3	Lexical Ties	271
8.6.1.4	Topic Development in Text 14-E	273
8.7	Conclusion	274

Chapter 9 Discussion of Results

9.1.1	Introduction	275
9.1.2	General Findings	276
9.2	Findings Related to the Research	
	Hypotheses	277
9.2.1	Discussion of the Findings Related to MTD	277
9.2.2	Text Deviation and Topic Shift	281
9.2.3	Discussion of the Findings Related to Text Structure and Organization	283
9.2.4	Text Structure and Frames	285
9.2.5	Conceptual Scheme of Organization	286
9.2.6	Use of Stylistic Organizational Features	287
9.2.7	Genre Awareness	288
9.2.8	Conversational Mode	290
9.2.8.1	The Exhortatory Nature of Texts	292

9.2.8.2	The Improvised and Quick Production of Texts	293
9.3	Discussion of the Findings Related to Cohesive Devices	294
9.3.1	Introduction	294
9.3.2	Cohesive Devices	295
9.3.3	Repetition	298
9.3.4	Conclusion	302
9.4	Discussion of the Findings Related to Transfer of Arabic Sentence Patterns	303
9.4.1	The Concept of Sentence	304
9.4.2	Effect of Sentence Length on Coherence	308
9.4.3	Types of Sentences	309
9.4.4	Overuse of Nouns and Adjectives	310
9.4.5	Use of Passive Constructions	310
9.4.6	General and Abstract Sentences	312
9.4.7	Manipulation of Lexis	312
9.4.8	Grammatical Mistakes	312
9.5.1	Discussion of the Findings of ADS Interview	313
9.5.2	The Contrastive Rhetoric (CR)	314
9.5.3	Accusations made against Arab Culture	315
9.5.4	Student's Writing Features and Errors	317
9.5.4.1	Repetition	317
9.5.4.2	Incoherence	318
9.5.5	Causes of Students' Errors	318
9.5.5.1	Colloquialism	319
9.5.5.2	Lack of Creativity and Writing Courses	319
9.5.6	Teaching Composition in Schools	320
9.5.7	Conclusions and General Remarks	321
9.6.1	Planning and Revising Strategies	322
9.6.2	Revising	323
9.6.3	Conclusion	323

Chapter 10

Recommendations and Suggestions for Further Research

10.1	Introduction	324
10.2	Recommendations Related to Arab Culture	325
10.3.1	Recommendations Related to Arab Rhetoric	328
10.3.2	Recommendations Related to Contrastive Rhetoric	330
10.4	Recommendations Related to the Study on the Nature of the Sentence	331
10.5	Recommendations Related to Cohesion	332
10.6	Measurement of Topic Development	334
10.7	Structure and Organization	335

10.8	Information Structure and Distribution	336
10.9	Mother Tongue and Translation	337
10.10	Recommendations for Improving the Teaching of English in General	338
10.10.1	Recommendations for Teaching Writing in Arabic	340
10.10.2	Writing Materials	343
10.10.3	Proposed Plan for Teaching Writing	345
10.10.3.1	Need for the Plan	346
10.10.3.2	Philosophy of the Plan	347
10.10.3.3	General Principles	347
10.10.3.4	Description of the Plan	348
10.10.3.5	The Texts	349
10.11	Recommendation for Further Research	353
10.12	Conclusion	354
Bibliography		355
Appendix 1		372
Appendix 2		381
Appendix 3		392
Appendix 4		393
Appendix 5		403
Appendix 6		474

Introduction

The linguistic environment in Bahrain is a fertile area for research in the field of Linguistics and Applied Linguistics. Bahrain's geo-political position in the Gulf plays an important role in enriching this environment. Yet, lately it has been observed that students' level in English tends to exhibit some weaknesses which are most manifested in writing. Hence, this research will investigate this area in some detail in order to diagnose the problems and propose some solutions.

The researcher believes that the major problem facing Arab students in writing lies at the sentential and discoursal levels and if this problem is tackled wisely and professionally, incoherence and topic deviation problems will be minimized and possibly eradicated. The research therefore is focussed on issues related to coherence and topic development at the sentential and discoursal levels. These issues involve relevance, nearness and proximity of the sentential topic to the discourse topic, cohesion and coherence.

Cohesion is a major consideration in topic development as it involves connecting sentences and parts of sentences together through a distinct mechanism that entails logical relations, the development of which leads to clarity and ultimately to sound meaning of the text and helps the reader identify the purpose of the argument the writer is handling.

Coherence, on the other hand, is the connection of ideas

expressed in the text to guide the reader towards the purpose of the message intended by the writer using developmentally various organizational methods in the sentential and discoursal topics to signal the unity of the text.

The difference between coherence and development is very slight. Development entails a sense of continuity, control, abiding by the topic, logical sequencing, growth in the quality and quantity, ordering, structuring, organization, and progression of the text.

The main purpose of this study is to reveal the major causes of incoherence and topic deviation in Arab students' writings in the orientation programme at the University of Bahrain. The researcher believes that the nature of Arabic language, Arab culture and rhetoric, the educational system and practices are indirectly responsible for these problems. Accordingly, the study proposes some solutions to these problems based on the findings of the whole research.

The study is divided into ten chapters. In chapter one the writer presents the socio-linguistic setting to the study. The chapter discusses issues related to the significant status of English at academic and business levels. It also presents background information to the educational system and the students' level in both Arabic and English. At the end of the chapter three main hypotheses are advanced. These hypotheses maintain that incoherence and textual deviation features in the writings of orientation students in Arabic and English are caused by:

- 1 the presence of some textual features that expand the text and are employed without rhetorical purpose or

skill such as repetition, redundancy, and cognate couplets.

2 lack of variation in cohesive devices.

3 transfer of Arabic sentence patterns into English.

Chapter two discusses various studies on text cohesion and coherence. A brief presentation on cohesion is made as it is considered a major factor in textuality. In addition various opinions and factors involved in establishing text coherence such as reader writer orientation, structuring and organization, lexis and signalling, topic development and areas related to theme and rheme, information structure, topic shifts and deviation are presented. The purpose is to present various factors in establishing text coherence and to follow a certain line in the analysis of texts chosen for this study.

In the course of investigating the causes for deviation and lack of coherence in students' writings the researcher developed a measurement of topic deviation that basically reveals the faulty and difficult areas and weaknesses in their writings. The purpose behind constructing such a measurement is to follow the development of the topic at the sentential and discoursal levels. The measurement and its mechanics are presented in chapter three.

The reasons for writing chapter four on Arab culture are threefold: first, there is misunderstanding in the West of Arab culture in general; second, there are certain traits, methods, cultural values, habits and concepts that may help the teacher, the student and the author of books to enrich their experience and their linguistic background in Arabic and English; third, the researcher wishes to

relate certain linguistic features not to linguistic constraints alone but to cultural impact and practices. A discussion on educational practices and their relevance to students' performance in writing such as rote learning and students' study modes are also presented.

In chapter five the notion that a possible source of incoherence lies in the differences in rhetorical systems between Arabic and English is proposed. The discussion involves a presentation on differences between Western and Arab rhetoric, Arab rhetoric at the present time, the need for innovation in Arab rhetoric, problems and solutions in the introduction of innovation, and finally a discussion of the contrastive rhetorical approach.

Chapter six is devoted to a discussion of the nature of the sentence in Arabic, its constituents, the different types of sentences, the Mubtada' and the Xabar, word order in the verbal sentences, almusnad (subject) and almusnad ilaihi (the predicate), and the nature of fronting and conjunctions. The chapter further discusses some problems related to syntactic constraints and some limitations due to differences in types of sentences and other relevant aspects of sentences in Arabic. The main purpose of studying the structure of the sentence in Arabic is to find out the real differences between Arabic and English sentences that might account for some of the problems that may face Arab students when they write in English. These problems are related to text organization, development and structuring.

To validate the researcher's hypotheses, chapter seven focuses on the logical steps and procedures followed in the analysis of the texts in order to discover the underlying causes of these problems at the textual level. The chapter

is divided into three major parts: part one is devoted to a general introduction to the problem and the subjects of the study; part two is devoted to a discussion of data collection and the analysis process; part three is devoted to the informant test IT: its construction and results.

In chapter eight the Arabic and English texts are analyzed in terms of measurement of topic development MTD, topic shift, organization, genre differences, cohesive devices, transfer of Arabic sentence patterns with special emphasis on sentence length, and punctuation.

In chapter nine the whole discussion is devoted to a presentation of the results of the findings of the study. The discussion involves a variety of common and recurring features in texts. It concentrates on the findings concerning MTD, cohesive devices, text structure and organization, factors contributing to text incoherence and deviation such as repetition, influence of Arab rhetoric and cultural thought patterns, the preferred communication mode, lexical items and use of metaphors, planning, and revising strategies and finally the influence of Arabic sentence patterns.

Based on what has been said in the whole study, chapter ten presents a list of suggestions and recommendations on Arab culture, rhetoric and language in relation to the problems of coherence and topic deviation. The study suggests that this is an opportunity to stimulate interest from both parties, the Arabs and the Western people, to promote further understanding of culture and language. The researcher emphasizes the fact that the attitudes and the desire to learn English in Bahrain are very encouraging and that such attitudes should be promoted and utilized for the creation of a better learning situation. He therefore

proposes a plan for teaching writing based on the observations made on the causes of coherence and topic deviation problems.

Chapter One

Introduction and Socio-Linguistic Background to the Study

1.1 Introduction

It is acknowledged by many researchers that writing is not an easy skill that can be acquired over a short period of time (see Byrne 1988:1). It is an ongoing effort that demands continuous persistence to refine it. It involves mental, sociological, psychological and technical activities. Writing is an advanced skill that requires a variety of elements to guarantee its acceptability, appropriateness and correctness.

The present study is basically made to discover the major causes of textual deviation and incoherence problems in the writings of Arabic speaking students at the University of Bahrain. It investigates sources and presents possible solutions to these causes.

The study has approached writing from the identification of certain textual features that are basic in evaluating and judging the degree of text coherence and unity. It is mainly concerned with identifying deviation and incoherence in texts produced by Arabic speakers in the mother tongue and in English. In addition, the study investigates a variety of factors, the relative presence of which leads to text coherence.

This chapter sets the scene to the whole study by

presenting a general portrait of the location of Bahrain where the study took place. The following portrait in the next section provides basic background information about the socio-linguistic environment of the country.

1.2 Socio-Linguistic Background to the Study

The discussion of the socio-linguistic environment is necessary and relevant to the study. The geographical location of the State of Bahrain plays a vital role in the shaping of the linguistic setting. There is an ideal and favourable learning situation for English in this state. The whole study in this respect is an attempt to explain the source of weakness in students' performance in general and in writing in particular.

The chapter will present information related to the geographical location, the place of English in the Arab world, the place of English in Bahrain, the place of Arabic in the Arab world, the place of Arabic in Bahrain, the educational system, the orientation programme at the University, the English programme, English courses and skills taught in schools, and general evaluation of the English orientation programme and Arabic programme.

1.2.1 Bahrain: Geographical Location

The state of Bahrain consists of thirty three small islands located mid-way down the Arabian Gulf. The total land area is about 693 square kilometres. There are six principal islands in Bahrain, the largest is Bahrain from which the state's name is derived. The total number of inhabitants in Bahrain is 570,000 people including non Bahrainis who form one third of that number. The history of Bahrain dates back thousands of years when the Dilmun civilization

came into being. Legends describe it as the land of eternity for its important place in history. There are different nationalities living in Bahrain such as Arabs, Indians, Europeans and Persians. This blend of different nationalities gave English a stronger motivation in terms of use in every day communication. Many Bahrainis speak and understand at least two languages besides Arabic. There are several Arabic varieties in Bahrain which is surprising for such a small country.

1.2.1.1 The Educational System in Bahrain

The historical background to education in Bahrain is well known in the gulf area. The first schools were opened in oil rich Bahrain in the 1930s. The wealth of the country accumulated through pearl diving and trade and its geographical location made it an attractive area for trade and education.

The school system consists of six years primary, three years intermediate, and three secondary years. After the intermediate school, students are streamed in arts, science, commercial and technical schools. There is the general Tawjihiyya Exam (High School Exam) at the end of the twelfth year without which a student will not be admitted to university. Students take English at the beginning of the fourth primary school year until graduation.

1.2.2 The Place of English in the Arab world

For a long time the Arab world has been a theatre of many civilizations and an area of conflict between many ethnic groups. English occupies a second place in communication after Arabic. This has been acquired through stages of

colonization by the British empire, trade links, and need for technology and tourism as well as mutual interests between the Arab world and the Western world; mainly with the USA, Britain, Europe and Japan. Thus, English has become as important as any academic subject in the educational systems. It is taught as a second language in the Gulf area, Jordan, Iraq, Palestine, Syria (along with French), Egypt, the Sudan, and in the North African states where it competes with French.

Some people suspect that, with the awakening of Arabic and Islamic feelings in the Arab world, English will lose its impact in this area. The researcher does not see this happening at all because even those who are calling for Arabization are aware of the technical problems involved in this process. Their calls for Arabization should be understood as a call for the revival of the role of translation which is the best alternative to meet the pressure exercised by nationalistic demands. In sections of this thesis (4.2.1.3 and 10.3.1) the researcher argues that there should be a need to invite concerned people in the field of the English language from the Arab World and from the Western World to conduct studies related to the situation of learning and teaching English in order to promote better understanding of the Western and Arab cultures and languages. In addition Arab educators should utilize the available advancement in the fields of linguistics to attempt to revive modern Arabic (see 10.2).

1.2.2.1 The Place of English in Bahrain

English is officially the second recognized language in Bahrain. It is the language of business, industry, the medical profession, university academic departments except Arabic, Islamic, Education and General studies departments.

Dhaif (1983:12) considers English a "prestigious" language in the island. He discusses in detail how English has acquired a high status in Bahrain due to different sets of political, economic, social and educational factors (see also Dhaif 1976 and 1977).

In the field of business, English is most favoured and is one of the highly required qualifications to secure employment. The Ministry of Education endeavours to create a proper environment for teaching and learning English. Teachers are encouraged to continue their studies, upgrade their level, and improve their skills through internal workshops. At present, there is concern for learning English by many people. Many programmes are held to teach English on a professional and commercial basis. On the whole, it can be said that the motivation to learn English is increasing and learning it is encouraged by even those who are thought to be opponents of the western influence of the language. In addition, there are very good learning conditions for learning English in Bahrain. This is because Bahrain is considered one of the most open countries to the world in the Gulf area. The people of Bahrain used to travel to India and other neighbouring countries to sell pearls. These travels increased contact with the outside world around Bahrain which offers good facilities to offshore banks, a multitude of banking units (there are around 78 units) and financial companies and commercial enterprises. Such facilities have led many world companies to open branches and liaison offices in Bahrain for their Middle East projects which have brought many foreign experts and employees and their families. Naturally, the majority of the financial transactions are conducted in English. In addition, the non-existence of socio-religious restrictions on foreigners has encouraged them to come and work in the country; and

the influx of foreign labour forces from India, Pakistan, Sri Lanka and the Philippines has led to an increase in the use of English. Many Bahrainis are obliged to use English as the most suitable means of communication with those who speak no Arabic.

Furthermore, many government departments have started their own English courses for their employees due to the increasing utilization of computers and the employment of foreign experts. Such awareness of the importance of English has strengthened the motivation to learn the language.

1.2.2.3 The Place of Arabic in the Arab World

Arabic is the first language spoken in all Arab countries. It is the language of communication, arts, science and business at the local level. Arabic is taught early in schools and kindergartens. Students study Arabic lessons more than any other subjects. They are taught reading, grammar, poetry and composition. Many educators, as shall be seen in 9.5.1 about the opinions of Arabic department staff on students' performance in writing, complain that students are not proficient enough in all skills. This is attributed to the casual attitude by many students and educators towards the language. See (Kharma and Hajjaj 1989:183) There has been a false assumption by students that since they are Arabs and since they speak the language then they can write it automatically. In the coming chapters the essence of this problem shall be investigated and the general weakness in English will be related to first language influence (see chapters five and six in particular).

1.2.2.4 The Place of Arabic in Bahrain

The national feeling for Arabic in Bahrain is very strong but with an open mind towards other cultures and languages. The Bahraini people are proud of their Arabic heritage and literary works. Although there is a strong demand to teach all scientific subjects at the university level in Arabic, many people realize the difficulties of Arabization such as the availability of bibliographical resources and staffing as well as finding equivalences for works originally written in the west.

1.3 The Orientation Programme at the University

Students entering the University are required to take the following non-credit courses if they fail the exemption tests:

1.3.1 English Orientation Course

This is a six hour course of intensive English for Arts and Science and Education students and a twelve hour course for Business and Engineering students. All orientation students at the University must take these courses over a period of one semester according to their field of study. The course handles the four learning skills efficiently and effectively but the problem lies with the level of students' performance in English and their study habits. The following are some of the aims and objectives of the orientation programme for the BA and BSc students which are also applicable to other programmes:

- 1 to develop students' language skills to a level at which students can function in the areas where English is the medium of instruction, especially in Science,

Business, Engineering and English Majors.

- 2 to improve the four skills through intensive reading, writing and to a lesser extent listening and speaking activities. The B.SC Majors will concentrate on reading and writing skills in the second semester.

1.3.1.1 Language Skills

1 Writing

Students are expected to write appropriate and accurate compositions. Their composition should be free from major confusing errors of lexis and punctuation. Grammar is not heavily concentrated upon (see chapter ten). Students' writing is expected to be intelligible and unambiguous.

2 Reading

Students should be able to understand the main points of short examples of the text types specified. They are expected to distinguish major and subsidiary points with some assistance. They will have the ability to follow text construction and will be able to identify explicit discourse markers and reference words. They are expected to increase their reading speed which is very limited and is possibly as low as 70 wpm. Students are also expected to handle the range of text types and most of the operations specified at the 1500 word level.

3 Listening

Students are expected to respond to short listening

extracts and to listen for the purpose of comprehension. The listening component in this programme will enable students to:

- (a) function in the classroom and to give students basic practice to enable them to later follow lectures and take notes;
- (b) assist students in pronunciation, vocabulary learning and comprehension of the spoken language.

4 Speaking

The speaking element will enable students to:

- (a) function in the classroom and in the university courses;
- (b) lay the foundations for future oral competency for BA students.

1.3.2 Arabic Orientation Course

In this course students are expected to spend seven hours per week studying Arabic literature, language skills and some grammar to enable them to write term papers and essays. Many students question the reasons for obliging them to take Arabic courses since they study English or science courses. The huge number of students enrolled in the Arabic orientation programme indicates that the weakness in linguistic performance is not only restricted to English. This may also shed some light on the relationship between performance in first and second languages which the researcher finds sensible and worthy of

investigation.

1.3.3 General Evaluation of the Orientation Programme

It could be seen from the total number of contact hours (25) that students are almost burdened with this load of instruction which, in certain cases, may yield negative results. It is believed that some students do not avail themselves of this programme as it is anticipated by the university. The following factors affect the degree of students' performance in the whole programme and specially in English:

- 1 students' negative attitudes towards the orientation programme weaken their performance in English. They feel that since it is not credited, they are wasting their time and effort. Creating interest in the subject taught is conducive to good learning situations.
- 2 the climatic conditions in Bahrain are not pleasant ones, especially between September and December, and from May until the end of the second semester in mid June.
- 3 students are tired by the end of the day when they are supposed to follow up some homework and revision activities.
- 4 the study modes of Arab students (see 4.2.4.2) double students' burden. They rely heavily on rote learning which requires many hours of preparation, revision and memorization.

In the next section a general evaluation of the English

orientation programme will be presented as it has been observed by the researcher during a period of nine years in the University.

1.3.4 Evaluation of the English Orientation Programme

In this section the general weakness in the orientation programme will be briefly discussed as the purpose is to develop the learning and teaching situation for English in the University, and to provide some solutions to the problems that may be encountered in the future. This does not mean that there are not positive features but there are also weaknesses that have to be dealt with as they may cause chronic problems in the programme. The following factors compound the weakness of the conditions under which the programme operates:

- 1 administrative interference (see Zughouli 1987) from the part of those who are not experts in Teaching English as a Second or Foreign Language impedes the streamlining of students into homogeneous levels in English. Most or almost all classes have students with mixed abilities due to such interference. Normal class size ranges between 20-25 students. The teacher in this case has to sacrifice either the low level students or the intermediate level students who can perform well in the class and it is usually the weak students who always have to suffer.
- 2 English language teachers encounter a problem of teaching eighteen contact hours per week in such a hot and humid climate. Hence, students' individual needs are not properly attended to. Usually teachers have no time for developing materials and do some research to develop their own levels of competence.

- 3 students in each group are exposed to twelve hours and in some cases fifteen hours of teaching by the same teacher. In case a student does not understand a teacher or does not get along well with him or her, since we are talking about a culture that pays attention to personal matters, the student may lose interest in the subject.
- 4 students' major problems in English stems from the fact that they cannot pronounce or read aloud properly, a matter that has been neglected completely in the government schools and in the centre. Although the assumption is that students have been exposed to a sufficient degree of contact in English, the fact remains that they still cannot read aloud and cannot pronounce well. They read an English text as if they were reading an Arabic one. This is a fundamental skill communicationwise and it has a psychological effect on students. If a student cannot pronounce a word or a sentence well he or she will not be able to retain spelling, meaning and grammar effectively. Furthermore, a student's ability to communicate will be impaired by his or her fear of making mistakes and that is why many students resort to silence in the classroom.
- 5 from the researcher's experience and knowledge of Arab culture, Arabic is a grammatically oriented language and grammar constitutes an integral part in language learning. The learner in Arabic has to observe rules of grammar and parsing. He or she, therefore, has to pay attention to various variables like parsing, the changeable position of the verb, the subject and object. In addition, when the learner studies English he or she tends to transfer the Arabic sentence

patterns into English without paying attention to differences in the two languages. Unfortunately, many Bahraini students who come directly from the public schools suffer from total ignorance of grammatical rules. Therefore, this skill should be emphasized in course design.

The researcher is convinced that a number of factors are directly responsible for students' problems in English at the communicative level. These factors go deep into the cultural background, the rhetorical repertoire and the linguistic and conceptual ability of individual students. The study, therefore, will attempt to characterize some of the writing problems related to text coherence and unity and suggest solutions to these problems. For a long time, the researcher has intuitively considered these factors serious issues that must be investigated and reported to researchers concerned with the teaching not only of English but also with Arabic. In the light of the previous discussion and the general background presented in this chapter, the researcher wishes to present his hypotheses about sources of incoherence and topic deviation in the writing of students.

1.3.5 The Research Questions

The following questions provide the basis for the research hypotheses and the whole work. Answers to these questions will eventually provide the foundation for the whole research.

- 1 What are the major features of students' writings in both Arabic and English ?
- 2 How do these features affect students' performance in writing in both languages?
- 3 How do these features specifically affect their

- writing in different genres in both languages
- 4 .How does manipulation of cohesive devices in both languages affect students' performance in writing ?
 - 5 What are the most frequently used cohesive devices in both languages?
 - 6 What are the least frequently used cohesive devices in both languages?
 - 7 How does this affect text coherence, topic development and other textual features?
 - 8 What are the main characteristic features of the sentence in both languages as seen from students' writings in both languages ?
 - 9 How do these sentential features affect text coherence, topic development and genre of text?
 - 10 Do texts that exhibit shorter sentences receive higher rating ?
 - 11 Does marking of texts at the sentential topic differ from marking at the discoursal topic and in what manner?

1.3.6 The Research Hypotheses

1.3.6.1 Hypothesis One

Differences in Modern English and Arabic rhetoric affect Arab students' writing of English discourse. Arab students are influenced by their rhetorical modes that lay great emphasis on the sentence and less accentuation on paragraphing, punctuation marks, and text organisation. Therefore, Arab students encounter some difficulties in the development of textual topic because they fail to select proper and economic cohesive devices that tie the sentential topics and are suitable for such development. By proper is meant the choice of accurate devices, and by economic is meant the ability to be brief in using the

correct cohesive device. Related to this is that:

- 1 Students transfer Arabic patterns of cohesion to English when they write and develop their sentential topic to textual topics. To render their texts cohesive, they freely use referencing, additive conjunctions and lexical repetition
- 2 They avoid using substitution and ellipsis devices as these are more difficult and require more precision.

1.3.6.2 **Hypothesis Two**

Students' employment of repetition of cohesive devices expand the text and causes topic deviation. As a result they tend to write long sentences in both languages. Related to this:

- 1 There is a high correlation between the length of sentence and the genre of text; the genre of the travel brochure exhibits shorter sentences and higher rating than the genre of analysis and argumentation.
- 2 There is a high correlation between length of sentence and rating; the longer the sentence in Arabic and English the lower the rating of the text.
- 3 There is a high correlation between the length of sentences and topic shift. The longer the sentence the higher the number of shifts.
- 4 In marking by informants, the rating of texts at the level of sentence topic will be more rigorous and revealing to the process of topic development than the rating of texts at the level of discourse topic.

1.3.6.3 Hypothesis Three

Features of weakness in development, organization, control of topics and sentence length are major causes of incoherence and textual deviation in the writings of orientation students in Arabic and English which appear more clearly in certain genres than others. Related to this weakness are the following:

- 1 the genres of argumentation and analysis exhibit more topic shifts than the genre of travel brochure, ie, students perform better in the genre of travel brochure than in the genre of argumentation and analysis.
- 2 due to lack of good strategies, the writings of students in Arabic affect their writings in English and reflect similar weaknesses when they write in the same genre .

1.3.7 Conclusion

To conclude this part, the researcher hopes that he has offered a clear picture of the types of problems that students and teachers encounter that need immediate attention. In the next chapters a presentation of the literature review, an introduction to Arab culture, rhetoric and the nature of the sentence in Arabic will further illustrate the types of problems involved in this study.

Chapter Two

Literature Review

2.1 Introduction

This chapter presents various opinions and studies on cohesion and coherence in order to familiarize the reader with some of the current issues in these areas and to present some of the problems involved in the analysis of texts. For the sake of organization and in order to link the different parts of the analysis of literature related to this study, the chapter will be divided in the following manner.

The first part will be a discussion of the main areas of concern in discourse analysis; these are text, texture, and text structure. The second part will deal with different opinions of researchers and some studies made on text cohesion. The third part will deal with a discussion of various opinions and factors involved in establishing text coherence such as reader writer orientation, structuring and organization, lexis and signalling. The fourth part will deal with topic development and areas related to theme and rheme, information structure, topic shifts and deviation. This order of presenting the various parts will permit a better linkage between different aspects of textuality. It also assists in building different logical levels and relationships between them. Examples and illustrations will be provided to substantiate the researcher's argument on cohesion and coherence and will be used to display differences between Arabic and English.

A brief introduction to the areas of concern in discourse analysis is needed as it involves the basic concepts of what constitutes discourse. Discourse analysis is the study of how sentences and utterances in spoken and written language form larger meaningful units. It studies the effect of choice of grammatical features such as articles, pronouns and tense on the structure of the discourse and the relationships between utterances. Hence the major concern of discourse analysis is the functional use of language and the discovery of rules for the production of coherent discourse. Consequently, the discourse analyst is involved more with texts, whether written or spoken, than words in isolation or in a citational form. Hence, when he or she analyzes sentences, they are analyzed within the context of the text (Coulthard 1977:7). The next section presents the concept of text and texture.

2.2.1.1 **Text**

The term text means any spoken or written form of speech. A text is either considered from the point of view of its structure and/or its function (see Hatim and Mason's term 1990:12 *intended function*). Halliday's definition of text (1973:107) is relevant to the context of this study because it emphasizes the operational and functional aspect of text. He stresses the semantic dimension of text by stressing the aspect of meaning (Halliday 1975:123). The definition is similar to the Arab grammarians' definition of sentence in Arabic as any form of speech which has meaning attached to it (see 6.1.3.2.1). Brown and Yule (1983:6 and 190) define text as 'the verbal record of a communicative act'. Dressler refers to it as 'interlinked sentences' (1977:270).

The researcher defines text as a *meaningful relevant representation of spoken or written strings of a sentence or sentences that are related, tied, and logically developed*. This definition is concerned with the principles of connectivity which bind a text together, stresses meaningfulness and stresses development and coherence.

2.2.1.2 **Texture**

The way a text is strung together is the defining factor of texture. Halliday and Hasan (1976:2 and 23) explain the term texture in a way that incorporates different features such as unity, cohesive devices, semantic relations and coherence in general; it is in effect what makes the text a text. Hasan (1985:72) relates texture to the context of situation. The texture of a text is manifested by certain kinds of semantic relations between its individual messages. She regards texture and text structure as separate phenomena. The property of texture, she emphasizes, is related to the reader's perception of coherence. Hatim and Mason consider texture the defining characteristic of a text :

It is the property which ensures that a text 'hangs together' both linguistically and conceptually (1990:192).

They consider that texture involves text organization, cohesion, theme and rheme and that it reflects the compositional plan of a text and its context (Ibid: 244). Texture, in effect, is created through the presence of cohesive relationships (see Brown and Yule 1983:191). Having introduced the previous elements, the following sections will be devoted to a discussion of cohesion as a major feature of text.

2.3.1 Cohesion

The reason cohesion is included in this study is manifold. First, the whole study is based on the observation of lack of cohesion and coherence in students' written texts. Second, the whole work involves cultural, rhetorical and linguistic interference, that is, students' inability to write coherent texts is attributed to their ignorance of coherence and cohesion elements and the conventions of the target language (see 1.3.6) and in particular hypotheses one, two and three. In this regard the whole section also includes issues discussed in 4.2.4, 4.2.4.1, 4.2.4.2, 5.3.4.1, 5.3.4.2, 5.4, 6.1.3, 6.1.3.2.2, 6.1.4.5 and 6.1.5. Third, the views presented in this section provide a guiding line to what to look for in the analysis of texts, ie, organizational plan of the text, conceptual competence, lexical role and the deployment of lexis in texts as emphasized by Carter (1986:99), the cultural aspects of cohesion and coherence (see Kachru 1982 and Widdowson 1979 a) and the presence or lack of certain cohesive devices such as orienting devices (see Brostoff 1981). Finally, one cannot ignore the unified features of textuality, that is, it is difficult to ignore the cultural context of the text nor the linguistic aspect or even the rhetorical and organizational features. Having reviewed many articles on text cohesion and coherence, the researcher wishes to present his own definition of cohesion. Cohesion is the connection of sentences and parts of sentences together through a discrete mechanism that resembles the infrastructural base of the text and involves logical relations the development of which leads to clarity and ultimately to a sound meaning of the text. Cohesion in its simplest form provides an explanation and a directional movement of what the writer wishes the reader to focus his

or her attention on and specifically the various relations in the text.

The emphasis that the researcher places on logical relations, development and meaningfulness is due to his conviction that these three elements are essential in creating text.

In the following section an example will be presented to explain the difference between cohesion and coherence. This example illustrates how people give directions to foreign visitors to their countries from a short passage adapted from a reading skills book.

Example 2.1

In Japan foreign tourists are often confused because most streets there don't have names; people use landmarks in their directions instead of street names. For example, the Japanese will say to travellers 'Go straight down to the corner. Turn left at the big hotel and go past a fruit market. The post office is across from the bus stop.'. In the American Midwest people will tell of directions and distances if they have no landmarks. People of Kansas and Iowa, for example, will say 'Go north two miles, turn east, and then go another mile.'. People in Los Angeles, California, measure distance in time. In Greece people will easily be lead because a Greek will ask you to follow him and lead you through the streets of the city to the post office. In Yucatan, Mexico, no one answers 'Sorry, I don't know' because people there believe that it is impolite to say no. They often give an answer, often a wrong one.

Interactions (1990:46)

The point of this example (2.1) is to show that when someone writes a text he or she has two responsibilities: first, the writer should be able to lay out a map of the text; second, he or she should point out to the reader

how to get to the destination or the intended purpose of the text in a manner that may not distract or confound the reader. Any problems in the ordering of cohesive devices or any erroneous information in guiding the reader will cause confusion and may not win the reader's satisfaction.

In addition, the example reflects some cultural differences in the way people give directions and the way they behave which may affect the general overall message of communication. The Yucatan Mexican who cannot for cultural reasons say *I do not know* is merely causing confusion, misinformation and a distraction of the main message.

The example also considers cohesion and coherence as two complementary processes. On the one hand, cohesion is represented by the landmarks that a text writer must provide for the reader in order to be guided towards the purpose of the text and coherence is the organizational feature that guides the tourist to the destination.

What the researcher wishes to emphasize here is the fact that communicative acts, whether spoken or written, do reflect cultural differences and any misunderstanding may occur accordingly.

In the next section a presentation will be made of various views on cohesion and coherence by some writers in the field. The researcher will first present the study on cohesion which will include Halliday and Hasan's views and the taxonomy of cohesive devices in English, then the rest of the discussion will be devoted to coherence elements in textuality. These elements will involve variables in text coherence, links, recoverability, the concept of continuity development of speech, shared knowledge, text structure and organization, coherence and semantics, coherence and the

reader, lexis and coherence, topic and comment, topic development in written discourse, theme-rheme and information structure.

2.3.1.1 Halliday and Hasan and Cohesion

Halliday and Hasan's work on cohesion (1976) laid the bases for research in this area. Their work in itself is considered a reference for the analysis of various kinds of cohesive devices. In their book, they treat cohesion as the grammatical and/or lexical relationship between different elements of a text. This may be the relation between different sentences or different parts of a sentence. In the following example:

- Is Salim coming to the meeting ?
- Yes, he is.

there is a link between *Salim* and *he* and also between *coming* and *is*. The first one is referential and the second one is elliptical. The presence of cohesive devices is essential for building text cohesion. It is essential because without cohesion an important element in textuality is lacking and logical and semantic relations will fail and hence the whole text fails to meet the writer's expectations as will be shown in the different opinions expressed by many writers and researchers. Briefly speaking, Halliday and Hasan express their views on cohesion as follows:

Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it ... there is a sense in which a sentence is a significant unit for cohesion precisely because it is the highest unit of grammatical structure, it tends to determine the way in which cohesion is

expressed. Any unit which is structured hangs together so as to form text. All grammatical units, sentences, clauses, groups of words - are internally 'cohesive' simply because they are structured The concept of cohesion accounts for the essential semantic relations whereby any passage of speech or writing is enabled to function as a text (1976:13).

But one observable fact in their book which is worth mentioning here is that coherence as distinguished from cohesion is not mentioned at all. This may suggest that at that time they viewed cohesion as the real base for text structure and development or that they treated cohesion and coherence as one and the same thing. In Halliday (1985a) the same thing is observed; not a single reference to the word coherence in his discussion is presented in the study of functional grammar while a whole chapter on cohesion is discussed. Parsons (1990:26) is also doubtful about the explicitness of their views on coherence. However, in Hasan's later work (1984 and 1985) she is more explicit about the difference between cohesion and coherence; she considers coherence as an essential property of texts. But she also considers cohesion as a complementary process for coherence (see 1984:184 and 210). In Hasan (1985) she sustains this view as she indicates that coherence cannot be achieved without the presence of lexical and grammatical cohesion as well as the presence of semantic relations between individual messages of the text. She states:

To be effective, grammatical cohesion requires the support of lexical cohesion and lexical cohesion, in its turn, requires the support of grammatical cohesion... . Neither grammatical nor lexical cohesion can work by itself (1985:83 and 84).

The treatment of cohesion and coherence as one and the same thing was also made by many writers and composition

coherence

teachers (see de Beaugrande 1980, Brostoff 1981, and Bamberg 1983).

2.3.1.1.1 Taxonomy of Cohesive Devices

Halliday and Hasan divide cohesion into five basic categories that differ in nature, function, and relation. For the sake of brevity, the researcher will present these categories briefly (see Halliday and Hasan 1976) and he will provide his own examples.

1 Reference

Halliday and Hasan explain reference in terms of *retrieved information*, ie, the identity of the particular thing or class of things that is being referred to ... and the cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time (1976:31).

They divide reference into the following categories:

- (a) Personal reference
- (i) personal pronoun

Example 2.2 Sameer was absent last week.

What's wrong with him ?

In this example *him* refers to *Sameer*.

- (ii) possessive determiner or adjective

Example 2.3 Waleed lost his wallet.

In this example *his* refers to *Waleed*.

(iii) possessive pronoun

Example 2.4 Maryam saw a relative of hers.

In this example *hers* refers back to *Maryam*.

(b) Demonstrative reference

Demonstratives such as *here*, *there*, *now* and *then* are used adverbially to refer cataphorically or anaphorically to the location or space or time.

Example 2.5

Muneer visited *Amman* to see her grandmother *there*.

The Nominal Demonstratives: such as *this*, *these*, *that*, *those* and *the* are used to refer to a person or object.

Example 2.6

I went to the farm and bought a lot of apricots. *These* in the bowl will be preserved as apricot jam, while *those* in the fridge will be eaten fresh.

(c) Comparative reference

Comparative reference can be expressed by adjectives or adverbs to compare two things that are similar or different and this is called general comparison.

Example 2.7

Ali bought a new Yamaha typewriter. It is *the same* brand I bought last year.

In this example *the same* refers back to the typewriter. The other type of comparative reference expresses equality, superiority, or inferiority in quality or quantity between

two things. It includes comparative adjectives or nouns such as taller, more beautiful, more demanding, etc, or an adverb of comparison.

Example 2.8 We are *more than* they expect.

We are demanding *higher wages*.

2 Substitution

Halliday and Hasan define substitution as the replacement of one item by another. 'It is a relation in the wording rather than in the meaning' (1976:88). Substitution is classified into nominal, verbal and clausal.

(a) Nominal substitution

Nominal with one, ones and same.

Example 2.9 I bought a new car but he bought
an old one.

In this example one substitutes the word car.

(b) Verbal

Example 2.10 Does Mary cook ? No, but her sister does.

In this example *does* substitutes the verb *cook*.

(c) Clausal

Example 2.11 He's innocent. I believe so.

In this example so substitutes the clause he is innocent.

3 **Ellipsis**

Ellipsis is 'something left unsaid ... but the thing which is unsaid is understood. It can be regarded as substitution by zero' (Ibid:142-143). It is classified into:

(a) Nominal, as in the following example:

Example 2.12 Did you get his car? No, the
company's.

In this example *the company's* is elliptical for *car*.

(b) Verbal

Example 2.13 What have you been eating?
Apples.

The word *apples* is elliptical for the subject and verb phrase *I have been eating*.

(c) Clausal

Example 2.14 What did she do? *Escaped*.

Here *escaped* is an elliptical form for *she escaped*.

4 **Conjunctions**

Conjunction elements as Halliday and Hasan illustrate are 'cohesive by virtue of their specific meanings; ... they express certain meanings which presuppose the presence of other components in the discourse' (1976:226). They classify conjunctions into the following categories:

- (a) Additive conjunctions as in the following example:

Example 2.15 I can't give you the car. And I can't give her a lift.

- (b) Adversative conjunctions

Example 2.16 He paid all his taxes. Yet, they still suspect him.

- (c) Causal conjunctions

Example 2.17 He couldn't pay his debts. So they put him in prison.

- (d) Temporal conjunctions

Example 2.18 He started to eat, then the phone rang. .

5 Lexical Cohesion

The four previous categories are described as types of grammatical cohesion. Lexical cohesion is achieved by the *selection of vocabulary* (Halliday and Hasan 1976:274). Halliday and Hasan describe the difference in terms of the item belonging to a closed system, ie, *grammatical system* (emphasis is mine) or being a member of an open set as a lexical item. Lexical cohesion is classified into four categories. They are:

- (a) General nouns

These are nouns that include nouns that have generalized reference within the major noun

classes, such as 'human noun', 'place noun', 'fact noun', etc (Ibid: 274).

Example 2.19 The baby was crying. The poor creature was hungry.

In this example the words *baby* and *creature* are cohesive because they belong to the same class.

(b) Reiteration

Example 2.20 He climbed up the hill. The task wasn't easy.

In this example the word *task* is cohesive as it reiterates the action of climbing.

(c) Superordinates

Example 2.21 The dog bit the boy. The animal was then shot.

In this example the word *animal* is cohesive as it refers to *dog*. The former is a general class that includes the latter which is part of the animal world.

(d) Collocations

Halliday and Hasan explain that cohesion by collocation is achieved 'through the association of lexical items that regularly co-occur' (Ibid: 284).

Example 2.22 The doctor performed the operation.

In this example the word *operation* is cohesive because it collocates with *performed* and *doctor*.

It should be noted that not all cohesive items are included here as it is preferable to refer the reader to Halliday and Hasan's (1976) book which deals in detail with all aspects of cohesion. The book itself is comprehensive and is full of examples and illustrations. In the present study the book has been utilized to compare the manipulation of cohesive devices in both Arabic and English texts which will be referred to in 6.1.6. Halliday and Hasan, however, do not claim that analysis of cohesion can lead to an evaluation of texts (1976:328). This may suggest that the process of evaluation in itself is what they inherently regard as coherence. Hasan points out that the mere presence of cohesive devices in any text does not provide coherence to this text:

Although cohesion is the foundation upon which the edifice of coherence is built, by itself it is not sufficient (1985:94).

This is true to a great extent and has materialized in this study by the analysis of the frequency of cohesive devices in both the Arabic and English sections (see 9.4, Widdowson 1978:27, Carter 1986:95 and Parsons 1990 study on cohesion in scientific texts, and the studies they refer to support this opinion).

To sum up the previous argument, it should be observed that Halliday and Hasan's work is different from other people's work in terms of the extensiveness of the task involved in their discussion. The work in itself is credited for its clear and easy approach in the categorization of the taxonomy of cohesion. However, this study feels that complete reliance on the analysis of cohesion is not sufficient to account for variation in text coherence. Instead the study developed a measurement of topic development that may account for weaknesses in text

coherence.

In the next section a general presentation of the summary to the main issues discussed by various writers on coherence is presented. The presentation is made in such a way as to group writers who emphasize certain elements under one title; thus giving weight and unanimity to certain features in textuality over others. But prior to the discussion of these elements the researcher wishes to emphasize the following.

First, that cohesion and coherence are two processes that are culturally bound (see Widdowson 1979:61-64 and Kachru 1982:333). What is perceived as a highly cohesive and coherent text in one culture may be considered deviant in another. The reason this point is brought out in this section is to prepare the reader for the forthcoming discussion on Arab culture, language and rhetoric in chapters four, five and six. To substantiate this idea see Widdowson (1979 a :61-64) who proposes the concepts of rules of usage and rules of use and that problems may arise when we attempt to transfer rules of use from one universe of discourse to another. Similarly, Kachru emphasizes the question of misunderstanding or misconceptions of the writings of other cultures due to cultural differences between communities; he declares that:

A native speaker of English, not familiar with the cultural and linguistic pluralism of South Asia, considers these language types, (South Asian newspaper language types) lexically, collocationally, and semantically deviant (1982:333).

(See also the discussion on shared knowledge (2.3.1.2.5)).

Second, manipulation of cohesive devices and creating

coherence in texts are also stylistic options. Coulthard (1977) speaks of choices related to style in the creation of text coherence. A first reading of Eliot's *The Waste Land* or Joyce's *Finnigan's Wake* by a native speaker of Arabic may lead him or her to believe that there are features of incoherence in these texts. This is why, as will be seen below, the concept of shared knowledge is essential in judging text coherence.

2.3.1.2 Variables in Text Coherence

The researcher defines coherence as a *logical connection of meaningful sentences and ideas expressed in the text to guide the reader towards the purpose of the message intended by the writer using developmentally various creative organizational methods at the sentential and suprasentential level to signal unity and integrity of the text*. Coherence is what makes the text a living communicative act that creates interaction between the reader and the writer. It is identified with text organization that requires the structuring of a paragraph or paragraphs so as to construct the body of the discourse. In short, coherence creates synthesis between textual elements and provides value and meaningfulness.

In most of the works consulted about coherence, a heavy concentration is placed on the following aspects: the presence of links; recoverability; the concept of continuity; development of speech; shared knowledge and text structure and organization. This study has also found that genre and genre awareness is also a basic factor in building coherence.

It would seem from the previous list that coherence is a controlling factor in determining the degree of evaluation

of a text. This is true since a text is not one or two elements alone; it is the participation of a variety of factors each of which leads to the building of coherence in relative degrees. In what follows, then, a discussion of these factors supplemented by the opinions of various writers in the field of discourse analysis is presented.

2.3.1.2.1 Links

The importance of the presence of links is emphasized by the nature of the relation the links originate. The relations may be grammatical, ie, they tie different parts of a sentence or sentences and even paragraphs, or logical whereby a reasonable and coherent association is created. What is more important is the types of ties that link the text through a common theme and a continuously developed topic. Widdowson (1978:27) emphasizes the role of relations whether semantic or grammatical and speaks of contextual appropriateness of linguistic forms and speech representation to normal language use. Coulthard (1977:10), though he does not define the nature of the relations he speaks of, considers the difference between cohesion and coherence as follows:

Sentences combine to form texts and the relations between sentences are aspects of grammatical cohesion; utterances combine to form discourse and the relations between them are aspects of discourse coherence (1977:10).

Brostoff (1981:279), on the other hand, identifies incoherence in writing as characterized by the use of unrelated ideas that appear to be juxtaposed; they are next to, but not connected to each other. She considers connectors as thought patterns and failure to achieve coherent texts is attributed to failure in sustaining

logical relationships and failure to put these relationships in a consistent way which signifies continuity of the thought pattern. Connectors may also fail to form a well structured sequence or hierarchy of relationships and finally they may fail to reveal relationships adequately to the reader (see also Wingard and Abbot 1981:161). The same emphasis is also placed by Gumperz et al (1984:5) on the ability to tie textual elements to signal continued developing theme. Ties also incorporate punctuation marks as part of building the grammatical framework. They tie together different parts of sentences and texts. They are essential in English and any misuse of these marks results in confusion and misunderstanding. Part of the problem in Arab students' writings in both languages is also attributed to misapplication and misunderstanding of the functions of punctuation marks (see Kharma and Hajjaj 1989).

To sum up this point, it should be stressed that ties and links together are essential by virtue of the nature of the relations they create.

2.3.1.2.2 Recoverability

Recoverability is the ability to retrieve information through certain links. It is an important factor in creating cohesion and coherence in texts. It is achieved through the presence of grammatical and logical links and cataphoric or anaphoric references. Recoverability helps create a sense of continuity and unity of topic. In this study one factor related to recoverability is highly emphasized in the creation of cohesion and coherence which is the length of sentences in texts; the shorter the sentences the easier it is to recover anaphoric information (see 7.2.7.3 and 9.4.3, de Beaugrande and Dressler 1981 and

Kroll and Schafe 1978:212).

The following example from Text 12-A illustrates the difficulty in retrieving anaphoric information:

Example 2.23

Then came the biggest catastrophe which is what they say that the Gulf people do not like to work in factories or cleaning activities or other jobs that they do not allow themselves to work in. And may be the examiner of these causes will not find these correct or have any proof. (Text 12-A)

The reference to they, the length of the sentence, the repetition of the pronoun (they and these) makes it difficult for the reader to process information smoothly (see Text 2-A for more examples).

2.3.1.2.3 The Concept of Continuity

By continuity is meant that a text or part of a text develops in a continuous trend and the centre of discussion, the topic or subtopic is maintained and kept seen or felt by the reader. A topic ceases to continue when another irrelevant topic is introduced whether this occurs at the sentential or suprasentential level.

Continuity also implies that a topic is expanded, illustrated, and supported and all of these elements maintain its relevance, ie, any support or expansion of the topic must conform to the environment of the text.

Wingard and Abbot define cohesion as the continuity of spoken or written language in use. de Beaugrande (1980:19) identifies coherence with maintenance of sequential connectivity and the striving for continuity in human

experience. Brostoff (1981) believes that the continuity of the work is achieved by sequencing of words, sentences and paragraphs if coherence is to be achieved. She further points to the fact that there should be developmental aspects of coherent writing, ie, writers should remain consistent in their topic and avoid topical shifts as much as possible (see 9.6.1). The shifts and their recurrence, she observes, may lead to the breaking of the chain of related ideas (see Cook 1989:13). Finally, Gumperz, et al (1984:5), emphasize the ability to manipulate continuously developing theme. This point will be discussed in detail in 2.7.2.

2.3.1.2.4 Development of Speech

Most writing books, especially the ones that deal with paragraph writing, concentrate on the element of development in writing. They actually mean how to extend or expand a text that can signify progress, logical connections and relevance. Widdowson (1979) speaks of propositional development and Coulthard (1977) uses the term patterning of functional units to signify development. A text has to be developed through various aspects such as the development of topic or information. In the analysis of texts in this study, many of the texts are judged incoherent because there is no element of development in the use of basic discourse units nor in the topic of the discourse.

2.3.1.2.5 Shared Knowledge

Shared knowledge is a common working ground between writer and reader. Without this common ground difficulties arise in text processing and understanding and therefore text coherence is affected. For example, Arab students who are

not familiar with what single but significant utterances mean in English find it difficult to process certain texts. The researcher personally found it difficult to comprehend the purpose and the structure of Eliot's *The Waste Land* even after the first three or four readings and that was due to difficulties arising from certain signals in the text, especially the religious connotations to the Holy Grail which constitutes a major part in the explanation of the structure as well as the development of the whole poem. A full understanding of the poem was made when the socio-historical and religious background was explained and made clear.

Shared knowledge also means that the writer must perceive a critical audience that receives and is activated by the textual elements that he or she signals to the reader. If, for instance, this part of communication is missing then certain difficulties arise that may frustrate the reader. These difficulties range between the understanding of the cultural background to the text writer including the linguistic, the historical and the whole text environment that must be simplified and clarified to the reader and lack of expectations on the part of the reader. A first reading of some prominent writers of the world of new Englishes, for example, may cause some difficulties to speakers of English who are not familiar with the culture of the written variety due to missing elements in the shared knowledge between the writer and the reader.

Shared knowledge is also related to the presence of cohesive ties, the relation between these ties and the cultural thought pattern of the interlocutor. Widdowson (1976) labels it as *shared knowledge* and this may be qualified as *the shared knowledge of the individual discourse community because it is unique or it varies from*

culture to culture. de Beaugrande (1980) discusses this aspect by referring to 'procedures that activate elements of knowledge so that their conceptual connectivity is maintained and made recoverable, and knowledge of how events and actions and situations are organized'. Cook (1989:13) explains why some texts are perceived coherent while others are not by considering the formal rules operating within sentences, the people who must use language, and the world in which it happens as well.

Brostoff (1981) assigns a role to the reader in the identification of text coherence, ie, the writer must be aware of an imaginary critical audience. Bamberg (1983:423) also emphasizes the importance of identifying the topic and providing an introduction to orient the reader (the emphasis is mine) to the situation and placing the subject in context by identifying time, place, and circumstance.

The creation of *shared knowledge* or for a better term *the common grounds* between participants of a discourse, whether spoken or written, may lay the bases for understanding what is perceived differently between various cultures. This point is further illustrated in section 2.5.1. Carter (1987:87) expresses this point by emphasizing that coherence is the outcome of cognitive processes among text users. Valentine (1988:156) discusses the devices participants use to give their interaction a sense of cohesion. She speaks of involvement and cooperation of participants in a discourse. Finally, Jarret (1984:158), in this respect, lays two conditions for text coherence:

- 1 the presence of a single imagined world compatible with all parts of the text

2 the presence of a unified answer, covering the whole text, to questions about the speaker's or author's purpose. He also emphasizes the importance of context in determining text coherence.

2.3.1.2.6 **Genre**

The term genre in discourse analysis refers to a particular class of speech events that are considered by the speech community as being of the same type. (See Richards et al 1985:123). The term genre is difficult to define as it has literary, historical, rhetorical and discoursal connotations. Stainton (1989:7) provides a detailed study on genre and refers to a variety of definitions. The researcher defines genre as a rhetorical type of text. In this study, for example, the genre of argumentation refers to argumentative writing that specifically deals with logical organizational structures. The genre of analysis refers to logical, chronological, temporal, cause and effect organizational structure. The genre of travel brochure specifically focuses on a topic that is expanded in terms of rhetorical exposition of information on a certain place and location. (See 9.2.7)

2.3.2.1 **Text Structure and Organization**

The question of organization of text is not purely a matter of form. Organization is a fundamental consideration in creating cohesion and coherence. This is emphasized by Carter (1986:99) and (1987). His views are important in two respects:

1 he emphasizes the lexical role in building coherence in a way different from Halliday's perception of the same role of lexical items as cohesive devices.

Halliday regards the reiteration of lexical items as mere ties or connectors while Carter views lexis as having an organizational role; certain lexical items play a vital role by giving more prominence to text development and this role transcends the sentence level to the text level. This is clearly observed in the genre of joke telling where a single lexical item creates the whole situation and expectations from the reader's part.

- 2 Carter recognizes the importance of deployment of lexical items to the overall patterning of organization. He (1986:93) stresses the importance of considering vocabulary in general as related to writing development. He (1986:93) shows how different aspects of lexical organization can operate according to the nature of the writing task. The importance of such ideas is that they relate organization and deployment of lexical items to a conceptual faculty in the mind of the text writer which will eventually indicate his or her ability to produce coherent texts. He also points out the importance of variation in cohesive devices and also emphasizes that there are other factors of great importance in the creation of coherence as well. The connectedness, he asserts, might have been created through cohesive devices but the text might not be consistently coherent. He explains this in the following manner:

Part of the problem is the lack of variation in the devices used (by the text writer and in this particular example it was a text written by a child , see p. 94) but, even if changes were made or more cohesive items added, it is unlikely that they would contribute significantly to the underlying organization of the text or

remedy the general 'flatness' of the vocabulary used. When teachers write 'good word' and put a tick in the margin it is my claim that they are responding not merely to a word in isolation but signalling their perception that it contributes to the coherence and impact of the text as a whole... (ibid:95)

Carter further discusses the notion of 'coreness' in vocabulary and explores ways in which core vocabulary and central tokens might interrelate in particular styles of writing. He further cautions that it is dangerous to focus too exclusively or to attempt assessment of writing without due recognition of other factors of language organization. Choice of words, he states, and use of words, though never isolable from other processes of discourse, remain a powerful signal of learning.

The text in Carter's opinion (1987:87) can also be organized by surface linguistic features which mark the organization of individual sentences or utterances into larger units of discourse. Thus the difference between cohesion and coherence in Carter's opinion is summarized as follows:

Cohesion is concerned with the ways in which the components of the surface text are mutually connected within a sequence, while coherence concerns the ways in which the components of the textual world, that is, the configuration of concepts and relations which underlie the surface text, are made mutually accessible and relevant. Coherence is not merely a feature of texts, but rather the outcome of cognitive processes among text users; it is a conceptual network which has to be recognized and interpreted by the sender and the reader of a text (1987:87).

The present study finds that students employ a variety of cohesive devices but fail to organize the text properly.

This is due to lack of conceptual competence and lack of training as suggested in 9.7.2 and 10.10.

Bamberg (1982:427), on the other hand, identifies coherence criteria through the establishment of a context and/or a selection of an adequate organizational plan that takes into consideration the understanding of the relationships among ideas, giving information about the topic and organizing details in the text adequately. She also stresses the importance of drawing ordering strategies in building coherence.

Tannen (1984:14) defines coherence as the underlying organizing structure that makes words and sentences into a unified discourse that has cultural significance for those who create or comprehend it.

2.3.3 Summary of the Previous Discussion

In the previous sections, a variety of opinions were presented regarding the concepts of cohesion and coherence. Most of these studies emphasize the importance of the relationship between cohesion and coherence and the presence and variation of cohesive devices. There is also great emphasis on the significance of lexical signals in determining text coherence, and the writer's intention and organizational features of the text. One important feature of this discussion is that many of the elements discussed are interrelated and connected with each other. This signifies the importance of all the factors discussed in the creation of coherence. In the next sections a discussion of the importance of the semantic aspect of coherence, the role of the reader and lexis are offered.

One of the most recurrent observations on the research about coherence is the issue of semantics. This aspect is important to the study for the following reasons:

- 1 logically speaking, a text is not a text if it has no meaning. There is a general agreement among all those whose studies were consulted (see Halliday and Hasan 1976, Carter 1986:71, Cook 1989:13) and others as to the importance of logical meaning and logical relations between textual elements (see also 2.3.1.2.1).
- 2 in the discussion about MTD (see chapter three), one significant criterion for analyzing texts is laid which is to divide the text into sentences in order to investigate the degree of relevance of each sentence to the main topic of the text. This is made in order to examine the degree of deviation, incoherence and topic shift from the main topic of discourse. Each sentence is judged according to the meaningfulness and relevance within the domain of the whole text.

The following opinions support the importance of considering text as a semantic unit and that will support the research procedure that has been followed in the design of the MTD framework in sections 3.2.5 and 3.3.6. It should be understood that a semantic unit implies that the text, regardless of its length, should carry a meaningful purpose to the reader in order to realize its message.

Sgall (1983:135) asserts that most of the writings on textual coherence concern questions of semantics. Witte and Cherry (1986:121) observe that research on writing that

focuses on extended written texts sees formal properties, particularly semantic properties, of texts as reflections of the thinking processes that produced them. Composing, they assert, is viewed primarily as a knowledge/thinking problem and communication problem. Accordingly, composing processes are best seen as cognitive processes. Van Dijk (1977:93) considers the semantic aspect a determining factor in text coherence:

The semantic structure of discourse determines its coherence... . Intuitively, coherence is a semantic property of discourse, based on the interpretation of other sentences. Sentences or propositions in a discourse may form a coherent discourse, however, even if they are not all connected to every other sentence or proposition (1977:93).

This is true in that some texts are connected by subtle means like meaning and association of meaning (see also Halliday and Hasan 1976, Hasan 1985, Fowler and Hays 1977:457, Taylor 1981:6 and Lauttaumati 1978). The following example illustrates the importance of the issue of meaning in text interpretation and processing. This is a text from a composition taken from the data bank:

Example 2.24

The co-education case is considered one of the cases that no two people agree to give their opinions that are similar in it and no man can dare to be decisive by saying he accepts it or refuses it and we may find great difference in the opinions and that may be due to the nature of the people who think about it and between one opinion and another and the opinion of one fanatic and another civilized we find that it is difficult to be decisive about an issue like that.

Such a text overburdens the reader with the domination of

interpersonal and textual technique. First, the reader is overburdened with the lexical repetition in the text eg *case, cases, opinion, opinions, people, peoples, one and another and decisive* . Second the reader is subjected to an extended text through a series of relative clauses that could be reduced and a series of phrasal expansion. Third, the whole text could be reduced into two or three sentences that may be more effective and appropriate. The more the utterance is stretched the more the reader expects a meaningful message. The type of writing presented here is common in the composition classes in intermediate and high schools in many Arab countries. A discussion and a commentary of the contents of students' texts are presented in 9.5.4 and 9.5.4.2. The discussion supports the fact that without meaning and actual message the text is pointless.

2.5.1 **Coherence and the Reader**

Many writers on coherence emphasize the significance of taking the reader's involvement into consideration in text coherence since he or she interprets the text and evaluates its coherence. It is also important to provide the reader with frames which may help him or her identify the writer's purpose (see the following references and the notions they present on this point, particularly Brown and Yule 1983:68), the schemata theory in Bartlett (1932) cited in Brown and Yule, Van Dijk (1980:141), Tannen 1984, the cueing devices in Phelps cited in Bamberg (1983:423), signals in (Carter 1986:80), orientation in (Scarcella 1984:683) and Bracewell et al, 1982, 148-9 cited in Witte and Cherry (1986)).

Witte and Cherry for instance emphasize the role of the reader in the following manner:

In comprehension of written text, it is principally the text structure that has to support the reader's comprehension, and in writing, the text structure is the principal means for expressing a conceptual structure or frame. Viewed somewhat more deeply, the reader must use the text structure to infer a writer's conceptual structure, and a writer must produce a text that is able to sustain a reader's inferences about the underlying conceptual structure (1986:120-125).

On the other hand, McCarthy (1984 12-21) cited in Carter (1987:77) argues that readers of texts seek motivation in a text. They want to know why a message is being sent and what is in it for them; they will consequently evaluate or interpret it in the same pragmatic way as any other piece of discourse, spoken or written, and try to make sense of it by assuming that it is coherent and by finding what is, for them, significant and relevant in that text (see also Scarcella 1984 and Sa'adeddin 1989).

In many of the texts analyzed for this study writers fail to show any purpose in communication. They even fail to sustain the reader's interest in their texts. Looking at example 2.24 the reader would soon feel that there is no point in telling what the reader already knows. It is in this respect that creativity is appreciated as it motivates the reader to continue with the text. There is further no motive in revolving around the same point without any purpose. The reader of these texts will be bored and in certain cases will feel insulted because in every text he or she looks for something new but cannot find it.

2.6.1 Lexis and Coherence

In 2.3.2.1.6, a discussion of the importance of structure and organization was given. It was indicated in the same

section that certain lexical items play an important role in text coherence by virtue of their deployment to create patterning of organization and ability to develop the text (see Carter 1986:99). This section deals with lexical items from a different perspective. The significance of this discussion is viewed in terms of the importance of treating lexical items as a major factor in building coherence. Hasan, for example, indicates in her analysis of Chain Interaction (CI) and the formation of chains that in order to have interaction between two chains there should be semantic relationship uniting members of the same chain and similarity uniting members of the interacting chains. She justifies this requirement by saying

... in a coherent text one says similar kinds of things about similar phenomena (1985:92).

This is exactly the justification for considering lexis a major factor in coherence. The following discussion displays the importance of the employment of lexis in building text coherence. Carter (1987:71) discusses very important issues regarding the influence of vocabulary items in the achievement of coherence in writing. He observes the importance of work on lexical signalling and collocational patterning in naturally occurring text. He emphasizes the importance of understanding the semantic relations between parts of a text and that:

...it should involve the ability to interact with the text so that different points of view can be evaluated and varied references negotiated and that is because the relations between lexical items are not fixed (1987:71).

He explains the significance of the general lexical item in terms of the ability to signal three features:

- 1 to express attitudes

- 2 to express evaluation and
- 3 to operate as an expression of interpersonal meaning (cf Halliday's classification of the function of the clause at a broader level, ie, textual, interpersonal and ideational (1985:54)).

Carter further adds that there is a certain range of nouns called anaphoric nouns that fall into a certain semantic class that can be used meta-discursively and can be used to talk about the ongoing discourse. He further explains :

A-nouns operate as organizational signals. They serve to label a preceding stretch of discourse, integrate and align it with the ongoing argument and thus represent a position which the writer hopes to have established with the reader... . An interesting category of A-nouns are those which generally signal attitudes. Such items do more than merely label the preceding discourse. They mark it in an interpersonally sensitive way revealing the writer's positive or negative evaluation of the antecedent proposition (Ibid:80).

Thus their function signifies the importance of lexical signals in discourse and demonstrates that signals can be multi-functional. The following example signifies the multi-functionality of anaphoric nouns:

Example 2.25 Look how he drives recklessly. The brute has almost killed the woman.

The word *brute* is both anaphoric in the sense that it encompasses a wide range of reference to human beings and even animals and evaluative in the sense that it constitutes an evaluation of its referent in the preceding discourse and operates as an expression of interpersonal

meaning.

The previous discussion indicates the influence of lexical items in a text. The significance of certain lexical items can be witnessed in the role these items play in telling jokes or even in legal terminology where one single word may affect the whole meaning of the text.

The area of vocabulary requires further studies to show the role of lexis in building coherence. In the course of teaching English to Arab students, the researcher has observed that part of their problem in acquiring and mastering the language is related to vocabulary; they are sometimes distressed by variety of synonyms and by an inability to choose the proper word in the text.

In the next section a discussion of the literature on topic development and progression is provided as part of building text coherence.

2.7.1 **Topic and Comment**

While subject and predicate refer to grammatical structure, the term topic and comment refer to the information structure of the sentence. In certain sentences the divisions subject and predicate and topic and comment may be identical as in the following example:

Salim	is a teacher
<i>Subject</i>	<i>Predicate</i>
Topic	comment

But in other sentence structures they may be different as in the following example:

As for Ali,	I	will convince him
	<i>subject</i>	<i>Predicate</i>
Topic	Comment	

Halliday (1985:39) refers to topic as one particular kind of theme and it tends to be used as a cover term for two concepts that are functionally distinct, one being that of theme and the other being that of given (see also 2.8.1.1 and Brown and Yule 1983: 68-124). There are three reasons for discussing topic and comment in this chapter. These reasons are :

- 1 to prepare for the discussion on topic development in the next sections and to prepare for the discussion on the MTD on a sentential basis and the graphical representation of such topics (see 3.2.1, 3.2.2 and 3.2.5).
- 2 to explore the reason for variation of coherence in terms of individual texts and sentences.
- 3 it was found out in the course of teaching composition that students lack the proper sense of topic in the sense of the general theme of the writing assignment. Hence, a development of the concept of topic must be made to investigate causes of incoherence and deviation in students' writings.

In the next discussion a presentation of different opinions on topic is made. These opinions will help build a sound background for the forthcoming discussion on the MTD in section 3.1.4.

2.7.2 Topic Development in Written Discourse

Lautamatti discusses topic through the construction of sequences of relationships between subtopics which represent subordinate ideas and the discourse topic, she states:

We expect sequences making up a piece of discourse to be related, however indirectly, to the main idea discussed ... referred to as 'discourse topic'. This relation may be direct, especially in short texts, or indirect based on the development of subordinate ideas, *subtopics*, which in their turn relate to the discourse topic. The development of the discourse topic within an extensive piece of discourse may be thought of in terms of a succession of hierarchically ordered subtopics, each of which contributes to the discourse topic, and is treated as a sequence of ideas, expressed in the written language as sentences (1978:71).

She then proceeds from the sentence level which, in relation to other sentences, helps build the whole text and consequently realizes topical development of discourse. Her opinions support the argument put forth by this research in the development of the MTD (see 3.1.4).

On the other hand, de Beaugrande defines topic with reference to the density of conceptual-relational configurations in text-world models.

A single utterance in conversation might not have its own topic, but might rather present material which would become topical if developed in follow-up utterances. A single utterance or a sentence, though, has its topic must be interpreted within a text; in other words single utterances help build a discourse topic. This is so because topic is a dynamic aspect of the flow and shift of knowledge drawn from various sources such as typical and determinate concepts and relations in world knowledge, cultural and social

attitudes etc.. (1980:246).

This is exactly what this study suggests; a text is built around sub-topics that collectively build the main topic of the text. This also suggests the unanimity of opinions discussed in 2.3.1.2.5 and Brown and Yule (1983:68-70), Longacre (1983:116), Chafe (1976), Danes (1974), Vande Kopple (1986). Witte and Cherry (1986:128) emphasize the importance of discussing individual sentences within a discourse to the concept of topic but they seem to confuse topic and theme of the sentence. They further lay down other principal functions of topic in a sentence or a t-unit. While this applies to individual sentences or t-units in short texts, extended texts are treated differently; the functions, they consider, are:

First, they announce what an individual sentence or a t-unit is about. Second, they provide for the smooth introduction of new information into a text. Third, they help to create local coherence between individual sentences or t-units. And fourth, they guide readers in constructing 'gists' and identifying discourse topics for the texts they read (1986:129).

Temporarily, and in order to avoid any ambiguity in this section, the term topic will be treated as the semantic unit of the sentence the *proposition*, carried by each sentence or T-unit (see Widdowson 1978).

In section 3.1.4 a detailed discussion on the development of the MTD and its mechanics will be presented since it has some connection with this area.

The next section will be devoted to a discussion on an important aspect of textuality and that is the organization of information at the sentence level and the development of topic at the textual level.

2.8.1 **Theme - Rheme - Information Structure - and Topic Development**

In this part of the study the discussion will be devoted to a discussion of textual devices that connect the text and help build its coherence. The discussion will specifically focus on three processes; theme-rheme organization, information structure, and thematic progression. The inclusion of this area of analysis in the main line of study is made for the following reasons:

- 1 that theme-rheme organization is one of the textual features that help achieve this connectivity (see Hatim and Mason 1990:212).
- 2 that almost all researchers emphasize the semantic aspect of textuality (see 2.4.1). Therefore, the three processes involved in the discussion indicate the importance of including these aspects for text cohesion and coherence.
- 3 that the three processes involve aspects of connectivity by their nature and function.
- 4 it is also important to include these processes if the text is considered one unit.

The concepts of theme and rheme shall be first introduced, then a discussion of the concept of information structure in relation to coherence, and finally a discussion of thematic progression.

2.8.1.1 **Theme and Rheme**

According to Halliday there are two structures of texts;

the first one is 'informational focus' which divides information in each sentence into given and new, the second is thematisational which divides the sentence into theme and rheme. The first structure determines the organization of the text into discourse units, and in the latter the sentence is built according to a form of a message about one of its components. Halliday defines theme as:

the element which serves as the point of departure of the message; it is that with which the clause is concerned (1985a:38).

Halliday believes that the theme:

can be identified as that element which comes in first position in the clause (Halliday 1985:39), and that there is always an ideational element in the theme and in certain cases there may be interpersonal and/or textual elements as well (Ibid:53).

cf the definition of mubtada' in Arabic with theme in English (see 6.1.4.1). The following examples will best illustrate the point under discussion:

Example 2.26

The Doctor.	gave me a prescription.
I	was given a prescription.
Theme	Rheme

In this example the theme is a nominal group that can be employed as an adverbial group.

Example 2.27

Suddenly	she appeared.
In the morning	he was taken to hospital.
Theme	Rheme

2.8.2.1 **Given and New**

Halliday (1967) distinguishes *theme-rheme* and *given and new* as two different systems: the former belongs to thematisation, the latter belongs to information. The difference between the two divisions of thematisation and information structure is explained as follows:

Information structure refers to the organization of a text in terms of functions 'given' and 'new'. These are often conflated with theme and rheme under the single heading 'topic and comment'; the latter, however, is (like the traditional notion of 'subject') a complex notion, and the association of theme with given and rheme with new, is subject to the usual 'good reason' principle... - there is freedom of choice, but the theme will be associated with the 'new' unless there is good reason for choosing some other alignment (Halliday 1970 :162).

Chafe (1976:30) defines *given information* as 'that knowledge which the speaker assumes to be in the consciousness of the addressee at the time of the utterance'. And *new information* 'is what the speaker assumes he is introducing into the addressee's consciousness' (see 2.3.1.2.5). Labov (1972), cited in Coulthard (1977:64), argues in this respect that the first and most important step is to distinguish 'what is said

from what is done' and stresses that the unit of analysis is not the grammatically defined clause or sentence but a functional unit, which may of course be realized by a single clause or sentence. Kopple regards given and new as shared knowledge, ie, given information is that which the speaker or writer assumes that the addressee knows, assumes or can infer. New information is that which the speaker assumes that the addressee does not know, does not assume, or cannot infer (see Kopple (1986:79)).

To conclude this part, it should be stressed that information structure is a major factor in building coherence as shall be seen later in the next discussion.

2.8.2.1.1 Thematisation

The concept of thematisation is essential in understanding text structure. It is essential in terms of relating information in texts in order to lead to a unified structure. It involves the writer's options as to the type of thematised elements. It also reflects the degree of success in writing (see Berry 1989 and Martin 1985). The process of thematisation in itself reflects a certain degree of rhetorical achievement in terms of what the writer foregrounds and emphasizes and reflects the degree of importance of these foregrounded elements to the text and its understanding (see Brown and Yule 1983).

Brown and Yule illustrate this aspect of discourse in the following manner:

Thematisation is a discoursal process. What the speaker puts first will influence the interpretation of everything that follows. Thus a title will influence the interpretation of the text which follows it. The first sentence of the

first paragraph will constrain the interpretation not only of the paragraph, but also of the rest of the text. That is, we assume that every sentence forms part of a developing, cumulative instruction which tells us how to construct a coherent representation (1983:134).

This is very important in terms of orienting the reader as to what to expect. These remarks are also found to be applicable to the texts that have been analyzed in chapter 8 and in appendix 5 where the impact of the title and instructions for the task students are required to write about appear very clear in the body and structure of the text. They repeat key words related to the title in order to serve a rhetorical purpose. It is also important in terms of reflecting different cultural perspectives in writing; for example, in Arabic the introduction is sometimes culturally bound and may reflect some vagueness as to its relation to the main body of the text.

Brown and Yule use Grimes' term of staging instead of thematisation. Grimes defines staging as follows:

Every clause, sentence, paragraph, is organized around a particular element that is taken as its point of departure. It is as though the speaker presents what he wants to say from a particular perspective (1975:323).

Grimes is here concerned with how the linear organization can be manipulated to bring some items and events into greater prominence than others. Thus an initial main clause will, iconically, refer to an important event, while following subsidiary clauses will supply subsidiary information. Thematisation, as Perfetti & Goldman (1974:71), cited by Brown and Yule (1983), define it becomes the central subject of the discourse. Accordingly, text structure will be influenced by the process of thematisation as it becomes the whole message of the text.

2.8.2.1.2 Types of Thematisation

There are two types of thematisation:

- 1 interactional thematisation which is the function involved in expressing social relations and personal attitudes, and
- 2 topic-based thematisation which is the function involved in expressing content. The following examples show the difference between both:

Example 2.28 I like the Mercedes. (interactional thematisation)

Example 2.28 The fireman put out the burning house. (topic-based thematisation)

Martin (198:39-40) cited in Berry (1989:66) sees the distinction between both types as relevant to the degree of success in writing :

... Unsuccessful drafts of some types of text ... can be improved by increased use of interactional thematisation. Unsuccessful drafts of other types of text ... can be improved through increased use of topic-based thematisation.

Some types of texts, in Martin's view, require a mixture of the two. He sums up the advantages and disadvantages of the two uses of first position as follows:

Topic-based thematisation enables the production of a text that is well oriented to a reader looking for information. The resulting text is relatively quick to skim read, easy to find one's way around in and workable to summarize or to make notes from. Just reading the themes, or reviewing the themes ... after an initial reading

may do the trick. However, the disadvantage is that the text becomes impersonal The result may be ... rather alienating ... in some cases (Ibid:39-40).

Berry illustrates that some writings may point to certain difficulties according to type of thematisation. She found out that it might be expected that children will have greater difficulty with topic-based thematisation than with interactional thematisation. She further points out that:

If Brown and Yule are correct in saying that conversational English is associated with interactional thematisation ... children's familiarity with the latter is likely to be greater than with the former, since in the normal course of events they will have spent a larger proportion of their time - at home, in the peer group, and even at school - engaging in conversation than in reading or writing formal written English. If, in addition to this, as Martin seems to suspect, most of the writing they do in school is of the 'personal writing' type, which might also be expected to be associated with interactional thematisation, their experience of topic-based thematisation will be very small indeed (1989:66).

This point is very crucial to the results obtained from this study. As the results show (see 9.5.1), students are unable to develop many of their texts due to lack of training in topic-based thematisation. It has also been observed through personal experience in teaching composition that students need to be familiar with the topic they write about and they are mostly relaxed when they write about personal experiences or topics with which they are familiar. Relevant to this discussion is the question of the validity of teaching materials related to Arab culture as shall be discussed in 10.10.3.

2.8.2.1.3 **Thematic Progression**

In the previous section (2.8.2.1.1) a presentation of the distribution of information structure is presented. In this section, a discussion based on theme-rheme and information structure showing how thematic progression occurs will be demonstrated. Basically, there are two aspects of information structure that are essential components of thematic progression as development, progression and ultimately coherence will be interwoven accordingly. These two aspects are topic and comment. Danes (1974) and Halliday (1967) have shown that most sentences occurring in a text can be divided into two units of information: the topic which announces what the sentence is about; and the comment which provides some information about the topic. Thematic progression will not occur without the interrelated development, expansion and progress of both topic and comment ie, the information borne by both elements.

Topic which in most cases tends to be a recoverable piece of information is marked as 'given' information and always appears in the first part of the sentence and corresponds with the structure theme. Comment on the other hand falls in the right part of the sentence and is less recoverable, hence corresponding to the structure 'new' information and represents the rhematic part of the sentence.

Example 2.30

Topic	Comment
He	gave me the letter.
The car	ran into a wall.

The topic of sentence one *He* allows the reader or listener to directly recover information mentioned in the previous

Sentence. The comment *gave me the letter* presents less recoverable or perhaps totally unexpected information. The topic of sentence two *The car* is also more likely to be available as recoverable information. It is possible, therefore, to examine the information structure of any sentence within a text according to this structure and the division is, of course, different from the grammatical structure subject and predicate.

Halliday also observed (1967:212) that in English the tendency is for given information to co-occur with topics and new information to be carried by the comment, an order that he calls *unmarked sequence*. However, the reverse, or *marked sequence* is also possible as in the following examples:

Grammatical level:

Example 2.31 In the car, she was killed.
 (Prep Phrase) (NP) (VP)

Information level (unmarked sequence):

Example 2.32 In the car, she was killed.
 (Topic: given) (Comment: new)

Information level (marked sequence):

Example 2.33 She was killed in the car
 (Topic: new) (Comment: given)

Compare this with the rhetorical function of fronting of 'Xabar' in Arabic (see 6.1.4.2.2).

2.8.3.1 Patterns of Topic Development

The major functions of theme as a connecting device, linking the previous discourse and serving as a point of departure of the message led to the development and coherence of discourse. As a result of these given characteristics of theme and the principle of given new structure in texts, it is possible to identify different textual forms and patterns of topic development. Danes identifies three patterns of topic development for written scientific English (1974:118-119). The first pattern is called *simple linear progression*. It consists of a chain-like effect, in which the given information in each sentence topic refers anaphorically to the new information in the last occurring comment.

T1_____R1

T2_____R2

T3_____R3

Example 2.34

The wolf is the ancestor of the dog. It looks like a larger version of a German shepherd. The average wolf weighs only 60 to 120 pounds. Healthy wolves are not likely to attack humans. Sheep is its favourite meal.

The second pattern of progression features a *constant topic* pattern. Here the topic portions of each sentence in the paragraph all share the same given information as referent.

T1_____R1

T1_____R2

T1_____R3

Example 2.35

Mohandas Gandhi was born in a city in the west part of India on 2 October 1869. Mohandas was his first name. He loved his father very much. In his later life he wrote many books.

The third pattern is called *hypertheme* in which the topics of each sentence are individually different but can still be considered *given* since they are all derived from the same prevailing theme. This creates an analytical, or whole and parts of the whole paragraph.

T

T1_____R1

T2_____R2

T3_____R3

Example 2.36

Marriage in India at that time was at the early age. Mohandas was married at the age of thirteen. The oldest son of the family was already married. The father and mother decided that the second son and the third son, Mohandas, together with an uncle's son, should all be married at the same time.

All three patterns conform to the distribution (given/new), ie, new information occurs toward the end of the sentence in the comment, while given information is fronted in the topic. The patterns differ from each other with respect to which particular unit of given information is selected for topicalization, generating different connection organization.

Danes classifies a paragraph in terms of its information structure as manifested through intersentential connection within the text itself. These patterns are easily noticed

in scientific writings.

2.8.3.2 **Fries' Argument**

Fries (1983:121), in his analysis of thematic progression, TP believes that there is a correlation between TP and text structure. He claims that these patterns can be seen to correlate with the levels of relevance of each sentence within a passage. His argument is substantiated by the logic of text structure of argumentative or expository prose where each sentence logically follows what has gone before. In discussing this method of development Fries points out that a distinction should be made between what is called the topic of the paragraph - the subject being discussed and between the point of the paragraph or the message that is carried by the paragraph. This distinction is important for the discussion on the MTD in 3.1.4.

2.8.4.1 **Textual Structuring**

Different factors are involved in the structuring of the text. Among these factors are how information is built in the text, thematic organization, the writer's options and the framework that he or she uses in achieving text unity and coherence. Brown and Yule believe that the writer or speaker uses thematic organization to provide a structural framework for discourse, which relates his main intention and provides a perspective on what follows; thus building a certain form of text structure. This build up of structure achieves coherence through relating events according to time frame, geographical location and ordering devices. They highlight the importance of thematic organization as it provides a structural framework for the writer's discourse, which relates back to his main intention and provides a perspective of what follows. This

is essential since failure to do so may lead to difficulty in identifying the main function of the text under discussion.

Brown and Yule explain thematic organization in the following manner:

Thematic organization appears to be exploited by speakers/writers to provide a structural framework for their discourse, which relates back to their main intention and provides a perspective on what follows. The coherence of structure is achieved by the writer's ability to relate events to each other in a temporal perspective or in other perspectives. Anyone who has ever written an essay is familiar with the problem of where to start the essay, how to relate paragraphs to what has gone before, and how to relate sentences to what has gone before (1983:143).

On the other hand, there seem to be other constraints on ordering in types of discourse which are not simply arranged as a sequence of events in time. Van Dijk (1977) cited by Brown and Yule (1983:145) suggests that descriptions of states of affairs will be determined by perceptual salience so that the more salient entity will be mentioned first. He suggests that 'normal ordering' will conform to the following pattern:

general - particular
whole - part / component
set - subject - element
including - included
large - small
outside - inside
possessor - possessed

The most important result of the analysis of the sentence in terms of theme-rheme, information, topic and comment, given and new is in the pedagogical application of these divisions in the analysis of reading and in writing in general. How information is presented and how it is developed are matters of vital importance to researchers and learners. The way information is distributed seems to aid in comprehending the written texts.

The question, then, is how do these systems of theme-rheme and given-new contribute to text cohesion and coherence? Cohesion is realized in terms of relating information to the speaker's options and the factors that he takes into account in exercising these options depend on the textual environment and the preceding discourse. The options themselves are closely tied with cohesive patterns such as substitution and reference. Coherence is realized in terms of relating information to what has gone before and this helps the message coherence within the text. The organization of the clause into theme and rheme gives it, as Halliday points out, coherence within itself (Halliday 1970:357). The study of information distribution might have some useful applications in the future study of texts and written samples of students. It might also have some bearing on how certain cultures appear to organize information in written texts and whether it is permissible to make use of that in writing text materials and in orienting native teachers towards these differences. The risk here is that in what manner should information be presented to non native speakers? A study by Clark and Haviland (1977) cited by Weissberg (1984:488) about given and new indicates that when the subjects of the experiment were given pairs of sentences to read, their comprehension

time was faster for those pairs where the given/ new contract was adhered to most closely. Finally, similar results were observed with subjects who were asked to read and recall paragraphs of connected discourse. In the next chapter a detailed description of the framework on the MTD which is proposed by this study is presented.

Chapter Three

Measurement of Topic Development

3.1 Introduction

In chapter one a discussion of the socio-linguistic background of Arab students in the orientation programme at the University of Bahrain is presented. The chapter reveals that there is a strong demand for communication in English academic and business-wise. It is also indicated in the same chapter that the level of students in English is not satisfactory due to various reasons. Therefore, the main purpose of this study is to investigate the major coherence problems and the reason for topic deviation in students' writings.

In chapter two the researcher presents various variables related to text cohesion and coherence. These variables will be utilized in the formulation of the criteria of topic development and deviation at two levels; the linguistic level and the rhetorical level. The linguistic level will involve cohesion elements and the rhetorical level will involve coherence elements.

Cohesion elements involve grammatical cohesion such as reference, substitution, ellipsis and conjunctions and lexical cohesion which involves the class of general nouns , reiteration, and collocation.

Coherence elements as discussed in chapter two involve the presence of links, recoverability, continuity, development of speech, shared knowledge, text structure and organization, choice of lexis as a variable in creating coherence in texts, coherence and semantics, coherence and the reader, topic and comment, topic development in written discourse and theme-rheme and information structure.

In the course of investigating the causes of deviation and lack of coherence in students' writings the researcher has developed a measurement of topic development that basically identifies the faulty and difficult areas and weaknesses in their writings. The purpose behind constructing such a measurement is to measure, evaluate and follow the line of development of the topic at the discourse and sentential levels in students' written texts.

Prior to the presentation of the measurement and the framework of analysis of texts, an explanation of some terms that are related to the study and used throughout the discussion in the chapters should be given at this stage. This is done to avoid ambiguity, to simplify the discussion, and to limit the line of argument to the goals it was set for. These terms are as follows:

3.1.1 Topic Deviation TD

Topic deviation is the departure from the main line of argument of the text to the discussion of another topic

or subtopic that is not relevant or appropriate to text environment or that has no rhetorical function. The following is an example on topic deviation:

Example 3.1

In 1919 the education start in Bahrain and the libraries start in the class for the school , now the libraries in Bahrain it will be media center The big problem for libraries in Bahrain the money on the piegt (budget). In Bahrain the libraries school use Deway system, In Bahrain University use congress system. The problem in Bahrain not how much libraries but how money people read this the problem. Nowadays Bahrain start to but in computer Internet and this Inter easy to tak or read any book by computer.

In this example, the student unexpectedly introduces various elements which are disrupted by sudden shifts from one subtopic to another. The general topic of the text is libraries in Bahrain but what the student discusses is a number of subtopics that are introduced at once and without logical organization according to importance as well as relevance to the main line of argument. The student for example introduced the element of time when education started in Bahrain, the time the libraries were opened, then he or she jumped to a conclusion that libraries have become media centers, then a discussion of the problem of budget, libraries use Dewy system but Bahrain University use the Congress system (for classification), the problem of the number of visitors to libraries and the internet. The whole discussion indicates that the student was swayed to discuss problems more than to present the historical development of libraries.

Other examples will be provided for this purpose in the chapter.

3.1.2 Incoherence

Incoherence is a defect in text structure, flow of ideas, organization, order of ideas, development, meaning and unity of textual contents. The following is an example of incoherence .

Example 3.2

The archaeologists have diggings to discover treasure of information about schooldays a century ago, and they give us a lots compare between schooldays before and know the difficult life school before , and the study, know we have every thing easy, different then before. In past they have a lots of control and punish, that makes the students feel alot of responsibility. But they found alots of common between before and know such as the way of teaching and the advices that the parents give there on children and they will going give the same advices a years below.

In this example the student wrote sentences that are grammatically weak and incorrect, the information provided is unclear and mixed and there is no line that unites the whole topic. The above example is incoherent and this is due to various factors among which are the shift in tense, unclear references, weak structure and organization of ideas. Incoherence is different from topic deviation in terms of comprehensiveness. A text which is incoherent is badly organized and structured and its message becomes ineffective and boring. Deviation, on the other hand, occurs at the sentential level and is a major contributor of incoherence if it is used

overwhelmingly. See the rest of the examples on topic deviation too.

3.1.3 Relevance

The researcher defines relevance as the existence of a direct relationship between individual sentences in a text at the grammatical and semantic levels. In other words, sentences must be logically related to each other. To achieve relatedness between individual sentences, each sentence must be tied to the preceding and following sentences at the semantic level. The following is an explanation of the concept of relatedness between sentences:

Example 3.3

Bahrain is a group of islands in the Arabian Gulf. It is surrounded by Qatar from the south and Saudi Arabia from the north and its area is 692 KM. The population of Bahrain is 400,000 people. Its climate is prevailed by hot temperature and humidity during the summer and in the Winter it is moderate. The most important exports of Bahrain is Aluminum and oil.

The example above shows logical relations at the semantic and syntactic levels and therefore all sentences are related and form a whole unified text. The following is an example of what makes sentences unrelated.

Example 3.4

Knowledge is light. Knowledge is like a lantern in the darkness of night. So man without knowledge is in the darkness of land and see, does not know where is the

road. Islam is the road to the good. Islam urges to seek knowledge. And the first verse that came urged to seek knowledge and instigates desire also to seek knowledge even in the farthest places. Unemployment in society means that the person is sitting does not work, does not study, etc. That is his time is all free, and so from free time comes bad consequences. And the human being whose time is all free where shall he go? We see him go towards darkness of land and sea. I mean where is evil? Where is destruction it is with him.

In this text, the main line of argument is the discussion of unemployment in Bahrain. The whole introduction, i.e., the first six sentences do not logically relate to the main line of argument which is employment. In addition, the last two sentences are also unrelated as they do not discuss any thing important related to unemployment.

3.1.4 Measurement of Topic Development MTD

It is the measurement of the connection of text elements through the presence of cohesive devices and the establishment of text unity, effectiveness, organization, the writer's clear purpose, depth and completion in order to appeal to the reader. The measurement has been developed by the researcher to account for coherence at the basic level of text components, i.e., lexis and the sentence. It attempts to present text coherence through representation of the development of its line of thought in numerical and graphical form. A full description of the MTD is presented in 3.3.1.

All these terms and a further discussion and illustration of cohesion, coherence, sentential topic, discourse topic

and development are presented in detail in chapters two and three.

Chapter three then presents the following points related to the measurement: a rationale for choosing the MTD framework, an introduction to its mechanics, and finally, a critical review of the framework in terms of suitability and applicability. In the course of discussion some of the problems that were encountered in its application will also be discussed. Two examples on topic development and deviation will be provided to illustrate the discussion and the researcher's method of analysis. The measurement was designed and tried on several texts as shall be seen later (see chapter eight).

3.2 Purpose of the Measurement

The measurement is designed to serve the following purposes:

- 1 to measure textual development numerically and graphically.
- 2 to observe how the line of thought in any text progresses.
- 3 to investigate the differences between textual development in Arabic and English in the writings of students.
- 4 to investigate the importance of individual sentences in the development of texts.
- 5 to discover the nature of thought patterns from the proposed graphs and to compare them with Kaplan's (1966) patterns of paragraph development.

- 6 to discover any consistent patterns in textual development in both English and Arabic.
- 7 to discover the weak points in textual development.
- 8 to train teachers to follow a more systematic approach in their evaluation of texts.
- 9 to provide a more scientific based approach by developing the measurement into a computerized formula or a programme and that will be reached after an extensive application of the measurement is done.
- 10 to provide researchers with a clearer picture about genre differences since each genre has a different order in the structuring of texts.
- 11 to reveal to researchers how the information structure of a text flows and its indications as well as its propensities.
- 12 to train students to write effectively and coherently.

These objectives may seem too ambitious but the researcher wishes to stress the fact that this part of the research is merely in its inception and needs further development as well as collaborated efforts to foretell and provide solutions to technical problems. The researcher himself anticipated some problems and gave some answers as will be seen below.

3.2.1 Rationale for Developing the MTD

The creation of the MTD was the result of research on the theory of contrastive rhetoric. In the course of revising literature about cohesion, coherence, topic and

comment and theme and rheme, a need was felt to provide the reader with a graphic appearance of thought patterns, ideas, development of the line of thought and the movement of the main topic in the text. This was also substantiated by Berry's comment on children's writings (1989:69) and her justification for her evaluation of certain texts over others due to the child's ability to continue or develop the text. The measurement serves to identify the degree of coherence through development of the main line of thought, i.e., a great degree of deviation indicates incoherent texts, but this does not mean, if there is no deviation, that the text enjoys a great degree of coherence. The MTD shows clearly how and where the topic of a given text develops or deviates from the main line of thought according to certain criteria indicated in 3.2.5. The need to represent the text graphically arose due to observations by the researcher and his colleagues on the quality of students' written texts (see 7.1.2).

3.2.2 Basis of the MTD

The MTD is based on the assumption that the basic unit of the text must conform to textual features of relevance, meaningfulness and development. Therefore, any element in the text must be in conformity with other parts of the text. Accordingly, the whole text must exhibit development in a progressing line that reflects conceptual ability, i.e., the ability to form plans, concepts and thoughts and textual unity in general. Any departure from the main line of argument will be mapped out immediately and must be accounted for logically and

semantically.

In this section the terms *topic* and *development* will be defined and explained in order to confine the analysis and discussion of the results according to this definition. There are two distinct categories for the term topic used in this study; the textual topic and the sentential topic. The following is an explanation of the textual topic.

3.2.2.1 Textual Topic

This term refers to the main topic that prevails in the text, i.e., what the whole text is about. The text or the written composition has a main topic which is presented, developed and concluded as a unified body. In the sample analysis, for example, the main topic of the composition in text one is the celebration of a graduation party. In text two it is about the advantages and disadvantages of television. This term is also referred to as discourse topic (see Lauttaumati 1978:71 and Beaugrande 1980:246). The researcher in this respect is aware of the argument made about the relationship between title and discourse topic (see Brown and Yule 1983:71) where in some cases the title may reflect the discourse topic especially in guided writings and compositions.

3.2.2.2 Sentential Topic

The text is usually composed of more than one sentence or

utterance. Each sentence has a topic that can be extended and developed to become a discourse topic. The sentential topic is in effect what the sentence as a whole is about or it is 'what is being talked about' (see Brown and Yule 1983:72). This definition follows the division of the sentence into topic and comment (see 2.8.2.1.3). In addition, the sentential topic may in certain instances coincide with the grammatical subject. Lautaumatti identifies the sentential topic as the subtopic or subordinate ideas as stated below:

The development of the discourse topic within an extensive piece of discourse may be thought of in terms of a succession of hierarchically ordered subtopics, each of which contributes to the discourse topic, and is treated as a sequence of ideas, expressed in the written language as sentences (1978:71).

In this study, one basic criterion was stipulated regarding topic development and deviation; that is, if the sentential topic in each text does not relate directly to the main topic of the text, it is considered deviant and unrelated and therefore receives a low score depending on its relevance. For further illustration on this issue see 2.7.2.

Prior to the discussion of the nature of topic development in texts, it is preferable to define the word development which will be used throughout the present discussion. By development is meant the presence of certain features in a given text such as control, sequence, logic, association, relation between text elements, growth in the quality and quantity, ordering

and structure and organization. This definition will assist in determining basic features in the development of texts. Consequently, the main reason for carrying out the analysis of texts in accordance with MTD criteria (see 3.2.5) is to investigate whether there is a constant pattern of topic development in Arab students' writings in Arabic, and if so, how this differs from English and what causes coherence and topic deviation problems in their writings. The investigation will be amplified to see if it is possible to anticipate problematic areas of topic development and difficulties related to textual features in general. Pedagogically speaking, answers to these issues will of course have far-reaching implications on the teaching of both Arabic and English writing as well as on the training of students to employ their conceptual competence effectively. For example, if one of the problems is related to organization, then the question will be at what textual level it is, i.e., is it at the discoursal or the sentential levels and how does this problem affect students' performance in general ?

Before presenting the sample analysis of topic development and deviation, the researcher wishes to note the following:

- 1 the genre of the text is a major determinant in creating coherence, cohesion, and topic development. This factor should not be overlooked when discussing criteria of topic development and coherence. This issue is further illustrated in chapter (8) and appendix (5).

- 2 related to the importance of considering genre differences and rhetorical purposes of writing is the question of organization of text and its classical division into introduction, body and conclusion. Any sentence that is misplaced within the limits of this division affects text coherence, cohesion and development. For example, if a conclusion is brought forward to the main body or placed in the introduction it violates text organization. Similarly, if any of the sentences exhibits shifts, or is suddenly presented this is bound to affect reader interaction with the text. This point is discussed here as many incidents of the same likelihood appear in Arab students' texts.
- 3 the MTD is not final as it is new and experimental in nature. It has not been thoroughly researched but it is anticipated that it will yield interesting results.

3.2.3 **MTD and Cohesion**

In 3.2.2.1 it has been pointed out that the discourse topic is formed of subtopics or sentential topics. The question then is how these subtopics ultimately relate and participate in text development. One of the means used to achieve textual-development is through developing logical and related subtopics. Hence, use of proper cohesive devices that tie sentences together is a vital instrument in securing topic development.

In the following section a presentation of the two sample

analyses and the linguistic justification for topic development and deviation are made.

3.2.4 **Sample Analysis**

3.2.4.1 **Text 1 Topic Development**

Last week I and my family had a wonderful party. It was a graduation party. My brother he graduated a month ago from oxford University. Although it was a simple party, it was a nice Party. My father and my mother were pleased because they had a pilot in the family. And in the end of the party we had given him a nice and valuable gift.

The main line of argument in the text is the description of a party. Hence, all the details and information included should revolve around this area. The following justifications are given for topic development.

1. S1 is an effective thesis statement that explains the whole event in terms of time, character, place and the interactive experience.
2. S2 is an effective and a successful explanation and an expansion to the previous statement. It is well connected through the referential personal pronoun *it*.
3. S3 continues to explain and expand the main line of argument adding specific information about the celebrated person. The statement is well connected through the exchange of the lexical item *graduation* and *graduated*. The only drawback is the repetition

of the subject *My brother he* but this grammatical error does not affect the meaning or development of the topic.

4. S4 is also effective and well connected through the adversative relation between simple and nice.
5. S5 is also effective and more informative of the experience of the main characters in the text, i.e., the parents and the area of specialization of the celebrated character are presented. The causative conjunction is correctly presented. The grammatical structure of the sentence is correct.
6. S6 is successfully manipulated as it wraps up the whole event through the use of the external conclusive relations. The conjunction *and* is unneeded here but it does not harm or affect the sentence.

3.2.4.2 Text 2 Topic Deviation

Topic deviation is the departure from the main line of argument of the text to the discussion of another topic or subtopic that is not relevant or appropriate to text environment or that has no rhetorical function. The following text illustrates the concept of topic deviation.

Television

The most main things in our life is how we can get happy? There are several ways, for example, visit some friends

or play. Television is one kinds of that ways. Sometimes it can be very helpful to people, if it can increase our knowledge. There are high quality fields of study like: science, the arts, and so on. It also improve our language. But in the second side television affects the human lives. It weast almost free time. Many children watch the television for some hours each day than they don't do anything else like studying and sleeping. However, some people need to watch television, they don't feel good without it.

The main line of argument as it was determined by the given assignment is the advantages and disadvantages of television programmes. Hence the whole text should revolve around this area. Any information that is not relevant in the sense that it does not belong to the main line of argument in the text will be considered deviant. In section 3.2.5.2 an establlishment of the criteria of deviation will be illustrated with examples as this text may not involve all the criteria of deviation. The following linguistic justifications for topic deviation in the text are illustrated below.

The text lacks a clear unified, restricted and specific thesis statement that may convey the writer's goals and purposes and his or her plan of text development, organization and focus of the central idea.

1. S1 is not relevant to the text as it discusses the theme of happiness. The sentence is awkward, it is a statement marked for a question.
2. S2 moves in the same direction and the writer uses vague and unspecific language. The use of the expletive *there are several ways* does not link S1

to S2 and hence the two sentences are amputated. Even the example which is given as a supporting detail to convince the reader is irrelevant because the first part of the sentence does not define these ways or even link them with the previous sentence. Hence the reader is left without any sort of orientation. The reader may feel annoyed because the writer does not tackle the main point.

3. S3 is abrupt and superficially linked to S2 through the substitution of one for several. Even one does not identically refer to ways because it refers to kinds. In addition, the word ways in S3 should be considered void of reference as it refers to an already unidentified element. This is in addition to the mismatch between one and kinds.
4. S4 is relevant to S3 through the reference to the personal pronoun *it*.
5. S5 seems totally irrelevant as it bears no reference to any of the previous sentences.
6. S6 is linked to S4 through the personal pronoun *it*. But it doesn't seem effective or strong as no specific examples are provided.
7. In S7 the adversative conjunction *but* marks a change in tone and a presentation of a new proposition (discussing the disadvantages). The sentence lacks power and effectiveness because of the grammatical error involved, i.e., in the second

side should be on the second hand.

8. S8 is weak and ineffective. The word *almost* is erroneously used for *most*. The use of free time is unsuccessful as it bears no significance. The statement is unsupported.
9. S9 is a supporting detail for S7 and S8 which discuss how T.V *affects our lives and wastes times*. The sentence is weakly presented as there should be an indication that this is an example and not a new topic. The sentence is poorly organized and is full of grammatical mistakes. For example, the use of the comparative article *than* is incorrect and does not grammatically connect the first part of the sentence with the second. The negative particle is also unsuccessful and groundless.
10. S10 marks a conclusion but the adversative emphatic conjunction is unsuccessful because it does not grammatically and semantically tie the previous proposition in a logical sense with the last statement. It could be replaced by an external conclusive relation such as *finally* or *at last*.

It must be emphasized here that weakness in lexico-grammatical relations plays an important part in the presence of incoherence and lack of development and topic deviation. In addition, some of these features may be enhanced by certain cultural and linguistic features of the mother tongue.

In the following section a presentation of the criteria

of topic development and deviation and the allocation of the grades against each criterion are presented. The marks are divided equally according to each criterion for convenience. Each criterion receives a grade that ranges between (1 to 10) accordingly.

3.2.5 Criteria of Topic Development and Deviation

3.2.5.1 Topic Development

Topic development is measured according to the following criteria:

- 1 The sentential topic is well connected to the textual topic. This is achieved by correct use of transitionals and links to create logical ties, to achieve recoverability, and to realize the concept of shared knowledge, correct lexical items and grammatical structures (see 2.3.1, 2.3.1.2.1, 2.3.1.2.3, 2.3.1.2.5 and 2.3.2.1). The grade assigned is (5 to 5.5) depending on the power and influence of the sentence in terms of grammatical correctness and logical flow.
- 2 The writer's purpose is stated clearly in order to orient the reader, and establish structure to the whole text (see 2.3.1.2.5, and 2.3.2.1). This is achieved through the presence of a thesis statement, complete and correct sentences, correct subordination and coordination of grammatical structures. The grade assigned is (5.5 to 6) depending on clarity , adherence and logic.

3. The topic is extended and developed in depth to achieve development of speech, text structure and organization, and continuity (see 2.3.1.2.3, 2.3.1.2.4, 2.3.2.1 and 2.8.2.1.1). This is achieved by precise information, fronting of more important information and backgrounding of less important ones. The grade assigned is (6 to 6.5) depending on the presence of supporting details, power logic and depth of argument.
- 4 Unity of thought and ideas is observed in order to create cohesion, continuity, and shared knowledge (see 2.3.1, 2.3.1.2.3 and 2.3.1.2.5). This is achieved by correct usage of referential pronouns, complete sentences, organized information, correct passive constructions and correct coordinate conjunctions. The grade assigned is (6.5 to 7) depending on proper observation of unity of thoughts and ideas.
- 5 Relevance is clear in the sense that every idea must relate to the topic of the text and this is done to establish the presence of proper links, to achieve recoverability, continuity, and text structure (see 2.3.1.2.1, 2.3.1.2.2, 2.3.1.2.3 and 2.3.2.1). This is achieved by smooth movement between topics and between supporting details, the writer's success in using clear specific language and adherence to the points of discussion and the presence of clear purpose and goal. The grade assigned is (7 to 7.5) depending on how much relevance there is in individual sentences to the whole text.

6. Proper order is attended to, i.e., ideas must be arranged in the correct logical or most effective rhetorical order and this is made to achieve development of speech and coherence (see 2.3.1.2.4 and 2.6.1 and 2.8.2.1.1). This is achieved by the proper placement of ideas, correct use of coordination and subordination as well as correct word order. The grade assigned is (7.5 to 8) depending on the presence of correct and proper ordering devices and links as well as organizational features in the text.
- 7 Inclusiveness is observed, i.e., nothing vital to the topic is omitted and this is done to achieve continuity and development of speech,(see 2.3.1.2.3, and 2.3.1.2.4) . This is realized by proper attendance to individual sentences, presence of supporting details, effective development and absence of gaps. The grade assigned is (8 to 8.5)depending on comprehensiveness of the whole topic.
- 8 Sentences are bound together so that the thought flows smoothly and steadily from the first sentence to the last and this is done to achieve the proper presence of links, recoverability, and development of speech (see 2.3.1.2.1, 2.3.1.2.2, and 2.3.1.2.4). This is realized by use of correct structured constructions, complete sentences, proper observation of sequence of tenses, correct use of both subordination and coordination and correct word order. The grade assigned is (8.5 to 9) depending on unity, smoothness and the steady

flow of ideas.

- 9 Correct use of transitional links. This is achieved by the presence of correct transitional markers which indicate sentence relations to the preceding and following ideas and sentences, and this is done to achieve the presence of proper links, recoverability, and continuity of speech, (see 2.3.1.2.1, 2.3.1.2.2, and 2.3.1.2.3). The grade assigned is (9 to 9.5) depending on the correct use and effectiveness of these links in establishing relations.
- 10 Conformity and consistency of ideas and sentences and this is made to achieve cohesion, the presence of links, recoverability continuity and development of speech. (see 2.3.1., 2.3.1.2.1, 2.3.1.2.2, 2.3.1.2.3, 2.3.1.2.4). This is achieved by inner consistency of ideas, lack of contradiction and proper use of coordination and subordination. The grade assigned is (9.5 to 10) depending on the degree of conformity and consistency of ideas.
See the note on scoring system in section (3.2.6).

3.2.5.2 **Topic Deviation**

Topic deviation is caused by the absence of the following elements in texts: proper cohesive devices, links, recoverability, continuity, development of speech, shared knowledge, weak text structure and organization, incorrect use of lexis and coherence, (see 2.3.1, 2.3.1.2.1, 2.3.1.2.2, 2.3.1.2.3, 2.3.1.2.4, 2.3.1.2.5,

2.3.2.1, 2.6.1, and 2.8.2.1.1). In order to relate the example texts to the criteria of topic deviation, the researcher wishes to emphasize that no matter how objective these criteria are, still we are dealing with human product that has to be subjected to impressionistic feelings. It is therefore essential to bear this point in mind when marking such texts according to this plan. It should also be clear that one or two or even more of these criteria may be present in one text and at a sentential level and hence the grade is assigned for the presence or absence of the total criteria in the text. It is therefore recommended that care should be exercised when evaluation of individual sentences and the whole text is carried out.

Topic deviation is then observed in a text when :

1. the sentential topic is loosely connected to the textual topic. This is caused by erroneous use of transitionals, links, wrongly chosen lexical items and disorganized structure of the sentence and the whole topic. The following example (see example 3.2) illustrates this point clearly. The grade assigned is from (4.5 to 5) as the sentential topic may be relevant but weakly connected.

In example (3.2), the text lacks unity of thought and is full of erroneous shifts in tenses, and unclear references. see in particular the pronoun references.

The *arcaeologists* have *diggings**treasure of information* and *they* give us ... In *past* *they* have... but *they* found *alots* common...

2. the discourse topic is superficially developed because of redundancy, unnecessary piling up of disorganized, uncoordinated and unrelated sentences and important information is backgrounded. The grade assigned is (4 to 4.5) as the discourse topic may indicate development but at a superficial level without depth and effectiveness. The following example illustrates this point.

Example 3.5

In Bahrain the wether is *suny and hot in summer and a bit cold and winter with few rain which (no verb) its in defferent time and deferent amount. because it's have the Sahara wether wich is convert* suddenly from cold to hot. Bahrain is an important became more modern now in every things such as the hospital , school, transports...

In this example the ideas and information are piled through the reference to the state of the weather, the amount of rain the property of the desert (Sahara) weather and that Bahrain is important because it became modern etc. Notice the absence of the verb *fall* in line three.

3. the textual topic is lacking in the sense that something vital to the topic is omitted. This is caused by missing an important part of the sentence. Lack of supporting ideas, details and examples, weak development and presence of gaps. The grade assigned is (3.5 to 4) as the text may exhibit weakness in meaning, supporting details and effectiveness of argument and presentation.

Example 3.6

When the human sit in his home without work , he will become dangerous , from this he go to tray find work , if he can't find work he go to steal to eat and when he has big family what can he do if he don't find work. Second, the student whom finished learning and set without job people he go to meak relation with bad friend and this step possible become first step in crime road. From this the country should put the laws stop this crimes.

In this example there is no thesis statement and supporting details. Notice the sudden shift from the human to the student, and to the topic of initiating law against crime. The text lacks explicit development.

4. the sentences are illbound and the thought does not flow smoothly and steadily from the first sentence to the last. This is due to wrongly structured constructions, incomplete sentences , improper observation of sequence of tenses , wrong use of coordination instead of subordination and wrong word order. The grade assigned is (3 to 3.5) as this criterion affects degree of unity and development of text.

Example 3.7

Bahrain has is an organ in Arabian University. So it's help the country which need the help. The population in Bahrain is increasing Bahrain is one of an important country in history.

The first sentence is not clear. There is no logical connection between S1, S2, S3 and S4.

5. ideas are not arranged in the correct logical or

most effective rhetorical order. This is caused by the writer's placement of an important idea in a subordinate clause which is contrary to the reader's expectations. The grade assigned is (2.5 to 3) as this criterion may affect an integral feature of text organization and development.

Example 3.8

The spical thing on reading in book's it come's in deifrant parts that to help all sow (see) deifrant people , teachers, student children, Dactor.. in to kind on sex meal or femeal... I don't think no bady like to read or he cant read.

In this example the writer is expected to write on the importance of reading but the use of different parts, reference to different people and kind of sex makes it too vague. In addition, the use of the negatives in the last sentence *I don't, nobody ,and can't* makes the sentence unclear.

6. the writer slides into irrelevance. This is caused by jumping from subject to subject with no clear sense of goal or purpose, use of faulty referential pronouns, the writer's use of vague and unspecific language which simply annoys readers making them wish the writer would get to the point or even wonder whether there is a point. The grade assigned is (2 to 2.5) as the writer's tendency to deviate may confuse the reader and make him lose the track of argument.

Example 3.9

In my opinion I think their is many of Human whant to read may be they want to now (know) how to read like children they want to know many of words alsow some kind of student the reading for resarch , report , for sipjict (subject). *If people seam to me.* I read first for my silf to give my mind many information around my word + contry + allsow about wirld or now discovers. I think in thise sanchury (2000)no bady can't how to read.

In S1 the writer jumps from humans to children to student without logical relation between them. These references were meant to be supporting details but they are not. The movement from one subtopic to another is not even smooth and it causes confusion as to what the writer means (see in particular the italicized phrase and the last two sentences).

7. the writer's purpose is unclear because of weak or lacking thesis statement and purpose, use of direct questions instead of a statement or an exclamation in the subordinate clause, incomplete sentences and information due to erroneous use of subordinate clauses, use of subordination instead of coordination and use of unexplicit and vague language. The grade assigned is (1.5 to 2) as this is a vital feature of text and may help the reader as well as the writer be oriented. In addition, a text that shows no purpose misleads the reader and confuses him.

Example 3.10

There are many libraries in Bahrain. In Bahrain there is to many libraries in Bahrain and people like libraries

special school children . Some libraries and there is some staff working there to help people to not (know) how to use (use) library... the school must but (put) some libraries for the children to make them a good read and taking. In Manama there is a public library and she is best or good library she has more books . In this year the libraries in good than before old years now she bought (bought) TV and Video.

The writer confuses his point by not having a thesis statement that will show the main line of argument. This is reflected in the movement from surveying libraries to how people like libraries specially children, the problem of staffing and then comes the hortatory statement that schools must have libraries for children.

8. ill-used transitional links. This is caused by lack of transitional markers such as a word or a phrase placed at or near the beginning of a sentence to indicate its relation to the preceding sentence. The grade assigned is (1 to 1.5) as transitional links are vital feature of texts and help build text cohesion and coherence through the sentence and ultimately through the whole text. The reader should be prepared for the movement through these links.

Example 3.11

Philip Phyder he was a painter and he lived at the lighthouse lonely. Firtha which she was in first story a little girl, she was twelve years old and she had fair hair and blue eyes. Snow goose a large white birds, it was a clever birds and it was made Fritha saw and loved Philip.

The writer introduces three characters without preparing

the reader for that. This is caused by lack of a thesis statement and linking devices that may make the movement from one subtopic to another smooth and expected. Notice also the last sentence.

Example 3.12

There are many libraries in Bahrain and they are distributes in everywhere , but the main problem is how those libraries are cataloging or classify, the other problem is the stuff which have not a high level in libraries science.

In this example a lexical link is missing between S1 and S2 and S3. The missing link is the discussion of problems of libraries in Bahrain. The reader is introduced to these problems without being prepared . In addition, the commas are used as full stops and are used as linking devices but in an erroneous way.

- 9 disunity of thought and ideas is apparent through faulty referential pronouns, incomplete sentences, disorganized information, faulty passive and broken coordinate conjunctions. The grade assigned is (0.5 to 1) as unity of thought and ideas is a controlling factor in text coherence.

Example 3. 13

We has been notice that *all secretaries* who worked in government schools should be submit *yours* application for vacation annual two weeks prior to the end of the academic year, indication *they* must attend the training courses on word processors , and uses of computer in *yours* department of training development of offering in the ministry, so *any secretaries* who's fail in this training courses will deprive *them* of promotions and

annual allowance. Kindly , available information about training courses.

The grammatical mistake in the passive and the references to *we, secretaries, and yours and they, yours , any secretaries who fails will deprive them* all these elements created disunity. Notice also the lack of the subject in the last sentence.

10. there is contradiction of ideas. This is caused by use of subordination instead of coordination or vice versa, or no logical connections are observed. Paragraph consistency and inner consistency that unites every thing into an authoritative whole is not observed, unnecessary shifts in person, tense, or number, sudden introduction of a topic without orienting the reader or preparing him. The grade assigned is (0 to 0.5) as contradiction of ideas is an indicator of the writer's inability to be logical, convincing and effective.

Example 3.14

In fact any one cannot exist , it is like water for life but water is for phisiological life and reading is for progressive life.

In this example it is not clear what the writer wants to say as there is an apparent contradiction or lack of information for the first part of the italicized clause. Notice also the erratic use of the adversative conjunction *but*. Having discussed these criteria in detail, a plan for the scoring system is proposed in the following section.

3.2.6 Scoring System

1. Topic development score is graded according to a scale of 5 points i.e., (5 to 5.5, 5.5 to 6 , 6 to 6.5 etc), but it should be noticed that there might be more than one criterion involved in each sentence. For example, a sentence might exhibit depth, unity relevance and consistency thus the score assigned will be the total of the added scores of these criteria.
2. Topic deviation score is graded according to a scale of 5 points i.e., (0 to 0.5, 0.5 to 1 , 1 to 1.5 etc), because each criterion represents a single problem that contributes to text cohesion and coherence and development.
3. The marks to be given for the whole text and for individual sentences may not be purely objective as the textual elements involved are not purely grammatical discrete points. This fact should not be ignored in assessing the measurement.
4. In all of these criteria which are discussed in 3.2.5.1 and 3.2.5.2, it should be noticed that there is more than one ground that may cause deviation and incoherence. For example, criteria 1, 8, and 10 have a common ground for deviation through the presence of disorganized structure. Therefore, the scoring system should be flexible and should be left to the discrete judgement and experience of the marker after observing the

scoring guidelines based on the examples and criteria in the previous section.

3.2.7 Sample analysis

The following section demonstrates the graphical representation of the texts in terms of topic development and deviation.

3.2.7.1 Text 1.

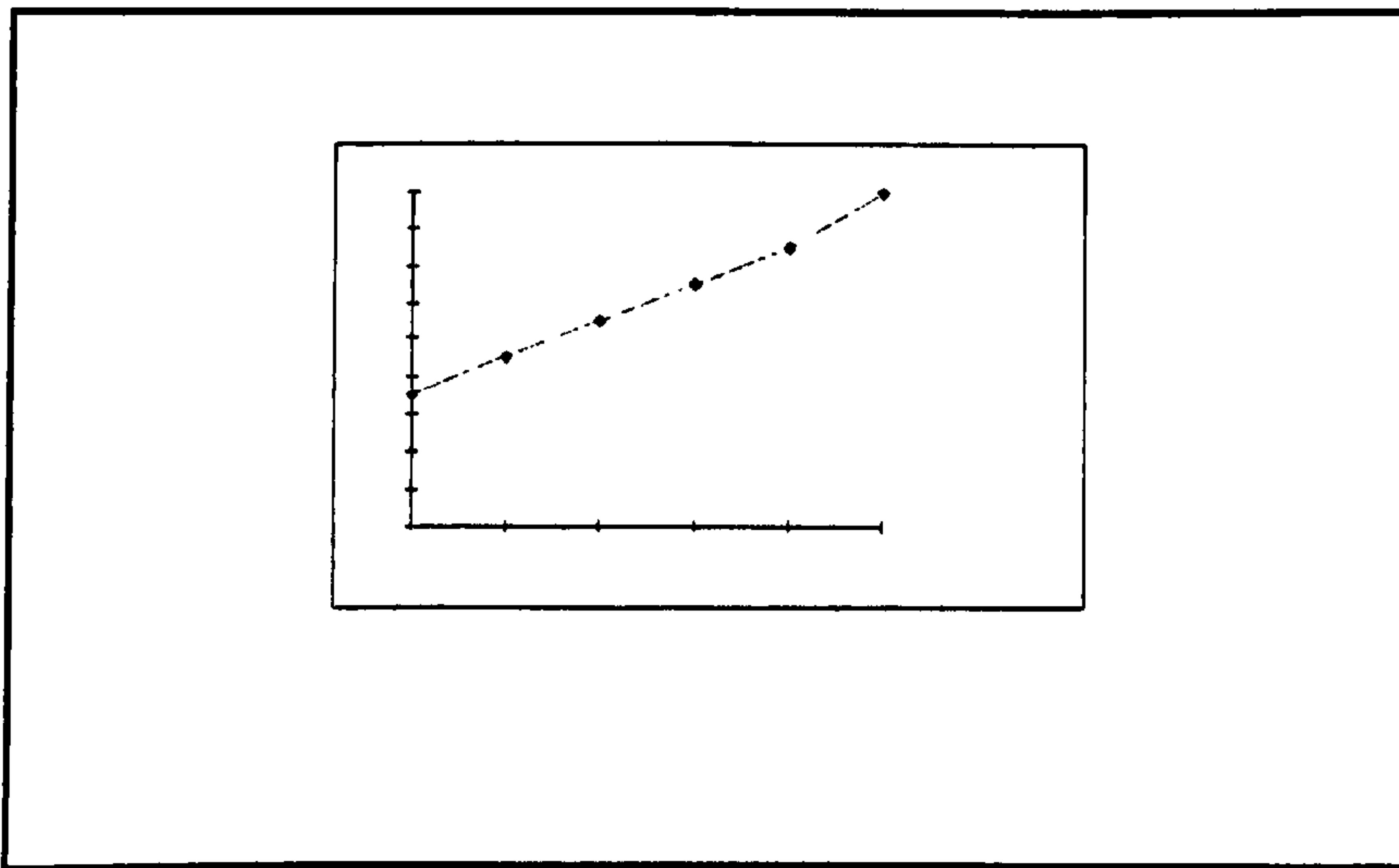
According to the criteria of topic development mentioned above, the grades to be assigned for text 1 are as follows:

1. S1 receives 8.9 points as it is a thesis statement that is capable of expansiveness and exhibits control, and depth.
2. S2 receives a score of 9.1 because it is relevant, and expansive and well tied to the thesis statement.
3. S3 receives a score of 9.3 because it continues to develop, adds more important information and sums up a whole experience of the celebration.
4. S4 receives a score of 9.5 because it continues to develop, and adds more information and ties this information together in an effective way through the adversative conjunction *although*

5. S5 receives 9.7 because it is relevant, expansive effective and well organized.
6. S6 receives 10 points as it is relevant, well structured and it concludes the topic successfully.

The shape of the graph is as follows

Text 1



3.2.7.2 Text 2

According to the criteria of topic deviation mentioned above, the grades to be assigned for text 2 are as follows:

1. S1 receives 0.5 point as it is irrelevant, ill-structured. It is also an erroneous thesis statement.

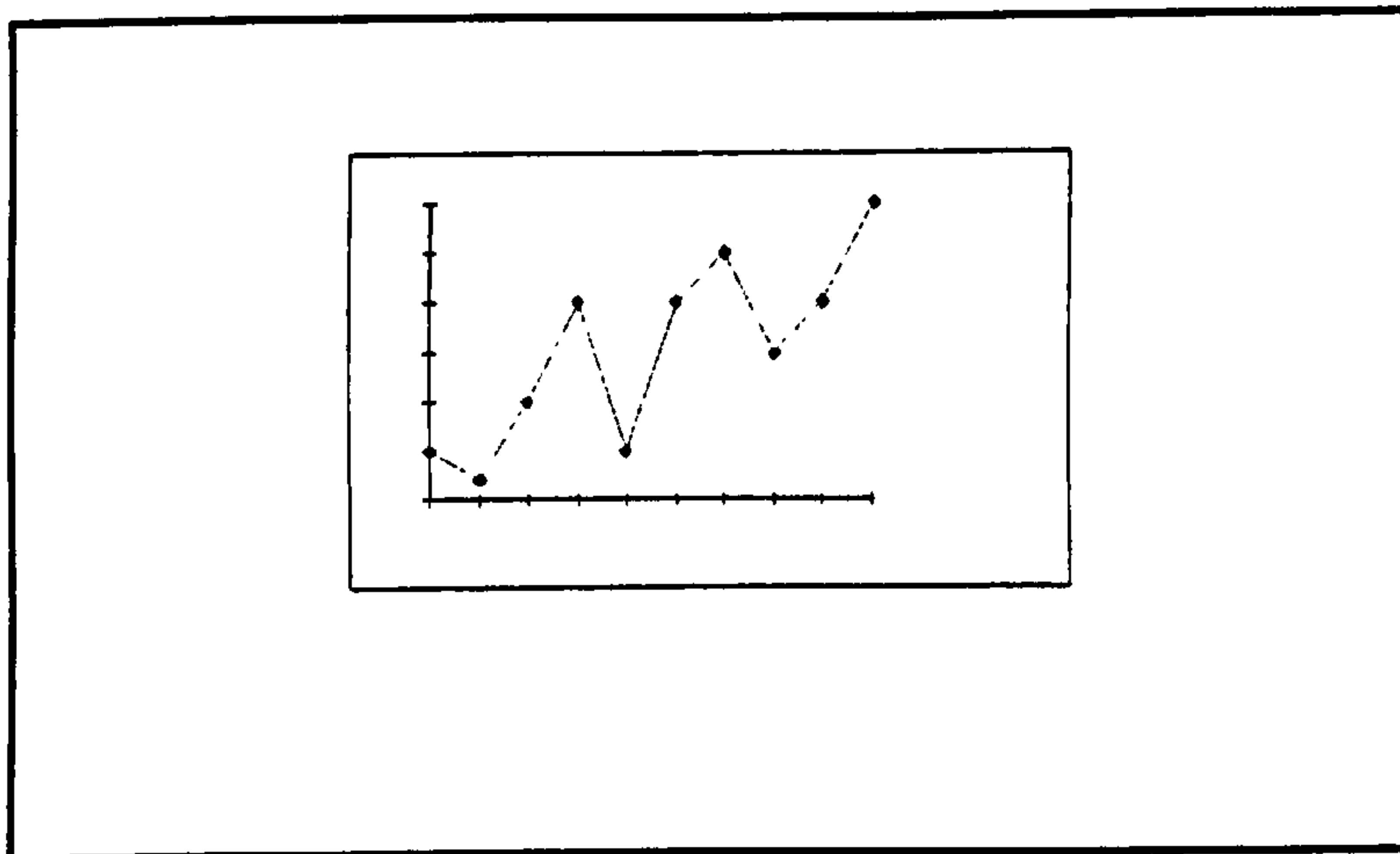
2. S2 receives 0.2 point which is less than the previous sentence as it is a continuation to the preceding sentence which continues to discuss general but irrelevant topic.
3. S3 receives 1 point as it is structurally weak though it is lexically connected through the repetition of the demonstrative *that* and the word *ways*.
4. S4 receives 2 points as it continues the discussion in the same line of argument. The sentence is slightly weak through the illogical use of *some times*, the modal *can* and the conditional which is not needed.
5. S5 receives 0.5 point as it is unrelated and seems amputated from the line of argument. It could be related if the fields of study refer to T.V.
6. S6 receives 2 points as it is relevant through the personal pronoun *it* and is connected to S4.
7. S7 receives 2.5 points as it adds something but it is weak due to weak vocabulary items and the exaggerated tone.
8. S8 receives 1.5 point because it is structurally weak and ineffective.
9. S9 receives 2 points as it discusses a related issue which is the effect of T.V on children but

the sentence grammatical construction is weak due to the erroneous use of the comparative which should be replaced by the negative prepositional phrase *without doing*.

10. S10 receives 3 points as it discusses a relevant issue and as it marks a conclusion but an unconvincing one.

Having followed all the previous procedures, the above text is graphically represented as follows:

TEXT 2



In the above figures (3.1 and 3.2), the (Y) axis represents grades assigned for each sentence. The (X) axis represents the number of sentences.

Having explained the nature of the marking scheme and the justification for each grade in the above examples, the next steps are followed in the application of the proposed measurement:

- 1 the thirty texts were then presented to markers to mark them twice; first for general coherence score and second for MTD score. Marking for general coherence score merely evaluates the text as a whole for coherence out of 50 points. The score is then converted into a 100 score by multiplying the grade by two. Marking the text for MTD is explained in the following steps:
- 2 each text is divided into sentences according to the meaning conveyed by each sentence with enough space for placing the grade.
- 3 each sentence will be assigned a grade ranging between (1 to 10) according to degree of development or deviation.
- 4 the texts are presented to informants to judge the degree of coherence, development, and deviation according to the criteria laid in 3.2.5.1 and 3.2.5.2.
- 5 the average grade of each sentence is obtained.
- 6 the grades are entered into a graph programme,

e.g., Graph in the Box or Harvard Graphics to convert them into a graph representing the degree of text development or deviation.

- 7 the researcher used a formula to measure the degree of text development in comparison with the total coherence score (see Fry 1962:136 and 7.3.4.3).
- 8 the grades are compared for the first marking scheme (the general coherence score) and second marking scheme for the MTD or the sentence score). A full presentation of the range of scores in each genre is presented in chapter seven (see 7.3.4.1 and 7.3.4.2).

3.3 **Validity of the Measurement**

In the initial stage of devising the measurement, it was presented to a jury of nine members; three native speakers of English working at the university of Bahrain and the six other members are native speakers of Arabic; three work at the University of Bahrain and the others work in a high school in Bahrain. They were presented with the criteria that were laid for topic development and deviation. The jury was also asked to check the grade assignment to each of the criteria and whether it is a sound one. They were also asked to criticize the measurement procedures in terms of their applicability and practicality. In the final stage the measurement was modified and was presented to two people in the field of language and translation to approve the modifications. The following are some of the comments made in this

respect.

3.3.1 **The Jury's Comments**

80% of the people who studied the measurement indicated one weak point in the test which is the impressionistic nature of the marking scheme. 50% of them suggested that this could be overcome if more people participated in the marking scheme and at the same time it would be preferable if more than one person could give his or her opinion about the grades after texts have been marked. The test was also time-consuming since it involves the marking of each sentence. 40% of them suggested that it would be preferable to present the texts as they are and then another version which includes the division of the texts into separate sentences could be presented later. The jury showed no basic objections to the measurement.

Upon modifying the measurement at a later stage, one of the jurors suggested a change in the scoring system which was reasonable and logical (see 7.3.3). However, the researcher feels that these comments, though have sound justifications and must be taken seriously in further application of the measurement, may not invalidate the measurement or the conclusions arrived at as the measurement is semi-scientific and has systematic guidelines which can be adhered to when applying it to various texts.

3.3.2 **Limitations and Shortcomings**

The measurement which was used here is comparable to any checklist for marking a piece of composition. However,

it is not intended to be so. It is a new attempt to measure topic development and coherence numerically and graphically. This is a preliminary study and is not complete yet. It invites other researchers and writing specialists to work towards its development and application. It is believed that certain modifications to the measurement are needed so that it can be applied to different genres and different languages, and increasing the number of the samples may yield sound results that may support the findings of the study. Many aspects and factors working towards the development of texts are overlooked in this measurement in order to allow for simple and tolerable application. If many details are added to the criteria that have to be included in the MTD, writing teachers and specialists might lose interest in its application. It should be confirmed, though, that the measurement is in the beginning stage and it is expected to yield interesting and useful results.

3.3.3 Theoretical Applications of the Measurement

The measurement will initially be applied to compositions and short texts written by students. It is hoped to apply the measurement to different areas to serve different purposes such as literature appreciation and criticism.

3.3.4 Conclusion

The previous discussion dealt with the explanation of the

framework of MTD. Because the application of MTD is still in its inception stage, it requires a collective effort from other researchers to develop its criteria and to make it more rigorous and accessible for writing teachers. The measurement may, after lengthy application, reveal some cultural features in respect of writing, i.e., some texts may show great deviation in the beginning of the text and this could be related to cultural context and norms. In addition, some texts exhibit a high degree of development either due to straightforward thought patterns, i.e., Aristotelian, scientific reasoning. This could be utilized in identifying some genre differences.

In the next chapter an introduction to Arab culture and rhetoric is presented in order to familiarize English native speakers with a variety of considerations and factors related to text construction in Arabic. This will be followed by an introduction to the nature of the sentence in Arabic in chapter six which illustrates types of sentences, parts of sentences, the different rhetorical functions of these parts as well as conjunctions and word order.

Chapter Four

Introduction to Arab Culture

4.1.1 Introduction

In chapter two a variety of views on texts and textual components and factors were presented. These factors appear to play a vital role in text formation and building. The social aspect of texts is a vital dimension to the discussion in this study because language does not occur in a vacuum. Text production in Arabic is influenced by many factors among which are culture, rhetoric and the nature of the sentence in Arabic. The process of transfer from Arabic into English involves many aspects that may either inhibit the production of coherent texts or cause misunderstanding of the intended discoursal function and interaction. These features are briefly discussed in the following section.

4.1.2 Rationale

The reasons for writing this chapter on Arab culture are threefold: first, there is a widespread misunderstanding of Arab culture in general either due to lack of sources or to stereotype images in the media, and this is bound to affect cross-cultural communication; second, there are certain traits, methods, cultural values, habits and concepts that may help the teacher, the student and the author of books to enrich their experience and their linguistic background in Arabic and English in order to help narrow the gap between the two cultures; third, the

researcher wishes to relate certain linguistic features not to linguistic constraints alone but to cultural practices. The last point is relevant to the question of repetition in 1.3.6 and the discussion in 9.5.1 and 9.5.4.1 and to the discussion on educational practices and their relevance to students' performance in writing such as rote learning and study modes (see 4.2.4.2). In addition, the cultural background in Arabic is rich with resources that are similar to or different from the western cultural background. This may provide language teachers with chances to communicate, discuss, evaluate and use these resources in written materials related to Arabs and Arabic (see 10.10.3). Hence, the chapter will consider the cultural components, the Arabs, the teaching methods and modes of study, some cultural taboos, communication in another culture, teaching language and literature through culture and other relevant points.

4.1.3 Introduction to Culture

In order to define the cultural components of a certain society it is preferable to start with a brief discussion of the nature of culture in general as it has many definitions and is affiliated to different branches of science. In Arabic the word culture simply refers to heritage and education. The word originally means to *sharpen and shape the spear* (Al-Munjid) (1986:71). It also means to educate and refine. Lado defines culture as: 'systems of patterned behaviour'. Kluckhohn and Kelly, cited by Lado define culture as:

all those historically created designs for living explicit and implicit, rational, irrational, and non-rational which exist in any given time as potential guides for the behaviour of men (1957:111).

Culture consists of ideas, customs, and art that are produced by a particular society (Collins Cobuild Dictionary). Goodenough (1964:36) cited in Byram (1988) defines culture in terms of knowledge and belief that the individual has to operate within a manner acceptable to society. It is an organization of people's behaviour and emotions and the ideas and concepts and models of perception that people have in mind. Byram (1988:82) views culture as shared knowledge belonging to all people (see also Hall 1959). Triandis, cited by Samovar and Porter (1972:119) discuss how the individual perceives things according to his culture; 'perceptual responses are modified by both the frequency of occurrence of a particular stimulus and by the kind of previous reinforcements received in the presence of the stimulus, ie, the cultural experience'. The researcher defines culture in terms of the general mould that shapes individuals of a certain area with specific traits and behaviour. The cultural mould affects people's lives and ways of thinking and behaviour in general. For example, hospitality and generosity in Arab countries have been widely praised and recognized. They are deeply rooted in the individual's character and mould his behaviour accordingly. Therefore, it is one of the most applauded traits that an individual aspires to. These traits do not come casually; they are transmitted through the family norms and society in general as shall be seen in the next section about cultural components.

4.2 Cultural Components

Many books have dealt with the issues of culture and cultural components and in particular the earlier works of Sapir (1958) Whorf (1956), Hall's works (1959, 1966 and 1976), Samovar and Porter's (1972), Valdes' (1986) work on

bridging the cultural gap in language teaching and others. This section will briefly discuss cultural components that are directly related to this study. They are as follows: language, religion, the family and the educational system.

4.2.1 **Language**

Almost no linguist or anthropologist denies the close inter-relatedness of language, thought and culture. Language is the vessel through which culture expresses itself. It is one of the areas where people find cultural interaction most obvious. Language does not only express the way people communicate but also the way they think and behave. Concepts and values are filtered through language. Hence, it is essential to know the fine details of a given language such as its associations, its connotations, its deep meanings and surface meanings in order to appreciate its culture. It is astonishing to see how language expresses peoples' concepts and ideas about things and about their beliefs. Fine differences between expressions and the way people behave verbally reflect cultural attitudes and beliefs. For example, in a reply to a host's offer to drink something, an Arab normally says *Thank you* which is a polite but tentative way of accepting the offer to drink while a native speaker of English would say *Yes, thank you* or *No, thank you*. This is because in the Arab culture the guest is normally not asked whether he would like to drink or not; he or she is presented with the juice or, as in typically Gulf societies, the Arabic coffee and tea. Trivedi (1978:92) in this respect asserts that language is a vital constituent of culture as the former is a mode of behaviour and the latter is patterned behaviour.

Cross-cultural communication must be effective if messages are to be realized. In addition, reading in a second

language involves transfer of cultural thought patterns of a first language. In this respect O Regent (1985:105) argues that:

the degree of efficiency of the communication is dependent on the knowledge of the differences between the cultures and the thought patterns of the interlocutors. That is why someone reading a foreign language who applies his mother tongue reading techniques and knowledge of the world to the interpretation of discourse encoded in another culture and having a different rhetorical system often has difficulties in comprehension. He reads more slowly, because he cannot grasp the overall meaning; the information he is looking for is not in the place where he expects to find it nor in the form in which he expects to find it. The problem is even more acute for the person wishing to write in a foreign language for a foreign audience. If he merely translates his text, his foreign audience, used to having information presented in a different way, is likely to have trouble understanding it. If his text is to be fully readable in the foreign language, it has to be constructed on the lines of the foreign rhetorical system (1985:105).

Palmer (1980), cited by O Regent (p 106), builds the relationship of culture and language on the knowledge of the target rhetoric and thought patterns (see also Kaplan 1966).

Cultural misunderstanding generally occurs at the associative level of language. For example, one of the most baffling experiences to Western people who have to deal with appointments or future deals and contracts in the Arab world is the concept of *In sha' Allah* (God willing). As the Islamic belief dictates, it is only God who knows the future and it is only He who knows whether the transaction or the appointment will take place at all. This may infuriate Western people who want a definite answer and either a yes or no but not *In sha'a Allah*. This

concept is a cause of frustration, mis-communication and may lead to communication breakdown between interlocutors and businessmen from the West.

Language, thought and culture are three interrelated aspects of human communicative ability. Culture shapes thought and thought is verbalized through language. Two examples will be cited to show that Arabic reflects how basic beliefs in Islam conform to the linguistic rules of the language. The concept of monotheism is expressed in the word *Allah* which literally means the only one God. In Arabic this word cannot be in the plural, dual or feminine case as is dictated by the belief, while it is possible to inflect the word *God* according to the three cases. This is why E M Forster in his novel *A Passage to India* saw in the call for prayer a linguistic scribble or playing with words. The *muazzin* who calls for prayer repeats loudly *There is no god but Allah* which was interpreted by Forster as *There is no god but god* while in essence it means there is no god but *the one God*. Forster did not realize that the word is originally *Allah* and not *Ilah* (a god). The same thing applies to the word *Quran* which cannot but be in the singular case. Almost any common noun in Arabic can be inflected in the plural, dual and feminine or masculine cases except the words *Allah* and *Quran* as there is only one of each. Any noun which indicates uniqueness and single entity in Arabic cannot be put in the plural except figuratively. The word *Shams*, for example, means the sun, it can be put in the plural form if the word is used metaphorically as in the following example:

- ja:at alshumous (Came the suns)
- The people with illuminating faces (the good or

the beautiful) came.

This is why in Arab societies language plays an essential part in shaping its thinking and beliefs. To illustrate the enormity of the word in Arabic and accordingly any subsequent behaviour to the pronouncement of certain word or words, let us take, as an example, the concept of divorce in Arabic and in the Western Societies from the procedural point of view. In the West a woman cannot be legally divorced by merely telling her that she is divorced, while in Arabic if a man tells his wife three times *You are divorced*, then she is automatically divorced and she does not have to wait for the judge to confirm the rule. Furthermore, anything which has a quality of its own cannot be used in a gender opposite to that quality unless it is used metaphorically or to produce a ridiculous effect, and in certain cases it is completely incorrect to use it. Hence, the cases of the plural, dual, and gender are problematic areas to non Arabs.

Valdes in this respect states:

The extent to which language, culture, and thought have influenced one another, and which is the dominant aspect of communication, have been matters of controversy for three quarters of a century (1986:1).

Boas (1911:7) affirms the claims that 'the conciseness and clearness of thought of a people depend to a great extent upon their language'.

Brown (1980:45) also emphasizes the fact that 'Culture is really an integral part of the interaction between language and thought' (see Hall 1959, Kaplan 1966, 1988). Thus, language is a vital tool in understanding culture, the way

reality is categorized in the underlying patterns of a language is an indication of how speakers of that language view the world and how the world depends on the language system they have. For example, perception and categorization of colours differ from culture to culture; the linguistic expression of kinship relation is also another area where certain cultures differ.

4.2.1.1 **Arabic and Arabs**

One old proverb cited in Kristeva (1989:129) says 'The wisdom of the Romans lies in their brain, the wisdom of the Indians in their fantasy and that of the Greek in their soul, and that of the Arabs in their language'. Many people who study Arab culture and Arabic language have observed the distinctive relationship between Arabic and the Arabs and the esteem they hold in the language.

The close relationship to Arabic by its speakers stems from the holiness of the utterance in the Arabic belief. Hourany in his introduction to the Arabic thought in the liberal ages claims that the Arabs are:

More conscious of their language than any people in the world, seeing it only as the greatest of their arts but also their common good. Most Arabs, if asked to define what they meant by 'the Arab nation' would begin by saying that it included all those who spoke the Arabic language (1963:1).

Berque (1983:23-25) attributes the strength and beauty of Arabic to the Quran which was able to preserve its beauty and its grammar. He further presents a historical background to the process of making Arabic a unique system that has its own rules and unique structure. In a brief and subtle description of the language he summarizes the

real differences between Arabic and European languages:

Arabic words are usually derived in an obvious way from a root. The Saussurian arbitrariness is not observed in Arabic as it is observed in European languages. Whereas European languages solidify the word and fix it, so to speak, in a precise relationship with the thing, and whereas the root no longer remains visible, becoming in its turn a thing, 'meaning', the classical Arabic word remains clamped to its origins. It draws substance from its quarterings of nobility (Ibid:25).

To conclude this part it has been shown that if one attempts to understand the Arab personality, one should first attempt to understand the nature of the language and the special reverence shown to it by its speakers. Without understanding how Arabic functions and how it expresses meaning, it is difficult to understand the culture and the people. In the following section a discussion of the conflict between advocates of classical and standard Arabic on the one hand and the advocates of colloquialism on the other is presented. This is important as some linguists and even educators attribute the weakness in students' performance in language to the overwhelming exposure to colloquial Arabic. For a full discussion of this point see 9.5.5.1.

4.2.1.2 Classical and Standard vs Colloquial

One of the serious problems that account for weakness in the literary and linguistic movement in Arabic is the conflict between advocates of Modern Standard Arabic MSA and colloquial Arabic (see Zughouli 1973:201). Advocates of MSA claim that the only unifying factor between Arabs, other than traditions, is the MSA. If each Arab country adopted its dialect and adopted colloquialism at the

expense of standard Arabic then there would be the danger that these dialects will develop into different languages. The only drawback to their argument is that not enough attempts have been made to revive and enliven its role or modernize it as an alternative to colloquialism that may be used in many areas of communication like films, plays and in many cases novels and free verse. On the other hand, advocates of colloquial Arabic have in their minds the constraints that are imposed by classical Arabic and the desire to develop a new language variety that does not belong to old times and is not subjugated to strict grammatical rules as classical Arabic is (see Abdul-Tawwab (1982:166-187)). Opponents of colloquialism claim that colloquialists are unable to grasp the beauty of the language and hence try to claim that classical Arabic is incapacitated and does not suit the spirit of the age. It is fair to claim, though, that many poets and novelists who write in colloquial Arabic have succeeded in convincing people that one can express one's thoughts free from the grammatical and inflectional restrictions prescribed by Arab grammarians. But it is also fair to claim that their works have not departed fully from the standard form especially in writing. Now the question is how relevant this is to the present study. The answer is very simple: colloquial Arabic is limited in its resources and audience. A Moroccan writing in his dialect will hardly be understood by a Syrian or Jordanian because of differences between both dialects. Furthermore, the resources of standard Arabic are numerous and almost accepted by all Arabs due to the general cultural heritage shared by them.

4.2.1.3 Arab Nationalism or Pan-Islamism

Many books have been written about the Arabic identity and

in particular about Arab nationalism. The researcher will just refer to these books in brief since they deal with this matter in detail (see Hourany 1963, Sharaby 1983, and Barakat 1984). Arab nationalism is something quite recent in the Arab world. It was hardly known before the twentieth century, and it was only after the First World War that a comprehensive doctrine of Arab nationality was introduced. It started as a wave that swept all over the Arab world. In the beginning, as Haim (1963) observed, its aim was to establish Islamic nationalism since the divine message was delivered in Arabic and it was the Arabs who carried the torch of civilization for some centuries. But talking about Arab nationalism always angers Muslim divines who oppose it. This is why reconciliation attempts must be made in order to bridge the gap between both parties to assist in the advancement of literary movement and development in language and literary studies (see 5.3.4.2).

4.2.2 **Religion**

The second cultural component is religion. It plays an important part in the shaping of the mentality, concepts and attitudes of people towards themselves and towards the others. This is very clear in the case of Arab culture where Islam plays a vital role in the lives of people. In the following section an introduction to the basic beliefs in the religion and reference to the importance of taking this factor into consideration when discussing the writing of teaching materials is presented (see 10.10.2).

4.2.2.1 **Islam**

Islam came into being when Archangel Gabriel was sent to the prophet Muhammad to inform him that he had been chosen as a messenger of God to the Arabs and the non-Arabs. The

preaching of Islam basically revolves around the unity of God, the belief in all divine prophets, the belief in the hereafter and that each individual is responsible for his deeds and accordingly rewarded or punished. Islam departed from Christianity and Judaism in several aspects of the system it laid to people. First, the message is not only for the Jews or the Christians nor for the Arabs alone. Second, Islam built a system of ideal morality in various forms and created a new society as well as a new type of individual. Hence, in order to establish a powerful society, the main pillars of Islam have to be accepted and practised altogether. These pillars are as follows:

- 1 to bear witness that there is no God except Allah the one God.
- 2 to pray five times a day.
- 3 to fast during the month of Ramadan from sunrise to sunset during which no food, drink or sex is allowed.
- 4 to perform a pilgrimage to Makka, the holy land, once in a lifetime if the individual is financially and physically able to do so.
- 5 to pay 2.5 % of the annual income for the Islamic treasury house.

The previous discussion shows that this area is rich with new concepts, practices, similarities and differences in its elements and can be used in writing materials and further the process of cross-cultural communication.

4.2.2.2 Islam and Culture

In this section the researcher shall comment on the importance of familiarizing English native speakers who teach in the Arab world with an objective view of the basic

beliefs in Islam and some basic practices as they are strange to them in terms of manner of performance, strictness and variety of rituals. The Islamic values and concepts held by Arabs have deep roots in Islamic traditions. Haim (1963:113) observed that the customs and mentality in the Arab world are fashioned in the image of religion and the past. Wherever Islam came, it tried to establish moral codes, social traditions, unified values and habits in almost all the places where it has followers. The universality of the message of Islam made it obligatory to unify the modes of thinking, habits and values of those individuals who embrace the religion.

In all Arabic speaking countries these unified patterns appear on the surface and in certain cases amaze the non-Muslim individuals who come close to Arab culture. It would be, therefore, difficult when dealing with Arab culture to disregard the principles of Islam if healthy relations were to be established. The deeply rooted differences between the East and the West must be put in their right perspective with due regard for the religious factor. The worst impressions about Islam and the Arab culture in my opinion stem from the misunderstanding by both Muslims and non-Muslims of the nature of the message and the role of Islam in the individual's life. Islam came to organize the relationship between people regardless of their beliefs and differences and build a healthy atmosphere for all human beings.

The reason, then, for including a section on the religion is due to the misunderstanding of the basic factors of Arab culture that lead to differences of attitudes towards the target culture and, hence, the linguistic attitude is affected. The clearest example is in the area of teaching

languages. Many English native speakers do not understand the meanings and the practices of some rituals and ordinances practised by students. For example, many teachers do not understand the wisdom of abstention from food, drink and sex during the fasting month of Ramadan, especially in the hot weather of the Arab countries. Some are even annoyed to hear the call for prayers very early in the morning and at other different intervals if they live near a mosque. Therefore, it would be useful to utilize this area of differences as a rich and resourceful area for discussion and culture teaching and would seem interesting to see how language can be taught in a cultural perspective different from the West. Despite the richness of this area it is wise to tackle it delicately in order not to be offensive to the target culture. The teacher may play the role of an investigator interested in knowing the details of cultural habit, belief and practices instead of the role of the critic.

4.2.3 **The Family**

This is another area where it is possible to find many elements that can be used for writing materials on Arabic. In order to obtain a better picture about the nature of the family life in Arab countries reading of Mahfouz' trilogy that portrays a typical Egyptian family life is recommended. The three representative and fascinating novels are *Bayna Al-Qasrayn* (Palace Walk), *Qasr Al-Showq* (Palace Desire), and *Al-Sukkariya* (Sugar Street). The three novels draw a very interesting and revealing picture of the Arab culture and life in an Arab society.

Sharaby's (1983:41) study about Arab society shows clearly the impact of the family practices on the learning and experience that the child acquires. The child's defying

Spirit is curbed in different manners. They teach him how to behave according to certain rigid patterns, and how to evade conflicts with others. If he beats a child he will be severely punished and the beaten child is pitied and rewarded. Thus, the child learns that defying spirits do not bring him any good and that the reward goes for submissive spirits. Sharaby's description of the effect of child up-bringing, and his or her education in schools shaped the future of the Arab thinking style. In the next section a discussion of some aspects of the educational system relevant to the study is made.

4.2.4 **The Educational System**

In 1.2.1.1 a discussion of the educational system in Bahrain was briefly presented. In this section some basic points relevant to the study that influence the educational system as well as Arab culture are addressed. This section will review the role of the teacher, rote learning as a teaching method and a study mode, the effect of such methods on the individual and on critical thinking as a whole and some other relevant points.

4.2.4.1 **The Teacher**

The teacher in the Arab culture is the person who stands for the image of the father outside the family circle. He used to be called *Al-Muadib* (the one who teaches politeness and literature). Hittie (1943:408) gives a lively picture of the educational systems in the golden age of the Umayyad and Abbasid periods which manifests the roots of the present educational system in the Arab world and shows the role of the teacher.

Taha Hussain's autobiographical novel *Al-Ayyam* (The Days)

(1939) provides a detailed portrayal of the teacher's character in his time. The teacher was considered a very important personality in the educational system in the past, but, unfortunately he lost this status under the economic pressures of life. The Arab teacher in general, as Sharaby describes him (1983:148), is stern in his educational stands and insists on self-assertion. Thus he embodies the authority of the father and strives to protect his authority and position in society. Any trespassing on his authority, however little, is considered a personal insult. Consequently, he deals with children in many ways in a revengeful manner. The authoritarian image of the teacher is reflected in his rote learning method of teaching. Such method is, in fact, made to strengthen the teacher's power and to ensure the subjugation of the students to his power. It emphasizes memory related activities which would eventually lead to assist the training that the child had received in the family when his mental development was directed towards speech competency rather than questioning and investigation.

The researcher believes that the teacher's influence in the educational system is vital and must be revised since teaching has become a low-paid job especially in the case of school teachers. Christina Paulston cited by Cortez remarks that :

Sincere liking and respect for all of your students is still the sine qua non of all good teaching, and all the good advice in the world cannot give you that if you don't have it, and if you have it you can move the earth. Don't underestimate the tremendous importance a teacher can have in individual students' lives (1973:8).

One might ask, and especially concerned parents might ask,

about the deteriorating level of their children's performance in many subjects and in the Arabic language in particular. To answer this, the researcher believes that the whole educational systems must be re-evaluated since there are no long term plans for education in general. It should be admitted, though, that some of the old practices in the educational system are directly responsible for this state of deterioration. Reference will be made to the method of rote learning and inculcation used in the past and still prevailing in the present. Various opinions regarding the damaging effect of total dependence on such methods on the personality of the individual and on the shaping of his or her critical thinking in particular and especially in the early periods of childhood will be presented (see 9.5.4 and 9.5.4.2).

4.2.4.2 Rote Learning and Inculcation

The most striking feature in the teaching and learning of Arabic is the method of inculcation that the Arab teachers implement. The main reason for adopting this method is the social, educational and psychological pressures that teachers confront. The Arab teacher in most cases is pressurized to behave in class as the sole authority. The first things that Arab students learn in schools is to revere their teachers. This matter is always emphasized in literature and in poetry.

Sharaby (1983:40) views the educational problem from a wide angle that encompasses a social conflict between the teacher on one part and society on the other. The teacher attempts to assert himself as a reformer who has the full power that the society has granted. He, therefore, must not be challenged by students either in the form of questioning or disobedience. This practice is seen as an

easy attempt to secure success. The result of such demeanour, as Sharaby sees it, is that the individual's mentality and capacity to think and innovate is ruined:

As to inculcation, it is one of the most organized forms of enforcing power and establishing it in the society. It gathers a form of punishment and indoctrination. It is a method that relies on repetition and memorization where by no chance is given for questioning, research and experimenting (1983:40).

Thus repetition and memorization are witnessed in students' writings (see 9.5.5.2). This is why in almost all stages creative writing and features of creativity and innovation are deficient in students' writings and redundancy becomes a permanent characteristic of their style (see 9.5.4.2). Sharaby (ibid:40) further adds that this continuous problem affects future behaviour of the individual by pressing him or her to avoid being critical and comply with the spirit of the society which insists on total obedience and work within the realm of society's morality. This opinion is voiced in a letter addressed to the General Conference for A Survey on Educational Needs held in Jordan November, 1989, by a young girl to 23 Ministers of Education in the Arab World (see Al-Ahram 1989, Issue 37624). The girl addressed the Ministers with a question that emphasizes her worry about the inability of the system to make children creative and about the teaching situation in general. She complains that teachers teach them only what is in the book and do not bother to ask them to do any research.

But the question that the researcher wishes to investigate is whether rote learning is a totally bad practice in teaching languages. The researcher has observed that the rote learning method can be successfully utilized in the

teaching of English to students who are very weak in spoken and written English. The researcher found out that it worked with the type of students who are afraid of making mistakes in front of their colleagues. It also worked because of the reinforcement they received upon successfully memorizing an eighty word composition as a written sample. Students were not forced to memorize but they were told that they had to memorize the sample correctly in order to feel confident that at a certain stage they could speak and write. When they were ready they were asked to present the passage in front of their colleagues as if they had written it. Later when they felt they did it properly they were told that now they could speak English and that it was a psychological fear which inhibited them from performing properly and that had no relation whatsoever with their intelligence. The researcher believes that it is wise to let something of that sort happen in class if it helps students.

4.2.4.2.1 Effect on the Individual

Sharaby discusses the effect of inculcation on children and how it affects their personality and thinking. He states:

Children learn how to respond to inculcation very early and voluntarily. As the child starts repeating the names of his relatives he is rewarded for his correct responses. Later at school he finds out that the safest way to studying and the most satisfying to the teacher is learning by heart. In order to protect himself and gain the approval of the teacher the child resorts to such methods (rote learning) that may save his face. Incultation in itself is a method that makes the learner respond by acquiring the habit of rote learning. The child memorizes texts as they are which means that the individual is not stimulated by the topic of learning because he does not care about comprehending the topic but by memorizing it by

heart (1983:40).

Eventually, the learner becomes a passive receiver who does not share the right experience of seeking knowledge. The teacher, in contrast, becomes the sender and the one who monitors the degree of success or failure of his students. Hence, a hard working student, as Sharaby puts it:

... is the one who proves his ability not by asking suitable questions but by giving the correct and already made answers (Ibid. 40).

As a result, the actual learning dissociates the individual from real contacts with life experience; it becomes a mechanical activity void of meaning under such circumstances. Sharaby further states :

... learning in this framework becomes an abstract and an absolute experience that has no relationship with daily experience. It becomes a function with rituals and ceremonies as well as a social entertainment; therefore it cannot be considered an applied activity and experience and hence the distinction between theoretical learning and application and practice becomes extremely hard and lifeless (1983:41).

One might also mention Hittie's (1943:408) description of how children were rewarded and the ceremonies their families performed when they memorized a whole part of the Quran. Such distinction, between theory and practice, preserves the existing distinction between thinking and work and between dream and fact. In an interview with Nancy Pyle, a Cambridge educator (1991), she observes through her analysis of educational practices in the Arab world that:

Arab students are victims of an educational system that places a heavy emphasis on rote

memorization, to the detriment of creative and analytic thinking. The system here - in the Arab world - places higher priority on rote memorization than independent thinking.

4.2.4.3 Inculcation and Thinking

The common core between inculcation and punishment, as seen by Sharaby, is that both of them stress force and authority and exclude full comprehension and thinking. In other words, both elements lead and push forcefully to surrender and inhibit any changes. The child learns how to accept without questioning the authority and the power of the teacher and those who represent knowledge. The problem of memory dependence performance does not stop in the initial stages of learning but even persists at university level. Thus many problems can be associated with this method as shall be seen in the analysis of texts in chapter (8) and appendix (5).

4.3 Arabic Contemporary Thinking

The outcome of such educational practices has shaped the general thinking pattern of Arab students. Sharaby concludes that Arab thinking of the present days has become defensive and passive since the Age of the Renaissance:

Defensive knowledge and learning overcome critical thinking and learning in our society. Our scholars and educated elites drew to us a portrait of our history, civilization and society in a vindicative and justifiable manner against the western influence and power. The aim of learning and knowledge, thus, became to defend ourselves against any forthcoming dangers instead of studying the self and understanding it. Consequently, our critical thinking became fossilized at its inception and instead of following the analytical and understanding line

of thought it followed the line of justification and defense. Thus, the Arab contemporary thinking is characterized with its departure from scientific knowledge (knowledge of the self and self criticism) and dashing into abstract maze escaping the facts of life (1983:68).

The same idea is expressed by Al-Khuffash (1991) who asserts that inculcation destroys students' abilities. He believes that students' inability to be creative is caused by the teacher's authoritative power, rote learning and inculcation.

The link that is particularly missing in this diagnostic chain of Arab thinking, in the researcher's opinion, is the absence of real democracy in the Arab world. Sharaby attributes this to the hierarchical structure of the society in general, he states:

one must obey the elderly blindly and without questioning and one must obey authority in its different forms beginning from the family circle to schools and government institutions. The individual in such a case can not rely on his opinion or visualize matters freely without interference from the others. He becomes a prisoner of ideas and thoughts that come to him from the outside world. He further does not trust his thinking and vision and easily accepts the others' opinions especially those whom he considers higher in rank, knowledge and influence. Consequently, he becomes detached from his facts and a slave to the overwhelming powers in his society (Ibid:69).

4.4 Conclusion

This brief introduction to Arab culture serves the following objectives:

- 1 Teachers and interested people working in the field of

teaching English to Arab students will realize how important it is to know about this culture in order to avoid mis-communication or embarrassment.

- 2 Arab culture is rich as a teaching resource that can be utilized in the classroom situation in the form of writing materials, communication procedures and creating a friendly atmosphere by the teacher showing his or her interest in the culture (see Paulston 1973:8).
- 3 Many of the weaknesses in language performance can be attributed to cultural practices and values as seen by the implementation of rote learning methods and curbing students' ability to think or criticize.

Finally, it is difficult to exclude culture from the actual performance of students' written or spoken skills, as has been shown in this discussion.

The following chapter will investigate both Arab rhetoric and a contrastive rhetorical approach and their role on students' performance in writing.

Chapter Five

Introduction to Arab Rhetoric

5.1 Introduction

The primary objective of this chapter is to establish the major causes for textual deviation and incoherence problems in Arab students' writings. In chapter two, for example the basic theoretical background to the study discusses the general areas where it is possible to find causes of incoherence and deviation in writing at the textual level. In chapter three a discussion of certain calibres and measurements that may point to the actual sources of incoherence at the textual level are discussed. In chapter four one possible source of the problem of incoherence in students' writings which lies in the differences in the socio cultural background of texts is presented (see also Kachru (1982) and Widdowson (1979)). In this chapter a possible source of incoherence lies in the differences between rhetorical systems and areas of concern in each system (see Kaplan (1966), Sa'addine (1989), Al-Juboury (1984), Koch (1981) and Williams (1984)). In order to remain within the line of this study, the researcher wishes to limit the discussion on Arab rhetoric to a brief introduction to rhetoric in Arabic and the contrastive rhetorical theory (CR) established by Kaplan. A brief introduction to the rhetorical theory will discuss the following issues: definition of rhetoric, differences between Western and Arab rhetoric, Arab rhetoric in the present time, need for innovation in the present rhetoric, Problems and solutions in the introduction of innovation,

and finally a discussion of the contrastive rhetorical approach.

5.2 Western Rhetoric

The early definitions of rhetoric in English show some similarity to Arabic definitions. Campell, for example, defines rhetoric as:

... that art or talent by which the discourse is adapted to its end. It is the grand art of communication, not of ideas only, but of sentiments, passions, dispositions, and purposes (1963:1).

Brooks and Warren define it as the art of using language effectively *it is concerned with intelligible discourse and the choice and arrangement of words in such discourse* (1970:268). This definition does not differ from the traditional Arabic concept of rhetoric see (5.3 and 5.3.3). Kinneavy (1971), for instance, found that the term which is most consistently used throughout history to refer to a study of persuasion was *rhetoric*. He gives a historical background which elaborates on how it has changed over a long period of time. Most early definitions of rhetoric indicate that it is associated with persuasion and logic, style and the art of communication. At present the word has undergone certain changes and is more associated with communication than oratory in general terms. The term is also used loosely to mean any kind of speech or writing (see Lindeman 1982:34). Unlike Western rhetoric, it is clear that Arab rhetoric has preserved its original meaning and it embraces different features as will be seen in the next sections.

5.3 Arab Rhetoric

AlbalaGHa is the general term used to refer to rhetoric in its different meanings and associations in Arabic. The term is associated with three different types of knowledge: semantics, elocution, and rhetoric. It was thought that these three branches were initially separate in their theories and fields, but the fact is they share a common origin and background. The word *balaGHa* simply means to arrive at, and *balaGHa* is to arrive at meaning in the shortest way. The man who is *bali:GH* is the one who speaks eloquently and convincingly or the one who manipulates language competently and cleverly. The definition itself, as has been pointed out earlier, indicates that Arabs were concerned with brevity and arrival to meaning through condensed and sufficient employment of words and phrases. Furthermore, there was deliberation on the choice of lexis, presentation, and brevity in utterance.

5.3.1 Historical Background

The two basic forms that constitute Arabic literature and rhetoric in general are poetry and the Quran. Arab writers and grammarians established their rules of grammar, usage, styles and almost every aspect related to literature or language by these two. Later the Quran became the major point of reference in rhetoric as it forms a linguistic and artistic challenge to Arabs. At one point poetry established some conventions that were unchallenged for a long period of time and exercised repression on its development which made it difficult to depart from classical conventions and norms (see Badawi 1985:95). The Quran, on the other hand, was the second major influence on rhetoric and due to religious reasons, it is not to be

challenged since it is believed to be the words of God. Hence, Arab rhetoricians relied on it as a reference for what is acceptable in Arabic and what they call *kalam al9arab* (the Arabic utterance).

Although Koch (1981) denies the existence of an organized system of rhetoric, the researcher believes that there was an unwritten oral system that distinguished what is rhetorical and what is not, and this system was based on measurement, feeling of beauty, and proximity to Arabic. The system that Koch denies, though she was right in her assumption, is the system of rhetorical writing per se. The Arabs did not develop rhetoric as a writing system and that was due to reliance on memorization, speech and utterance more than reliance on written codes.

5.3.2 **Arabic Rhetorical Areas**

This section will briefly present the different areas of concern in Arabic rhetoric. The researcher does not wish to encumber the reader with many details about this area, but it is necessary to mention some features that relate to this study. These features are as follows:

- 1 Arab infatuation with words has not faded despite the disappearance of some obsolete and deserted rhetorical genres. This is witnessed in the concentration on eloquence and the oratorical style of writing. It is also witnessed in the use of words that resemble some utterance *beautifiers* that are used to ornament texts such as the *saja9* which is similar to rhymed prose.
- 2 students are affected more by an hortatorical than by scientific style. Features of scientific mode are deficient in students' writings and this is due to the

overwhelming use of literary style as well as inability to confine themselves to express facts rather than opinions (see chapter nine).

- 3 students' use many of the obsolete and deserted *utterance beautifiers* that prevailed during the weak period of literary movement in Arabic history.
- 4 there is a deliberate concentration upon the part of rhetoric specialists in Arabic to concentrate on brevity; a matter which is in total contradiction to students' writing.
- 5 there is a heavy emphasis on creating a sense of enjoyment in the listener's ears in order to arrive at a grand meaning. This may explain some elements of rhyming words and use of couplets and parallel constructions in Arabic.
- 6 there is also a heavy concentration of choice of words to suit the purpose of discussion.
- 7 Arab rhetors were aware of the presence of the reader, listener or audience and therefore were interested in creating a sense of entertainment and joy through serious issues.

The following section deals with the main interest areas of rhetoric in Arabic. These areas are interrelated in many ways and the distinction between each lies in its specialty. For example, *alusloub* (style) is more related to stylistic writing, *alfasaha* (eloquent speaking) is related to eloquence of speech, ie, the art of speaking and convincing and orations.

5.3.2.1 **AlbalaGHa (Rhetoric)**

In its literary usage the term means to reach the ear of the listener through spoken words. Al-Hashimy (1975:31) defines rhetoric as '... the arrival to grand meaning in a correct, simple and brief manner'. Al-Jarim and Ameen (1957:8) define rhetoric as 'the arrival to an end through language'. They restrict this definition to certain conditions. It is to arrive at a grand meaning clearly through correct eloquent words that affect the ear of the listener. The choice of words must be suitable to the listeners who are addressed and to the situation of the context. The term then encompasses different aspects that are related to style, choice, eloquence, and persuasion. The term *bala:GHa* was then developed into several branches of knowledge. The division was due to the need to distinguish each area of specialization or concentration from other areas according to the type of utterance, audience, area of interest and social context. This may explain why Arabs were able to distinguish between speech, writing, orations, and style; that are related to the scope of *bala:GH* or rhetoric.

5.3.2.2 **Albayan**

The word *albayan* simply means clarity and precision and that which is apparent to the eyes. Later it acquired the connotation of argumentation and logic. Some rhetoricians, Al-Jahiz for example, who lived in the 11th century used it in the sense of clarity of style in writing. Due to the historical association with classical poetry and historical genres like *almawa:9ith* (sermons) *almaqalah* (articles) the word has now been used in a very limited sense and almost lost its original meaning.

5.3.2.3 **albadi:9 (Beautifiers)**

It is the employment of certain linguistic and rhetorical devices such as *saja9* (rhythmical repetition of word endings not only in poetry but also in prose and other literary genres).

5.3.2.4 **alʔusloub (Style)**

The word simply means style. Al-Jarim and Ameen classify three forms of styles. They first define style as:

the meaning formulated in well chosen words that are in harmony with each other, and in a form appropriate to the intended meaning whereby the purpose of the utterance is achieved in an effective way (1957:12).

The three types of style are:

5.3.2.4.1 **The Scientific Style**

This is the easiest of the three styles and requires sound logic and straightforward thinking. Al-Jarim and Ameen identify the characteristics of style as being devoid of any form of imagery because it addresses the mind and explains vague scientific facts in a clear and apparent manner. The most important characteristic of this style is clarity.

5.3.2.4.2 **The Literary Style**

The basic elements of the literary style are the use of imagery, metaphors, and simile in a beautiful and clear

manner (Al-Jarim and Ameen 1975:13-15).

5.3.2.4.3 Oratorical Style

The oratorical style is characterized by the great manipulation of utterance through highly loaded resonant words, clear pretexts and proofs and richness of the mind of the speaker. Al-Jarim summarizes the major effect of an oration as follows:

The most prominent characteristics of this style are repetition, multi-use of synonyms, use of proverbs, and choice of resonant words. It becomes more beautiful if the style is varied between statements, interrogation, exclamation, contradiction etc (1957:16).

This is a clear example of the necessity of repetition in the oratorical style as part of creating an effect on the listener. Bearing in mind that the mode of communication in Arabic is influenced by oratory, one may recognize the source of repetition in students' writings as shall be seen in the analysis of texts and as postulated in the hypotheses (see 1.3.6).

5.3.3 The Science of Eloquence

One important fact in the literary history of rhetoric and language in Arabic is the attention Arabs paid to eloquence. They were careful and highly selective of what they intended to communicate in order that the listener or the reader does not feel bored. They cared for the listener and the situation (the social context of communication) as much as they cared for choice of suitable words. Al-Hashimy (1975:19) lays certain rules for eloquence in speech as follows:

- 1 avoidance of errors in the meaning that the speaker

wishes to convey to the audience.

- 2 avoidance of complication in meaning.
- 3 refinement of discourse or utterance.

On the other hand, Al-jarjany (1078) and other Arab rhetoricians considered the terms eloquence, rhetoric, and style as synonymous terms that do not modify words but utterance which is realized by grammatical relations. Al-jarjany was the first innovator in the field of rhetoric to discuss it in a very subtle manner. He regarded it as a relationship between utterance on the one hand and meaning on the other. He called this relationship *al-nathm* (structuring) or for a better term *ordering*.

The different parts of what constitutes rhetoric in Arabic have one thing in common: they must reflect the purpose of rhetoric, which is to arrive at the grand meaning briefly, clearly, appropriately, and fluently in either speech or writing through the proper choice of lexis, and suitable sounds to conform to the purpose of the communication.

In the next section a discussion of the status of the present Arab rhetoric is discussed together with the new invitations for change and development to suit the present needs of art and literature. This is a controversial area between modernists and classicists. It will be presented briefly in the following section.

5.3.4.1 Arab Rhetoric in the Present Time

The concept of rhetoric in the sense of writing and communication as it is now used in the Western world is not yet thought of in this manner. Still modern rhetoric in Arabic is associated with literature and fiction more than

academic writing. However, the new developments in literature studies and criticism initiated a new movement that attempts to free literature from the old traditions laid by rhetoricians in the tenth century. This movement demands a complete freedom from traditions and is called the Modernist movement. The problem with this movement, as one could tell from the nature of the conflict between its supporters and traditionalists, is that it laid its conventions and traditions before it established itself in literature in general. The works of art that modernists, except for some prominent figures like Adonis, Matar, Qabbany and others, have not come to compete with the voluminous size of literary works that were written in the past. The researcher wishes to emphasize here that a work of literature may defy any criticism or any theories that attempt to confine and regulate it because of its free nature. In the next section a presentation of the arguments for change of attitudes towards rhetoric and the need to adopt new methods in teaching writing as part of rhetoric and not only as a composition is presented.

5.3.4.2 Need for a New Rhetoric

In the world of literature change always means life and regeneration. If art is not developed and is not changed the literary movement comes to total stagnation. Likewise, rhetoric must change in order to cope with the latest developments in this world. In view of the richness of Arabic literature and language and in view of the old and highly established literary traditions of Arabs, the world is increasingly interested in being more informed about Arabic literature, culture and language in general. The clearest examples are the establishment of Arabic studies departments and chairs in the western universities and the

admiration that Mahfouz (a Nobel Prize laureate and a modern novelist from Egypt) has won by his writings. This in itself is a sufficient reason to initiate the movement to change attitudes towards modern literature and rhetoric. Furthermore, the need has arisen to change the Arabic curricular studies related to language and literature and this change can not be isolated from literature and rhetorical studies. In what follows is a brief description of the nature of the problems and solutions involved.

5.3.4.3 Understanding the Nature of the Problem

There are still some influential people who oppose the idea of changing our attitudes towards developing linguistic studies and literature as well as rhetoric and criticism. Their opposition is attributed to several reasons:

- 1 the nature of classical Arabic literature. Badawi (1985:98), for instance, observes that classical Arabic poetry is marked by the dominance of conventions to a degree that seems almost unparalleled for a comparable period in any other known literature. He further adds that from the artistic and creative points of view conventions exercised a stranglehold on development of Arabic poetry for a long stretch of time.
- 2 some proponents of classicism in the Arab world see in that change an attempt to bring a confrontation with the Quran. This fear has a historical background related to the people who wrote different interpretations to the Quran. In their interpretations Muslim scholars were faced with words and verses from the Quran that are highly complicated and the only way to explain them was to study the

language and literature. Thus the fear of change comes from the desire to preserve a long history of traditions. It should be stressed though, that such interpretations enriched the literary and linguistic movement.

- 3 there have been some claims made by modernists and especially those who are infatuated with western civilization that Arabic no longer suits our present needs because it has not developed enough to enrich itself with the sizable technical scientific and even literary terms that are coined every day in the west (see (Abdul- Tawwab 1982:166)). These claims are really presented in a challenging manner that may not be acceptable to the majority of the literary elite.
- 4 the new nationalist movement in the Arab world which ironically had many of its proponents from the Arab Christian faith saw in Arabs and Arabic a new identity that is an alternative to the Islamic identity. The nationalists started to feel proud of the Arabic heritage but the confrontation is still standing between them and the Islamists who view the conflict as a desire to substitute Arab nationalism for Islamic identity. Although both parties are proud of the Arabic heritage and culture, they have not reconciled their efforts regarding the development of the Arabic language and literature.
- 5 weak research in developing writing skills which is specially clear from the types and number of books written about introducing Arabic courses to non-native speakers who have interest in the language.
- 6 Arabic Departments staff in the Arab world have not

paid enough attention to this area of research and are busy with research in areas which are long disputed and have not been resolved.

- 7 the long dispute between advocates of colloquialism and those who prefer the *Fusha* (Modern Standard Arabic) has led only to arguments and accusations and counter accusations which delayed any efforts to develop the language.

5.3.4.4 Solutions

The solution to this problem lies in the nature of the required change and the type of people who should be convinced that this development and change is necessary and must come. It also lies in presenting an acceptable alternative that does not estrange the heritage or traditions. There should be honest efforts from the Arab literary and linguist elites to tackle the problem carefully and sincerely. Educators must also participate in this development because they are the vessels through which change must take place. They are the ones who can convey these changes into the minds of students. But a few cautions must be first addressed in order to anticipate and prepare for any forthcoming confrontation:

- 1 in order that change and development occur; they should be smooth and suitable to the social context of the Arab culture. Therefore, clear diagnosis of the problems helps in the process of change.
- 2 artists and critics must present their own contributions and works in a genuine and remarkable quality in order to convince people about the

flexibility of Arabic and its ability to stand for change and development.

3 a real and serious translation movement must be established in order to present the works of other cultures in a simple and acceptable manner to native speakers of Arabic as well as to others who are interested in Arabic literature.

4 a careful study must be made as to the nature of developments in the literary history of Arabic. It is necessary to consider the changes that poetry and literature have undergone. Badawi (1985:100-102) comments on the nature of development in poetry and describes the nature of the changes and the types of innovations in the poetic field and indicates that these were attributed to the influence of the West on those who are exposed to Western literature. The researcher strongly believes that writing adequate and good quality literary materials that are relevant to Arab culture by artists, novelists and poets will further the development movement and change in the Arab world. The process can also be enhanced by exchanging students and visiting researchers with western universities who are interested in Arabic literature and language studies.

5.3.4.5 Conclusion

To conclude, the following points must be emphasized:

1 there is a wide gap between what people think of rhetoric and academic writing.

2 Arabs have emphasized the concept of clarity, brevity and beauty in their writings and were aware of the presence of critics and the importance of refining (choice of lexis) to suit the social context.

In the next section a presentation of the Contrastive Rhetorical Approach as to the basic tenets it holds, the different opinions expressed by some writers about it, and the validity of such an approach to Arabic will be made.

5.4 The Contrastive Rhetorical Approach

The relevance of this section to the main line of argument is based on the belief that culture, mother tongue and rhetoric have strong influence on second language performance, (see chapter four and chapter five).

Kaplan (1966 and 1988) published his seminal article on contrastive rhetoric (CR), which simply maintains that people of different cultures manipulate logic and reasoning differently. Accordingly, cultures differ in their rhetoric. Kaplan suggests that neither logical nor rhetorical structure is universal, but rather that they are both culture dependent. To illustrate, Kaplan cites the example of how anthropologists made comparative studies of different people's perception and expression of such perception in language. The way people reason things may shape or interfere with their destiny. If Aristotle had been Mexican, then his logic could have been totally different and hence, the western mentality could have been different too. In his argument Kaplan analyzed some cultural aspects of textual organization as they appeared in the writing of his students. Compared with the linear temporal-causal sequencing, typical of English, he found

Semitic writing, for example, to be characterized by parallelism, while Chinese or Korean paragraphs appeared to be structured like 'widening gyres' which 'turn around the subject and show it from a variety of tangential views' (see Kaplan 1966:253).

Kaplan (1988:277) summarizes the theory after analysing a huge corpus of papers written by students from different cultures. He claims that there were problems that seemed to be unique to speakers of particular languages. These problems are not grammatical ones and reveal underlying differences between different cultures. He further reinforces his intuitions and findings by presenting the papers to experienced composition teachers who were able to identify the culture of the person who wrote that particular paper. The evidence suggested to him is that there must be regularities in the English writing of the non native English learners from particular language backgrounds that could be observed and codified to provide teaching content and strategy for ESL writing courses. To support his argument, Kaplan shows that there is a consistent thought pattern represented by students' writings. But, he cautions, this does not mean that these differences are indicative of awkwardness or clumsiness; it is simply a different thought pattern from the western criteria. He then proposes a work plan to introduce the English thought pattern to students learning English as a second language. The plan simply involves the teaching of the function of the paragraph and scrambled sentences, and their arrangement as well as teaching how to make and use outline in writing.

One of the main results of Kaplan's approach is that it gives a new insight into the problem of writing by foreign students. He directs the attention of TEFL specialists to

consider cultural differences among students. In his later article Kaplan (1988:297) admits that the theory (like most other research designs) is still constrained by the absence of a rigorous paradigm. He further illustrates that:

Contrastive rhetoric is not a method of teaching writing, but an algorithm for understanding the structure of text contrastively - which may, in time lead to a paradigm for analysis or a method for pedagogy (Ibid:297).

In the same article, Kaplan seemingly has organized the principles of his theory into a more coordinated pattern. He takes into consideration different factors that have come up later in the studies of text linguistics and objections raised by researchers and analysts. But the researcher feels that he does not add much to the previous argument in the latest article. In effect, he wants to systematize (CR) by making the theory part of Text Linguistic analysis.

Kaplan (1988:297), then, summarizes the pedagogical objectives of the CR approach by addressing several observations to both teachers and students:

- 1 teachers should be aware of the presence of different composing conventions in different cultures. Students who can compose in one culture may not be able to compose in another. The researcher finds this true if linguistic ability is excluded.
- 2 the fact that a student has control only of sentential syntax does not mean the student can generate text.
- 3 there is a relative distribution of reader/writer responsibility in different cultural systems and that this distribution affects assumptions about audience

and about shared knowledge (see also 2.3.1.2.5). The fact that a student understands audience in one language system does not mean the student understands audience in any other language system.

4 a composition is a product arrived at through a process; the fact that the student may generate one relatively successful text does not indicate that he or she has mastered the process.

5 morphosyntactic competence is a prerequisite of writing; the fact that a student can understand the structure of individual sentences in a language does not mean the student can understand the structure of cohesion and coherence in text in that language.

Finally, he emphasizes the following issues :

- 1 audience must be defined before composition can be undertaken; the assumption that audience is the writer is not always valid.
- 2 the existence of different writing acts that require different strategies,
- 3 students are expected to manage text conventions.
- 4 students have to master the *world knowledge and technical knowledge*, ie, knowledge of the subject matter.
- 5 finally, they must recognize writing as a social phenomenon (Ibid:297).

In this section reference to different studies and opinions made on CR and other similar theories is made. CR attempts at linking the theory with other similar theories but in different communicative modes. Piper, for example, (1985:34) links CR, Schemata theory (see Bartlette 1932) in reading, inter-language and grammar story. He points out that:

the provocative ideas put forward by Kaplan can now be more fully conceptualized within the developing framework of schema- theoretic accounts of reading and writing; a possibility foreshadowed by Kaplan himself (1985:34).

Piper explains the relationship between CR and the schemata theory in the following manner:

Bartlett's research was to demonstrate (1) that individuals typically construct and reconstruct given information in memory, and (2) that they are likely in the course of these constructive processes to normalize their interpretations in ways which bring them in line with their own cultural experience (Ibid :35).

He further illustrates the relationship between CR and cultural and educational experience by quoting the results of a study, in the same realm of discussion, made by Kintsch and Van Dijk (1975) who compared Northern American university students summaries of European folk-tales with their summaries of an Apache tale. Finding these subjects to be more accurate and secure in the recall of the European materials, they related this to students' tendency to expect European features in their stories, based upon their cultural and educational experience. Kintsch and Van Dijk observed that these students were apparently confused

by the rhetorical characteristics of the Apache narrative, and in particular by the absence within it of temporal causal sequencing so typical (as Kaplan has also noted) of European materials. Piper links the schemata theory, CR and interlanguage theories as a proof of the importance of cultural background in language processing. The three theories together with the story grammar revolve around the importance of considering culture in the teaching and processing of language.

On the other hand, Bar-Lev relates and applies Kaplan's general proposal CR to *Whorf's linguistic relativity* (linguistic determinism) to the level of discourse structure, where indeed it can apply far less controversially. He indicates that:

Anyone who has had intercultural experience can easily realize that language (or at least cultures) differ crucially in how they approach ideas, how they put ideas together in conversation, and so forth (1986:237).

Bar-Lev believes that Kaplan's analysis of English is infected with normativism; how ESL students actually write is compared with how Americans are supposed to write. In an earlier discussion, Bar-Lev and Palaces (1980), about (CR) and the nature of the conjunction and on which Kaplan based his argument of parallelism in Arabic think, that Kaplan's mistake is to identify Arabic and as a marker of parallelism. The same mistake has been made in a widely accepted analysis of English and. He cautiously concedes that (CR) is essentially correct on the universal level - and should be motivating a lot more research in discourse theory than it has so far. At the same time, many of the specific analyses, made by Kaplan, are in need of substantial revision, as well as explicitness. The whole

idea of CR is similar to what Brown (1980:43) terms *verbal labels* that can shape the way we store events for later recall. Or as Whorf (1956:212), cited by Brown, puts it:

The background linguistic system ... of each language is not merely a reproducing instrument for voicing ideas, but rather is itself the shaper of ideas (Ibid :46).

This, the researcher believes, may seem comparable to drawings in different cultures to Jesus Christ and the Virgin Mary. Striking examples of cultural influence in each drawing are present. For example, the black and African culture imagines Jesus to have African features, the Chinese, the Westerners and the Japanese view him according to their own features. Thus, one must concede, as Piper (1985:35) suggests, that language processing is crucially affected by individual background knowledge and the cultural constraints on such knowledge.

In the following discussion reference is made to some points and objections against CR:

- 1 to start with, the researcher found that students at a certain level reach a certain linguistic competence that may reflect their performance but may not reflect upon their thinking. When one reads the compositions written by the Korean students quoted by Kaplan, one finds them similar to Arab students' writings at the same level. The fact is, then, that students of limited linguistic competence will not be able to perform well in writing and, hence, their thought patterns will not be easily recognized. Therefore, students of low proficiency levels in English are not the ideal subjects for such a study.

- 2 students' general background should have been pointed out as to culture, religion, society and politics.
- 3 certain universals and commonly shared perceptions in different cultures must be taken into account in order to justify similarities or differences.
- 4 Kaplan strongly believes that mastering the art of writing in a first language is not necessarily reflected in the second language. The researcher disagrees with this assumption because there is a relative relationship between both. If a student writes well in Arabic and is exposed to a sufficient linguistic background in the target language, he or she should be able to write well in the target language.
- 5 certain languages have different approaches to writing skills and measurement. In Arabic, rhetoric is measured according to one's ability to choose, ornament, speak eloquently and to quote from poetry, proverbs and Quran. These differences in rhetorical features must be taken into consideration when contrasting logic and rhetoric.
- 6 the categorization of languages according to paragraph development and organization, ie, spiral, parallel, straightforward, etc, may lead to a feeling of superiority of one culture over another and may create discrimination and stereotyped notions about different cultures. The whole concept has to be revised in order not to proceed in the wrong direction.
- 7 it would be more realistic if Kaplan made his studies on professional writers not students. It would be

more profitable if different samples of different genres had been analyzed for this purpose.

Like any general theories, the researcher believes that the CR has not reached the degree of being a concrete theory. It needs more research, more revision, and more attention because both the observation and discussion with the Arabic Department staff (see 9.5.1) and Kleines' study (1987) support these remarks. The theory as a whole has not been developed and needs more research. For example, Kleine observed that what the students found about CR will not lead to any conclusive evaluation as Kaplan described it. In many cases, she argues, students from the same nationality disagreed about whether Kaplan was right about their languages' rhetorical disposition. She further observes that students felt that he had made rather hasty over-generalizations on the basis of limited data (Ibid:10). In what follows is a presentation of Kleine (1987) on CR supporting the researcher's argument. Kleine solicited her students comments on (CR). The comments are interesting since they represent views by subjects from different cultures including some American students. She (1987:7) first believes that Kaplan's methodology is limited because he only considers his intuitions about the cultures he examines. However, some of these intuitions have proved to be quite accurate and are subject to expansion and evaluation. Kleine's points out that Kaplan ignored the different purposes and genres of writing, treating all writing in the same way in each language group (Ibid:10). Among the many objections and remarks she makes are the fact that people may be direct or indirect when they write depending on the mode of writing and whether it is descriptive or expository. The study further remarks (Ibid:11) that Kaplan ignored the dynamic nature of writing. Written texts change as writers mature and as they

revise. The researcher believes that this is a legitimate claim as will be seen from the conclusions about students' failure to observe certain strategies in writing like planning and revising which results in weakness in their texts (see (9.6.1)).

In Kleine's study (Ibid:11) an American student opposes Kaplan's views noting that it would be more appropriate to judge the writing of professionals than students as writing skill takes time to learn and may never be learned. In addition, the same student adds, Americans are taught to write in a linear form; it is not something they are born with.

Many other students agree with this opinion (Ibid:11-12). Although they concede that linearity and directness are valued in English prose, they do not believe this structure reflects English speakers' thought, as much as it reflects a training from early years. Another American student (ibid:12) wrote that Kaplan's research methodology was deficient because he did not consider writing as a process, ie, a rough draft shows the native English writers' thought patterns more clearly without an instructor's interference.

5.4.2 Conclusion

To sum up, the researcher believes that Kaplan's theory is important in opening new venues of research in writing. It links different aspects of language processing and educational experiences with different theories laid down by other researchers on modes of communication. The theory needs revision, expansion, and application to a wider range of studies. Researchers from different cultures should participate in its application to obtain a better understanding of different languages and thought patterns (see also 10.3.2). In view of the fact that Kaplan

conducted his study on different cultures and languages, and in view of the number of subjects involved in his study, it seems difficult to provide a clear cut evidences that this study fully supports Kaplan's claims. What this study has stipulated is that after an extensive application of the MTD on a reasonable number of texts in various languages it may be possible to validate Kaplan's views and argument. What has this study managed to do is to represent individual thought patterns present in a given text. However, with the new advancement in computers, it may be possible to represent more than thirty thought patterns in one file and program for one language and compare it with a second file for another language and then draw sound conclusions therefrom.

In the next chapter, the third factor affecting students' performance in writing is discussed. It is about the nature of sentences in Arabic and language transfer.

Chapter Six

The Nature of the Sentence in Arabic

6.1.1 Introduction

In the previous chapters, four and five, the social and historical context of Arabic is presented in order to familiarize readers with the socio-cultural environment of Arabic texts. It is Halliday (1975:36), in this respect, who asserts that culture is a semiotic system of meanings or information encoded in the behaviour potential of the members including the verbal potential. The verbal potential in itself, he asserts, is the linguistic system which is only a form of the more general semiotic system that constitutes culture. Thus one may view culture and language as inseparable systems that complement each other. This chapter will then be devoted to a discussion of the nature of the sentence in Arabic, its constituents, the different types of sentences, the Mubtada? and the Xabar, word order in the verbal sentences, almusnad (subject) and almusnad ilaihi (the predicate), the nature of fronting and conjunctions. The chapter will also discuss some of the relevant problems related to syntactic constraints and some limitations due to differences in types of sentences and other relevant aspects of sentences in Arabic.

6.1.2 Purpose of the Study

- 1 The main purpose of studying the structure of the sentence in Arabic is to find out the real differences between Arabic and English sentences that might

account for some of the problems that may face Arab students when they write in English. These problems vary between text organization, development and structuring.

- 2 To draw the attention of language teachers and specialists to the existence of such differences in order to lay out solutions for writing problems related to this area.
- 3 To find out whether there are underlying organizational patterns in Arabic that are similar to or different from English patterns (Danes 1974 and Fries 1978). This will help researchers compare or contrast any of these patterns or find out why such patterns do not exist in Arabic and whether the sentence structure is a possible cause. It will focus on some indications as to whether there are culturally dependent variables involved in the patterns of organization (see Kaplan 1966).
- 4 To relate some textual incoherence and deviation problems to the sentence as shall be seen from the analysis of texts (see 8.1.1, 8.1.7 and 8.2.7).
- 5 The final purpose is to investigate the role of the sentence as a textual unit as it is considered by many text linguists (see Halliday 1976, Van Dijk 1985, Dressler 1982, etc). Hence, the analysis of texts in chapter eight will depend on this consideration.

6.1.3 The Structure of the Sentence in Arabic

6.1.3.1 Arabic Grammar

It is necessary to define certain terms at the beginning of each discussion and whenever a new term is introduced for the first time since terms and concepts may have different meaning and usage in each language and culture. Thus we have to be clear about what we mean by grammar in Arabic as it encompasses different areas of interest. The word *nahu* is the synonym for *grammar* which simply means *direction* and is related to the parsing of words according to their consideration as inflectional or non-inflectional. Grammar studies words in relation to each other and discusses word endings as nominative, genitive, or accusative case. Hence, it could be observed that the interest of grammar in Arabic is directed towards observing word endings that conform to a rigid system of inflection involving gender, number, case, conformity with other part of the sentence and appropriateness. Arabic grammar is also concerned with the science of *ishtiqa:q* (derivation) and *qiya:s* (measurement). The Arabic grammar system is a difficult area for students and for people who aspire to master Arabic. The complexity of the grammatical rules, the different interpretations, the different schools of grammar and methods of presenting grammar to students make it difficult to master. Furthermore, there have been no serious efforts to develop Arabic grammar in a simplified and presentable manner. Grammatical correctness has also become a criterion in judging the written language in general.

6.1.3.2 Basic Components of the Sentence in Arabic

Before discussing the structure of the sentence in Arabic,

it is preferable to discuss and define briefly the basic components of the Arabic sentence. By basic components I mean the word, the verb, the noun, the particle or the letter and the sentence. It might appear strange to the non native to include all these elements as parts of the sentence specifically the *harf* or the letter. The *Harf* is an essential part in the formation of the sentence and it can change the whole meaning. In the discussion of the conjunctions in Arabic (6.1.6) some examples are provided for this purpose.

6.1.3.2.1 The Sentence

The sentence is the main concern of the Arabic school of grammar. A word will have a grammatical meaning only within a context, ie, it will have a specific function that can affect and be affected by other words. If, for example, it is said that a specific word is a *subject*, then it is meant that what precedes the word is a verb that has a special relation with the subject based on its position. Grammar then is not concerned with sounds, morphology, and etymology; it is concerned with the relations between words and the function of each word in the sentence. The sentence as Ibn Akeel cited by Abdul-Hamid (1980) define it as the utterance which is composed of two words or more and has a useful and independent meaning (Ibn Akeel, 1350-1420:17). Abbas Hasan cited in Al-Dajany defines the sentence as,

‘Utterance or sentence is that which is made up of two or more words and has a restricted and independent meaning. Altunusi defines the sentence as *an utterance which is formed of musnad and Musnad Ilaih* (1978:92).

6.1.3.2.2 Types of Sentences in Arabic

The Arabic sentence is divided into two types: (a) nominal sentences; and (b) verbal sentences. Some grammarians, Dajany (1978:77), add another type which is the quasi-sentence, which is formed by a prepositional phrase and a noun. To distinguish between the two types of sentences the following criterion is applied: *A sentence is nominal if it starts with an original noun, and verbal if it starts with a strong verb, ie, a verb that is not defective.* The following examples indicate that a sentence is not necessarily nominal or verbal just because a verb or a noun precedes or is positioned first:

1a Kana zaydon wakifan

1b Zaid was standing.

The verb *kana* here is a defective verb that comes in the nominal sentence only and changes the Xabar from the raf'a case into *nasb* case. Therefore, this is not a verbal sentence because it does not indicate that there is action *hadath* involved.

2a Kitaban qara'tu

2b I read a book.

Sentence 2a is not nominal despite the fact that it starts with a noun which is not original in position. The word *kitaban* (book) is an object of the verb. It must be positioned at the end of the sentence but due to rhetorical purposes it has been fronted. This means that the commencement with the noun in this respect is casual.

6.1.3.3 The Noun

Rida (1975:7) defines the noun as a word which indicates an independent meaning that does not denote either of the three main tenses in Arabic as in *Ali*, *book* and *lemon*. It can be preceded by vocative and abrogate particles, it can be in the singular, dual, or plural cases and in the feminine or masculine with number and gender linked to it.

6.1.3.4 The Verb

Ibn Akeel (1300:20-22) defines the verb as a word that indicates a state of something, an event that may occur in the present, past or the future as in *darasa* (past), *Yadrusu* (present), and *udros* (imperative). The verb is divided into *mabni* and *mu9rab* according to the changes in the final sound attached to it.

6.1.3.4.1 Al Mu9rab Wa Al Mabni

This is a basic division according to the type of verb. The term *mabni* means that the diacritic and the final sound of the verb does not change as in the three types of verbs; the past, the present and the imperative except when the emphatic *nu:n*, the letter (n), or the feminine *nu:n* is attached to any of these verbs. Grammatically speaking, the final sound of the verb is determined by its type of connection.

The term *mu9rab* means that the final sound or diacritic at the end of the verb can be changed except when the emphatic and plural feminine nouns are attached to it and this is instinctive in the present tense verbs as in the following examples:

kataba: (he wrote)
.katabu: (they wrote)
uktubu: (you write) imperative in the plural
 case
uktob (you write) imperative singular masculine
uktubi: (you write) imperative singular feminine
uktuba: (you write) imperative in the dual case
uktubna: (you write) plural feminine imperative case
la'aktubanna: (I shall write) first person singular,
 emphatic case.

6.1.3.5 **Particles and Letters**

A particle or a letter is a form of an utterance that has no meaning by itself. It becomes meaningful if added to a noun or a verb (Ibn Akeel:Ibid:24-25). Example:

- 3a *Hal thahaba alawladu ila almadrasa?*
 3b Did the boys go to school?

6.1.4 **Constituents of the Nominal Sentences**

The nominal sentence has two major constituents that are inseparable; they are the Inchoative (the subject of the nominal sentence) and the Enunciative (the predicate). They shall be referred to in this study as *mubtada?* the subject and *Xabar* the predicate. Seebawaih cited in Ibn Akeel considers them as one entity (Ibid:74).

6.1.4.1 **The Mubtad?**

The *mubtada?* is a nominal subject that occupies first position in an utterance and is linked with what is being said about it. The word *mubtada?* means that which is in

the beginning. It cannot be meaningful or grammatical without the Xabar. The mubtada? must be definite and in the raf9 case, ie, it must end with the (u:) sound for the singular and (a:ni) for the dual subject, eg:

4a Alwaladu nasheeton

4b The boy (is) hardworking

In the previous example (4a), the mubtada? ends with the sound 'u'. In the following example in the dual it ends with the 'a:n' sound, eg:

5a Alwaladani nashitaani

5b The two boys(are) hardworking.

The mubtada? is two types:

(a) A mubtada? that requires a Xabar; this type requires a full noun as in:

6a Zaidon qa:'imon

6b Zaid is standing.

Or it requires an infinitival as in the following example;

7a Wa an tasoumou Xyron lakum

7b (And to fast is good for you)

In this example the infinitival is an assumptive or hypothetical one in the sense that 'your fasting is good for you'. In this case the word 'an' and the verb 'Tasoumou' is a substitute for the mubtada?.

(b) The second type of mubtada? is called adjectival raf9 which is independent and does not require a Xabar. It

only requires an agent in the raf9 case to complete the meaning and to function as a replacement for the Xabar. The adjectival raf9 is inflected as a subject after the nominative, and it is inflected as an agent to the nominative after the accusative. The only restriction here is that this kind of mubtada? must be used with a negative or interrogative particles as in the following examples:

8a Ma najihon al muhmilu

8b The careless person will not be successful.

This sentence is parsed as follows:

- Ma is a negative instrument
- najihon is a mubtada?
- almuhmilu is a subject that replaces the khabar

6.1.4.2 The Xabar

Arab grammarians define Xabar as follows: *The Xabar is that part of the sentence which completes the useful meaning of the utterance* (Ibn Akeel 188-259). The Xabar falls into the following five categories:

- 1 Singular Xabar where the mubtada? correlates with the Xabar in gender, case, and number. An example for the singular case:

9a alwaldu thakiyon

9b The boy is intelligent

the dual case:

10a alwaladani thakiyyani

10b The two boys are intelligent.

the plural case:

11a alawladu athkiya:?on

11b The boys are intelligent.

2 The Xabar of nominal sentences as in:

12a alwaladu abouhu tajiron

12b The boy his father is a merchant.

This sentence has two Xabar and two mubtada?; the first mubtada? is *alwaladu* and the second one is *abouhu*; the first Xabar is *tajiron* and the second Xabar is *abouhu tajiron*. In this specific example and in order to avoid ambiguity, repetition of the reference to the first mubtada? is mandatory.

3 The Xabar of a verbal sentence as in :

13a alwaladu waqafa abouhu

13b The boy stood up his father.

13c The boy's father stood up.

where *alwaladu* is the mubtada? and the rest of the sentence is the Xabar. Notice here how the reference to the boy is made in Arabic and repeated first in the word 'the boy' and 'his father'.

4 The Xabar for a prepositional phrase as in:

14a alwaladu fi alfasli

14b The boy is in the classroom.

where alwaladu is the mubtada? and the rest of the sentence is the Xabar.

- 5 The Xabar for an adverbial phrase (adverb of place) as in:

15a zaidon 9inda almadrasa

15b Zaid is at school.

An adverb of time as in:

16a alsafaru GHadan

16b Travel will be tomorrow.

Basically, the Xabar must be positioned after the mubtada?, but it can be placed before it if ambiguity is avoided.

6.1.4.3 Abrogate Particles and the Nominal Sentence

Both constituents of the nominal sentence are always in the Raf' case, ie, the noun ends with u sound in the nominative case. In Arabic this raf' case is affected by the agent that causes the required inflection. For example, it is the verb that causes the subject to be in the nominative case and the object to be in the accusative case. In the case of the Mubtada?, the nominative case is incurred by the hidden agent which is called al ibtida' or the inchotive. It is, therefore; known as the unaugmented literal noun. The nominative case, thus causes the raf' state but if the mubtada? is preceded by a particle like *Kana* and *ina* and their sisters which are used as abrogate particles, the noun that comes after these particles is changed from its original status into another one. The

following are examples of the changes that occur in both the *mubtadaʔ* and the *Xabar* as a result of the interference of the abrogate particles:

17a *Zaidon mujtahidon*

17b *Zaid hardworking (Zaid is hardworking)*

In the following example, the defective verb *kana*, which can also be used as an abrogate particle, incurs the following changes as observed by these examples:

18a *Kana zaidon mujtahidan*

18b *Was Zaid hardworking (Zaid was hardworking)*

The particle *kana* in this case changed the status of the *Xabar* from *rafʕ* case into *naSb*, ie, the 'u' sound is changed into 'an' sound.

19a *inna Zaidan mujtahidon*

19b *Is Zaid hardworking. (Zaid is hardworking).*

The particle 'Ina' in this case changed the status of the *mubtadaʔ* from *rafʕ* case into the *nasb* case, ie, the *u* sound is changed into the *an* sound. These particles and their sisters have different meanings and different functions. In the next section a discussion of the word order in Arabic is presented as it has important implications to sentence formation, structure and meaning.

6.1.4.4 Word Order in the Verbal Sentences

The importance of including word order in Arabic in this section is relevant because it is different from English and is relatively free. The freedom of word order affects the distribution of information. The following examples

demonstrate the freedom with which Arabic sentence word order functions:

6.1.4.5.1 Verb _____ Subject _____ Object

20a akala alwaladu altuffahata

20b Ate the boy the apple.

20c The boy ate the apple.

6.1.4.5.2 Object _____ Verb _____ Subject

21a altuffahata akala alwaladu

21b The boy the apple ate .

21c The boy ate the apple

6.1.4.5.3 Subject _____ Verb _____ Object

22a alwaladu akala altuffahata

22b The boy ate the apple.

It should be noted here that word order in Arabic can be easily controlled and identified through the inflectional changes incurred by vowel sounds written on the diacritic, or the final syllable of the word. Any changes in the vowel sounds may change the status of the word, ie, a subject could be changed into an object if the diacritic or the vowel sound is changed from U: into a: sound. In other words and in the normal behaviour of the word the subject case must end in the U: sound and the objective case must end in the a: sound. There are exceptions to this rule as well as other interfering factors that determine the subjective or objective case i.e. if the word ends with a vowel sound, or if it is connected with morphemes that denote gender, number and case. Relevant to this discussion is the need to

understand the nature of the verb system and tense in Arabic which is presented in the next discussion.

6.1.4.6 The Arabic Verb-System

Arab grammarians have paid little attention to the functions and meanings of the verbs, though they did a great deal on its form (Kharma 1983). They were preoccupied with the question of inflection in a highly inflectional language. The Arabic verb system is different from English in many ways. In Arabic the verb system plays a simple part in the structure and meaning conveyed by every Arabic sentence. There are two major types of sentences in Arabic and only in one of them does the verb feature as the basic element. The other which is the nominal sentence does not need to have a verb at all. Arab linguists and grammarians, like Seebawaih, conceded that the verb derives its lexical content, which is referred to as 'alhadath', ie, event or action, from the verbal noun called (almasdar) which simply defines the action but adds to this content the element of time. Ibn Akeel explains this in terms of his classification of words into three basic elements:

A word is either a noun, a verb or a particle. If a word indicates a meaning dissociated of the time element then it is a noun. If it is associated with time it is a verb. If it does not denote a meaning by itself but by other words it is a particle (1350-1420:15).

In English a verb is usually very closely tied to the idea of time; in other words it has tenses (comes, will come, came, has come, had come, did come, would have come, etc), which in many cases define the time of the action, either in relation to the speaker or in respect of another action. In Arabic, however, the verb in itself carries only a very

limited idea of time. There are two basic divisions that Kharma (1983) and Wickens (1980) consider them aspects rather than tenses, the *madi* and the *mudari* (the past and the present). For example,

23a Yal9abu alawladu al kurata

23b Play the boys the football.

23c The boys play (are playing) football.

These sentences are in the simple present and could be interpreted as the present continuous. The past is expressed as follows:

24a la9iba alawladu alkura

24b Played the boys football.

24c The boys played football.

The root word is always changed in the case of verb inflection. The following verb is an example for the changes that occur in the case of inflection:

25a kataba (he wrote) simple past

25b Yaktubu (He writes or is writing).

simple present and present continuous:

25c Uktob (You singular masculine in the imperative) write.

25d sawfa aktubu or sa aktubu (I shall write).

It should be mentioned though that in the analysis of texts, it was observed that students relied less on verbs and more on nouns. This phenomenon will be explained in section 9.4.4.

6.1.4.6.1 Tense and Time Elements in Arabic

Although it may seem that Arabic is restricted to two tenses only, this does not mean that there are no ways of expressing other tenses in Arabic; on the contrary Arabic employs several other kinds of structures that express different shades of meaning that these two simple forms are unable to handle. The researcher shall explain these elements since they are relevant to the main line of discussion, and as time element plays an important factor in the unity and coherence of texts. The linguistic elements which are used in this respect are:

- 1 the Ism al-fa9el (the present or active participle).
- 2 Kana (or :the verb be) and its sisters, and
- 3 Qad (a particle with several different functions).

The Ism al-fa9el may function as:

- 1 an adjective as in the following example:

26a waladon jahilon

26b a boy ignorant (= an ignorant boy)

- 2 as a noun, eg:

27a Ahmad shawqi sha9iron mubdi9on

27b Ahmad shawqi is a creative writer

and

- 3 as a substitute for the verb form, eg:

28a ana raji9on min al-jami9ah

28b I am coming back from the university.

In this case the Ism al-fa9el functions as a be-ing verb that functions as the circumstantial adverbial clause, eg:

29a kana Zaidon waqifan

29b Zaid was standing.

The second time element employed in Arabic with defective verbs is the use of the verb kana and its sisters. There are twelve defective verbs that follow the same inflectional pattern of kana. These verbs are divided according to their semantic components, which are:

- 1 the idea of negation as in
 - laysa (= not to be);
- 2 the idea of change or conversion, mainly as in
 - Sara (= to become);
- 3 the idea of time, as in
 - THala, aSbaha, aDha (be or do, during the day or part thereof), amsa, bata

All previous defective verbs are often used as synonyms of kana without reference to time.

- 4 the idea of duration or continuity, as in
 - zala, bariha, fati?a + ma (to last or go on; not to cease), infakka, dama

The two preceding time elements (ism al fa:9el, and the defective verbs), it should be noted, are only employed

with nominal sentences as verbal sentences have their own manner of expressing time.

The third time element is the particle *qad* which has different meanings and functions. This particle has the meaning of now, already, really, and may and are used for the purpose of emphasis and rendering the past near to the present.

Example:

30a *Qad ya'ti Ali*

30b Ali may come.

In the previous example the *qad* particle is used to suggest a possibility in the future. In the following example it is used to mean a perfect action, eg:

31a *Qad ja?a Ali.*

31b Ali has come.

The addition of the letter *la* to the particle *Qad* is used to emphasize the event of the verb in the past tense. This addition is used for further emphasis only.

From the previous discussion it seems that there is cultural and syntactic constraint on the use of certain tenses in Arabic. When certain verbs are parsed, for example, parsing is done according to either present or past tenses, and in case there is a future verb the future particle is parsed alone and the root verb is parsed as a present tense.

The researcher has also observed that native speakers of Arabic find it difficult to distinguish between the perfect

and the past (see Matar 1989 and Kharma 1987). This might be attributable to the relation of the verb to the meaning more than to form of verb. One interesting observation worth mentioning here and relevant to the discussion about Arab culture and language is made by Patai about the concept of time and verb tense in Arabic. Patai cited Judith Williams study on some Lebanese villagers who were unable to order the events of the past and made:

gross transpositions of early childhood events to adulthood and, conversely, of recent occurrences to a long distant past. Moreover, when they were able to order or date events at all, it was in terms of external markers - a wedding a holiday, a fight - rather than in terms of any internal orderliness of their growth cycle (1973:65).

Patai attributes this difficulty to the general disinclination or inability of the Arabs to concern themselves with precisely defined timing. While this may hold true for certain aspects of Arab culture, the researcher finds that the element of time is heavily emphasized in the religious rituals such as the prayers, the fasting of the month, the pilgrimage and festivals. It is a matter of difference of opinions and formalities practised by the culture. For further detail about the differences of time concept see also Hall (1959) 'The Silent Language'.

To sum up this part of the discussion, the basic components of the sentence in Arabic, the different types of sentences and their basic constituents, and the different particles used with nominal sentences have been shown. Reference will also be made to these aspects in the analysis of texts in chapter eight and the discussions of the findings in chapter nine. In the next section, the researcher shall expand on some rhetorical areas related to the sentence in

Arabic.

6.1.5

The Musnad and the Musnad Ilaihi

In the previous section above I have shown the basic components of the sentence at the grammatical level. In this section the discussion is directed towards the rhetorical level realized by the process of isnad. The following section will mainly deal with these topics, an introduction to the process of isnad with the definition of each of the basic elements, the pragmatic function of isnad as to stating, deletion and fronting and classification of isnad, factual and figurative attribution.

Arab grammarians divide the sentence into two parts regardless of the fact whether it is a nominal or a verbal sentence. The first constituent or part is called *almusnad ilaihi* this in terms of English is considered the Subject or the topic or the Theme. The second part is called *almusnad* which corresponds to predicate, comment, or Rheme. In the nominal sentences the musnad ilaihi is the mubtada? or the carrier of the basic information while it is the subject or the agent in the verbal sentences, eg, (Abdulla is a good man). The first part of this sentence Abdulla which is a mubtada? is considered the musnad ilaihi and the second part of the sentence a good man is the musnad. In the verbal sentences the verb is the musnad and the subject or agent is the musnad ilaihi as in the following example:

qara?a alwaladu aldarsa.

(The boy read the lesson).

In this sentence the verb 'read' is the musnad and the nominative *the boy* is musnad ilaihi.

6.1.5.1 Definition of Terms

In order to understand the process of Isnad the following terms are defined. Arab rhetoricians divide the process of Isnad into the following four aspects:

- 1 Isnad which is the attribution or predication.
- 2 Almusnad ilaihi which is the word or the part to which a predicament is attributed to or passed on.
- 3 Almusnad which is the word or part of the sentence that has been attributed or predicated.
- 4 Alqayd which is the word used as a completion to the musnad ilaihi and the musnad in order to realize the intention of the speaker. The following example illustrates the meaning of these parts:

32a ba9a Ahmadu sayyaratan.

32b Ahmad sold a car.

The musnad in this sentence is *Ahmad*, the musnad ilaihi is the verb *ba9a* (sold), Isnad is the link between the verb and the agent or the predicament that the agent did that specific action. The qayd is the object *sayyaratan* (a car).

6.1.5.2 Al-Jarjany's Views on Fronting

Aljarjany in his classic book about the secrets of rhetoric refuted the idea that the beauty of rhetoric lies in either utterance or meaning alone. He considered that rhetoric is a relationship between utterance on one hand and meaning on the other. He called this relationship *al-nathm*

(structuring) or for a better term (ordering). The word has the meaning of proper choice and organization. It is, in Al-Jarjany's term, like a necklace made of pearls and each pearl is chosen carefully and arranged in accordance with its proper place and size:

ordering is merely to relate parts of utterance together and to make a causal relation between them, ie, to make the existence of one part of an utterance a requirement for the existence of another. (1953:69-76)

He also views ordering as the centre of beauty, it could be explained in terms of grammar; but not in the limited sense of the word, ie, the observance of word endings as to inflectional and non inflectional, but to the observance of construction and synthesis of the parts of utterance together to perform a specific meaning. Any change, however little in the construction of utterance, leads to a difference in the intended meaning. Al-jarjany explains the reason for some of the defects of writing in general and poetry in particular to the writer's or poet's mistaken choice in fronting, deleting, back positioning, and the failure in observing ordering regulations and laws. He strongly states that fronting,

is infinite, full of beauty and very useful. Thus one can listen to poetry which attracts one's ears and creates admiration in mind and when one looks for the secret of such admiration and beauty it is found that it was because something is fronted and that the position of certain words have been changed from one place to another. (Dalaclu I9ja:z) (1953:69-85).

He adds that if the reader or listener enjoyed a specific work; the enjoyment then is due to the writer's ability to choose, front, delete, use of subaudition or suppression,

use of the definite and indefinite properly but in accordance with grammatical rules.(Ibid:70). The beauty of writing in his judgement is attributed not in the use of metaphors alone but in the proper ordering. *The powerful use of certain metaphors cannot be appreciated or explained without the perception of ordering and its secret.* (Ibid:78) These views indicate to us that Arabic is a language tied and highly interrelated with grammar and that the allowances made within grammatical rules regulate to a certain extent the rhetorical processes in Arabic.

To conclude this part, the researcher would like to point out that this chapter is included to give researchers a clear idea about Arabic language and rhetoric. It should also be clear to the readers that Arabic language is rich with rhetorical functions that may assist students develop their conceptual faculty if they are trained properly to produce and appreciate Arabic texts and rhetoric.

6.1.6 Conjunctions and Cohesive Devices in Arabic

The last part of this chapter must not be left without discussing some cohesive devices in Arabic and mainly the Arabic conjunctions as they are important elements in the Arabic sentence and as they are employed abundantly in Arabic and in English. The significance of conjunction and cohesive devices and cohesion will be discussed later in section 9.3. They have also been included to prepare for the discussion of major problems of textual incoherence and deviation in students' writings in both Arabic and English. The researcher shall be as brief and as clear as possible in order not to distract the reader's attention by discussing too many factors.

Arabic employs ten different conjunctions that vary in

meaning, function, position, and rule. English native speakers who read an Arabic text translated literally into English will find the text awkward and vague. This vagueness originates from differences between conjunctions in both languages. In what follows a presentation of the Arabic conjunctions; their meaning, function and different positions with examples on each is made.

- 1 The *wa* is the most common particle used to join words, phrases, sentences and even paragraphs without altering the meaning or the beauty of the Arabic text. It indicates immediate accompaniment of the preceding element without indication of sequence, eg:

33a Ja'a Ali wa muhammad.

33b Came Ali and Muhammad.

33c Ali and Muhammad came.

This particle is frequently transferred into English texts written by Arabic native speakers when they start learning English (see Yorkey's comment on the *wa* symptom in Arab student's writings at AUC 1974).

- 2 The *fa* indicates sequencing and order of action and the conjoined is followed directly or indirectly, eg:

34a Ja'a Ali fa omar.

34b Came Ali then omar

The *fa* here indicates that Ali came first and after a short time omar followed him or that Ali was directly followed by Omar.

- 3 The *thumma* particle indicates sequencing and looseness of the period of time that followed which means that

the conjunction is indirect in time or that a period of time followed the first action, eg:

35a ja'aa Ali thumma Ahmad.

35b Ali came then Ahmad.

35c Ahmad came after a while.

4 The aw particle serves the following meanings:

(i) giving options as in the following example:

36a ithhab ila Baritanya aw Amrica.

36b Go to Britain or America.

(ii) giving Permission as in the following example:

37a Laka alkitabū aw alqalam.

37b You may have the book or the pen.

(iii) expressing suspicion or doubt as in the following example:

38a jaa' Ali aw omar.

38b Came Ali or Omar.

38c Ali or Omar has come.

(iv) expressing ambiguity when the speaker knows a fact but tends to be ambiguous or doesn't want to commit himself to the fact as in the following example:

39a Hasalta 9ala tise'een aw thamaneen.

39b You scored either ninety or eighty.

5 The la particle has the function of affirming the

predicament for the noun preceding the conjunction and negating it for the noun after it, eg:

- 40a Ja'aa zaidon la Amron
- 40b Came Zaid not Amr.
- 40c It is Zaid who came not Amr.

- 6 The *bal* particle negates the preceding word or sentence and affirms the predicament for the noun or sentence after it. It is usually used with negatives, eg:

- 41a Ma thahabtu ila almadrasati bal ila assuki.
- 41b Not I went to school but I went to the market.
- 41c I didn't go to school but I went to the market.

- 7 The *lakin* particle has the same function and meaning as *bal* particle.

- 8 The *am* particle can be used:

- (i) either with the equation hamza ?a to conjoin nouns phrases and sentences and in this case it comes after the hamza, eg:

- 42a sawa?on 9alaihimi ?a' ?a'nthartahom am lam tunthirhom.
- 42b Same for them you warned them or not warn them.

It is the same for them whether you warned them or not.

(ii) Or with the disconnected *am* and in this case the speaker suspects the first predicament then negates it and affirms the second predicament because of clarity of vision later, eg:

43a Innaha lajimalon am sha'a.

43b These camels or goats.

43c These are camels (nay but) goats.

9 The *ema* particle is employed with the function of giving options and has the same meaning of either ... or as in the following example:

44a Emma zaidon wa emma Amron huna.

44b Either Zaid and either Amr here.

Either Zaid or Amr is here.

10 The *hatta* particle indicates the predicament of:

(i) partiality as in the following example:

45a Akaltu assamakata hatta ra?saha.

45b Ate I the fish up to its head.

45c I ate the fish up to its head

Notice the difference here between *ra?saha* in (45 a) and *ra?suha* in 46a.

(ii) inclusiveness as in the following example:

46a Akaltu assamakata hatta ra?suha.

46b Ate I the fish including its head.

46c I ate the fish including its head.*

The difference in the two words *ra?saha* and

ra?suha is in the change of sound which changes the predicament from partiality to inclusiveness.

6.1.7 Conclusion

It is hoped that the most important features of the sentence in Arabic and some of the grammatical and rhetorical processes that affect texts in general have been fully presented. In the next section a brief presentation on language transfer will be made.

6.2.1 Language Transfer

6.2.1.1 Introduction

In (1.3.6) the presentation of the research hypotheses was made and it was indicated that students exhibit the same problems in writing in Arabic when they write in English and that is due to first language influence. In addition, many textual features are thought to be transferred into English due to native language interference. This is clearly manifested in the employment of long sentences in both Arabic and English, use of conjunctions, general words, overuse of repetition of lexis as a means of securing cohesion and coherence , lack of use of subordination, ellipsis and substitution.(See the examples provided in (3.2) 9.2.8, 9.2.3, 9.4.1, 10.8, 10.9 and Sa'addedine (1989:39).

The process of language transfer is purely a mother tongue interference. The native language rules and structures intrude in the process of second language learning . In fact, this strategy of language learning must be taken into account when analysing learners' language and errors. One of the most common examples of this phenomenon is the deletion of the verb /to be/ in English by native speakers of Arabic as the verb has no corresponding form in the

native language when used in the present simple tense or when used in the passive construction or in the progressive form of the verbs as in the following examples:

- 47 a SaDiqi: dakto:r
- 47 b My friend a doctor
- 47 c My friend is a doctor
- 48 a SaDiqi: Qutila fi: Hadith
- 48 b My friend killed in an accident
- 48 c My friend was killed in an accident
- 49 a alTalibu yaktubu fi: kurrasatihi
- 49 b The student writing in his notebook
- 49 c The student is writing in his notebook

In the previous section a discussion of the nature of the sentence in Arabic is made. The following discussion introduces the problem of language transfer. The section will mainly concentrate on presenting some technical issues related to the definition of transfer, contrastive analysis and error analysis. It will briefly speculate on some of the problems of the influence of Arabic on English as a second language.

Language transfer is known as cross-linguistic influence. It is a result of human contact. Odlin provides four conceptions of transfer as it is not simply a consequence of habit formation, nor interference, nor is it a falling back on the native language, nor is it always a native language influence. He defines transfer as

'the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.'
Odlin (1989: 27)

6.2.1.2 **Types of Language Transfer**

The following taxonomy is presented by Odlin (ibid:36-38) and Selinker (1983) and offers some idea of the various effects that cross-linguistic similarities and differences can provide:

1 **Positive Transfer**

The effects of positive transfer are only determinable through comparisons of the success of groups with different native languages. Such comparisons can often show that cross-linguistic similarities can produce positive transfer in several ways.

2 **Negative Transfer**

Negative transfer involves divergences from norms in the target language. It is often easy to identify. It also tends to be equated with production errors as follows:

(a) **Underproduction**

Underproduction is related to a strategy of avoidance. Very complicated and difficult linguistic patterns are avoided due to their difficulty.

(b) **Overproduction**

Overproduction is sometimes simply a consequence of underproduction. In an effort to avoid certain syntactic patterns learners overuse simpler patterns.

(c) **Production Errors**

In speech and writing there are three types of errors especially likely to arise from similarities and differences in the native and target languages: (i) substitutions, (ii) calques, and (iii) alterations of structures. These three categories are explained as follows:

(i) substitutions involve a use of native language forms in the target language.

(ii) calques are errors that reflect very closely a native language structure.

(iii) alterations are overreactions to a particular influence from the native language.

(d) **Misinterpretation**

Native language structures can influence the interpretation of target language messages and sometimes that influence leads to learners inferring something very different from what speakers of the target language would infer.

Selinker, on the other hand, distinguishes three types of transfer as follows:

- 1 positive language transfer is identified as a process which occurs whenever there is a statistically significant predominance in the native language of one of two alternative linguistic entities which is then paralleled by such predominance in an analysis of the

attempted production of a foreign language, the predominant entity being a non-error since it coincides with an experimentally established norm of that foreign language.

- 2 negative language transfer is identified as a process which occurs whenever there is a statistically significant predominance in the native language of one of the alternative linguistic entities, which is then paralleled by such predominance in an analysis of the attempted production of a foreign language, the predominant entity being an error since it deviates from an experimentally established norm of that foreign language.
- 3 neutral language transfer is identified as a process which occurs whenever there is no statistically significant predominance in the native language of either of two alternative linguistic entities, which is then paralleled by a lack of predominance in an analysis of the attempted production of the foreign language, one alternative linguistic entity being a non-error since it concurs with an experimentally established norm of that foreign language and the other being an error since it deviates from that norm.
Selinker (1983:50-51)

Selinker observes that it is possible to predict that positive or negative language transfer will occur more frequently than normal because of the strict control which operate in linguistic rules allowing communication and the not too difficult process of abstracting structures. In general, he adds, negative language transfer should be easiest for the analyst to identify, since past concern has

been primarily on problems in language learning and on interference phenomena in contrastive and bilingual studies (Ibid:51).

6.2.1.3 **Contrastive Analysis**

The study of transfer depends greatly on the systematic comparisons of languages provided by contrastive analyses. The contrastive analysis hypotheses rests on the following assumptions:

- 1 language learning is habit formation
- 2 in case of differences between first language and second language, the old habit (using first language) hinders the formation of the new habit (learning the second language).

It is necessary here to present some criticism on the contrastive analysis hypotheses. For example, Odlin observes that the predictive validity of many contrastive analyses seemed debatable: empirical research was beginning to show that learning difficulties do not always arise from cross-linguistic differences and that difficulties which do arise are not always predicted by contrastive analysis. Moreover, the theoretical significance of transfer seemed dubious to a number of researchers struck by the similarities between first and second language acquisition.

He further notices that an even more serious challenge to the validity of contrastive analyses is the occurrence of errors that do not appear to be due to native language influence (Ibid: 17).

Odlin further adds that, in order to make it easier to

discover general tenets for making intact predictions about transfer in any language, contact situation that might emanate in the future, the predictions of contrastive analysis must be established only on comparison of the linguistic systems. Notable contrastive analyses evolved in such a way should make it easier to demonstrate why transfer will or will not occur in any given instance (Ibid:35).

6.2.1.4 Error Analysis

The study of learners' errors allowed researchers to see the complexity of acquisition behaviour. Learners spontaneously produce errors that reflect linguistic acquisition stages as well as certain difficulties in mastering the second language. One of the major problems for error analysis is to decide what classification to allocate a particular error to. In certain cases learners may not show certain errors because the learner follows an avoidance strategy. However, error analysis will remain a good indicator for assigning pedagogical solutions to language learning and acquisition problems.

6.2.1.5 Transfer and Writing Systems

In 1.3.6 the researcher hypothesized that incoherence and textual deviation features in the writings of orientation students in Arabic and English are caused by a weakness in development, organization, control of topics and sentence length. Much of the research on discourse analysis has concentrated on the areas related to violations of coherence and politeness norms between different languages. Violations in these areas are more critical than making pronunciation or syntactic errors. For example, Arab students do not attempt to criticize explicitly for various

reasons as explained in chapters four and five. It is difficult for an Arab student to say to a teacher "No, I don't understand what you say" for fear of creating an impression of ignorance on his or her part, or for fear of angering the teacher on the basis that the teacher does not know how to communicate information to students effectively.

In writing, the problem is very critical as violation of coherence criteria becomes very clear and can easily be mapped out. Kaplan in this circumstance claimed:

The foreign student paper is out of focus because the foreign student is employing a rhetoric and a sequence of thought which violate the expectations of the native reader. (1966:4)

The researcher considers the violations of coherence criteria as critical and need to be dealt with professionally as they reflect a thought pattern. To cite few examples on the differences of the writing systems between Arabic and English, Arabic manipulates a loose punctuation system and a long stretched pattern of sentences as well as a mechanically different writing system, ie, from right to left and a totally different alphabetical system with its varied sounds. In addition, writing in Arabic tends to be discursive and topic wise it is limitless and free. The discussion on the measurement of topic development in chapter three and chapter four as well as the discussion of the contrastive rhetoric approach in chapter five (see 5.4) clearly indicate the seriousness of the problem of coherence criteria and the effects of transfer of training and the differences between L1 and L2.

The following are some examples of language transfer from students writings.

Example 6.1.

I don't think no bady like to read or he cant read.

The student in this example transferred the Arabic nominall sentence pattern into English by omitting the verb and using double negative.

Example 6.2

Reading is very emportante thing for people,
Reading is more necucary than eatting and
drinking for people, reading gives us the live,
the live without reading like the live in the
dark.

In this example the student used repetition of same lexical item and a series of parallel sentences as in Arabic to emphasize his or her argument.

Example 6.3

Reading is important for everybody for man,
womens, kids, youngs, puplies,for all human
begin. Libraries are the places where people go
to read or to barw books for reading , alot of
people are interested in reading to wide their
knowlage and to get more information

This example indicates the same rhetorical method used in Arabic to explicate, repeat the same idea and over explain the writer's intention for the sake of emphasis.

Example 6.4

There are alot of books can you read. There are

*books talking about the history , Math, English
Science.*

The student uses Arabic questions as statements and literal
Arabic words *talking* figuratively

Example 6.5

Person who read alot he had more information.

In this example the student repeated the subject of the
main clause *he* which typically corresponds to Arabic
nominal sentences.

Example 6.7

*The reading very important in our live because by
it we will know alot of information about the
world. What happened to the others countries ?
How they live and alot of things about them and
we also know how we can change our live to mind.*

In this example the student used questions as statements
which correspond to Arabic relative clauses.

Example 6.8

*I love reading many books in many cours of reads
specialey in historical bacause I see that read
is very important to know what hapened in the
past and take the advantages of these event.*

This sentence corresponds to the lengthy sentences employed
in Arabic because of Arabic tolerance with lack of
punctuation marks as well as Arabic tendency to sentence
expansion.

Other examples are provided in chapters three, eight and nine as well as in the appendix.

In the next section an attempt will be made to relate all that has been said in this part to the main line of study. It will be related to the section on rhetoric and information structure and distribution, coherence, cohesion, topic development and textual deviation in writing.

Chapter Seven

Data Collection, Description, Classification and Results of the Informant Tests

7.1.1 Introduction to Research Problems

In sections 1.2.2 and 1.3 some reasons were presented to the reader accounting for the standard of students in English and the doubts the researcher had about their standards in Arabic. Initially, the researcher's experience in teaching writing and the comments he received from his colleagues substantiated his intuitions about the possible first language interference in the production of English texts. By interference is meant the learning situation in Arabic interferes negatively with the learning situation of English (see Brown 1980 and Richards 1977).

Some of the features of interference like sentence structure, syntactic constrains, rhetoric, overemphasis of literary style, learning habits, teaching situation and methods and in particular the rote learning and inculcation methods are discussed in detail in chapters four, five, and six.

The information presented in these chapters was theoretical in nature. The need, then, has come to validate the analysis of texts in order to discover the underlying causes of these problems at the textual level. Hence, the researcher has adopted a variety of measures to analyze texts at different levels. These measures are discussed in

section 7.2.7. In order to avoid unneeded confusion, the researcher has limited the analysis of texts to a measurement of frequency count of cohesive devices and has developed a measurement of topic development as a method by which coherence and deviation in texts could be evaluated (see 3.2.5).

In this chapter the processes involved in the analysis of data are discussed. It is divided into three major parts: part one is devoted to a general introduction to the problem and the subjects of the study; part two discusses data collection and the analysis process; part three deals with the informant test IT, its construction and results.

7.1.2 General Background and Need for the Study

Comments and general observations made by native speakers of English on some peculiarities of Arab students' writings indicate that the role of Arabic rhetoric in the acquisition and mastery of writing skill must not be overlooked. Thus, to investigate the impact of culture, language and rhetoric on Arab students' writing in English it would be useful to review some of the research conducted by some specialists on English as a Foreign Language EFL in order to support this argument. The remarks of Kaplan (1966) on foreign students' performance in writing geared attention towards the importance of considering foreign students' rhetoric to help them acquire better writing skills (see 5.4). Koch (1981) noticed a peculiar strangeness in the writing of some Arab students' composition; that was due not only to mistakes in grammar, spelling and punctuation but also to higher level, suprasentential, global "mistakes" in how ideas were put together and how topics were supported. Williams (1984:118), speaking of his experience of teaching English

in the Arab world, indicated that one of the most intractable problems facing the EFL or ESP teacher working in the Arab world was how to teach his or her pupils to write English that sounded like English. The grammar could be grasped and even some of the idioms but still students' written compositions sounded somewhat illogical. Dudley-Evans and Swales (1980:97) spoke of the transference of Arabic features to the writing of academic English which could lead to an appearance of incoherence. Holes (1984:228) referred to the problems of advanced Arab learners whose work was relatively free from gross grammatical errors but which had a persistently un-English feel to it. Kharma (1985) discussed the differences between the rhetorical principles and devices employed in English and Arabic that might account for the difficulties encountered by Arab students in writing.

Guided by these views, and by some comments made by colleagues at the University of Bahrain, as well as the researcher's own experience, the researcher will present the following aims and objectives of the whole research but would like to emphasize the following points first:

- (a) Certain aspects of the following aims (see 7.1.2.1) will not be easy to measure quantitatively or statistically. Certain cultural features may be observed and could be attributed to culture, language, rhetoric and the educational system but it is absolutely inconceivable to say, for example, that 20% of students' problems are attributed to culture or 30% are attributed to rhetoric. Hence, it seems more pragmatic to attribute some of the problems discussed in the study to cultural, rhetorical, educational and linguistic factors. At the same time what may be statistically measured in terms of correlation

coefficient will be presented and justified.

- (b) The measurement of topic development MTD which the researcher proposes (see chapter three) is a rigorous approach to text analysis and its initial application yielded sound and promising results.

7.1.2.1 Aims and Objectives

- 1 To reveal the extent of Arabic rhetorical interference.
- 2 To identify some of the rhetorical problems encountered by Arab students when writing in English.
- 3 To reveal some of the strategies applied by Arab students in writing.
- 4 To investigate the impact of educational practices on students' performance in relation to creativity, use, manipulation and development of ideas in writing. This investigation may prove difficult to achieve but the mere presence of a great deal of topic deviation that can be presented mathematically and graphically is a good indicator of this problem.
- 5 To suggest some useful measures to improve students' writing skills and techniques.
- 6 To offer EFL teachers, textbook writers and students some solutions to the existing problems of repetition, misuse of cohesive devices and other rhetorical aspects.
- 7 To recommend some guidelines for future research in

the area of contrastive rhetoric and writing in English (see 10.3.2).

- 8 To provide Arab teachers teaching Arabic writing courses with different views and a different perspective to Arab students' problems in writing (see 10.10.1).

The various features included in the study of sources of incoherence and textual deviation in Arab students' writings were selected on the speculative basis that they represent a major problem for Arab learners. Experienced EFL teachers in general, and those involved in teaching EFL in the Arabic-speaking world in particular have observed that these selected areas were a major source of difficulty in achieving text coherence for Arab learners.

7.1.3 **The Scope of the Study**

The study will be limited to the discussion of textual incoherence and deviation problems in Arab students writings with special emphasis on the writings of Bahraini students in the Orientation programme. The intention here is to deal with these two aspects in order to identify their sources and suggest solutions. The study will therefore discuss text cohesion and coherence as to types of cohesive devices, sentence length, punctuation marks, paragraphing, text structure and frames, conceptual scheme of organization, topic shift, conversational mode, planning and revising strategies, students' writing features, repetition, incoherence, colloquialism, and creativity as well as solutions to these problems as these features are common in students' writings . These features will be discussed in detail in chapters 8 and 9 as some of them appear in texts. The study will attempt to relate all

previous issues to Arab culture, rhetoric, and language. Clause -internal grammatical errors will not be dealt with in this study as they have been tackled by other researchers (see in particular, Kharma and Hajjaj 1989, Kharma 1985, Matar 1989, and Mukattash 1981).

7.1.4 The Subjects of the Study

The subjects of the study comprise 130 native Arabic speakers in the orientation programme in the Arts and Science sections at the University of Bahrain and the majority are Bahrainis. They have studied English as a foreign language for nine years, for an average of seven class hours per week. The annual vacation lasts three months during which time students stop practising any English. The medium of instruction in schools is Arabic. There is no physical contact with English except through classroom sessions in which, in most of the cases, Arabic is also used during discussions.

7.1.4.1 The Subjects' Level of English at the Time of the Study

In order to arrive at valid interpretations of the results of this study, it is important to take into consideration the subjects' level of performance in English. All necessary information about the orientation programme in general and the ELC orientation programme in particular were presented in chapter one.

In the following section the researcher will present the research hypotheses that have been included in chapter one. It is necessary to refer to them in this place in order to link previous discussions with this chapter.

7.1.5 Research Hypotheses

Prior to the presentation and discussion of the main hypotheses, the researcher would like to explain these terms in order to avoid any ambiguity:

- 1 the term weakness in development of topic is explained in terms of students' inability to present a convincing plan of development for his or her topic.
- 2 weakness in the organization of the text is explained in terms of students' inability to organize the text in terms of introduction, body and conclusion. In certain instances students jump into conclusions before they develop the body of the text.
- 3 weakness in the control of topics is explained in terms of students' inability to handle the same topic from beginning to end, to support it and to be able to justify the writer's options for his or her presentation.
- 4 a sub topic is defined as the movement from the main topic to another topic to discuss a seemingly relevant topic. This movement may distract the reader's focus. Or it could be explained in terms of the reader's inability to comprehend the writer's intention by introducing another topic. Faulty subtopics may be a supporting detail that has been expanded and developed without a rhetorical function or clear intention. Subtopics are sound elements in texts if they are supporting details, if they are introduced logically and naturally to the environment of the text.
- 5 to justify the inclusion of the travel brochure in

this study, the researcher believes that the language of the travel brochure in most cases is simple, straightforward and controlled. The travel brochure has an innate developed plan to the main topic. Geographical data included in any travel brochure allows the writer to control the presentation of his or her topic in a simple and more direct manner.

To reiterate, the basic hypotheses of this work , already mentioned in chapter one, are as follows:

Hypothesis One

Differences in Modern English and Arabic rhetoric affect Arab students' writing of English discourse. Arab students are influenced by their rhetorical modes that lay great emphasis on the sentence and less accentuation on paragraphing, punctuation marks, and text organisation. Therefore, Arab students encounter some difficulties in the development of textual topic because they fail to select proper and economic cohesive devices that tie the sentential topics and are suitable for such development. By proper is meant the choice of accurate devices, and by economic is meant the ability to be brief in using the correct cohesive device. Related to this is that:

- 1 Students transfer Arabic patterns of cohesion to English when they write and develop their sentential topic to textual topics. To render their texts cohesive, they freely use referencing, additive conjunctions and lexical repetition
- 2 They avoid using substitution and ellipsis devices as these are more difficult and require more precision.

Hypothesis Two

Students' employment of repetition of cohesive devices expand the text and causes topic deviation. As a result they tend to write long sentences in both languages. Related to this:

- 1 There is a high correlation between the length of sentence and the genre of text; the genre of the travel brochure exhibits shorter sentences and higher rating than the genre of analysis and argumentation.
- 2 There is a high correlation between length of sentence and rating; the longer the sentence in Arabic and English the lower the rating of the text.
- 3 There is a high correlation between the length of sentences and topic shift. The longer the sentence the higher the number of shifts.
- 4 In marking by informants, the rating of texts at the level of sentence topic will be more rigorous and revealing to the process of topic development than the rating of texts at the level of discourse topic.

Hypothesis Three

Features of weakness in development, organization, control of topics and sentence length are major causes of incoherence and textual deviation in the writings of orientation students in Arabic and English which appear more clearly in certain genres than others. Related to this weakness are the following:

- 1 the genres of argumentation and analysis exhibit more

topic shifts than the genre of travel brochure, ie, students perform better in the genre of travel brochure than in the genre of argumentation and analysis.

- 2 due to lack of good strategies the writings of students in Arabic affect their writings in English and reflect similar weaknesses when they write in the same genre.

7.1.6 **Research Models**

The preceding hypotheses will be examined and tested through the following methods:

- 1 an interview with some staff members in the Arabic Department at the University of Bahrain to investigate students' problems in writing and related research in Arabic, some features of Arab rhetoric, some characteristics of Arabic language, some problems of teaching writing to Arab students, teaching writing courses in the Department, and their views regarding the teaching of composition in schools. The reason for conducting such interviews is to investigate some causes of such problems at different levels. It is also expected that the investigation could substantiate the researcher's initial intuitions about these problems.
- 2 analysis of students' compositions in Arabic on different types of texts. The reason for such an investigation is made in order to examine the degree of first language interference and problems at the textual level in Arabic.

- 3 analysis of students' compositions in English on the same types of texts that are written in Arabic. The reason for such an investigation is to check their linguistic ability as it may inhibit students' conceptual competence and to check whether elements of first language interference are manifested in their writing.
- 4 a suitable descriptive framework of reference will be applied in the analysis of students' writings on cohesion and coherence. The researcher will conduct a frequency count of cohesive devices based on Halliday and Hasan (1976) and he will also use the MTD framework. The types of cohesive devices that will be investigated are the same ones discussed in 2.3.1.1.1 including sentence length, and punctuation marks.
- 5 a graphical representation of the measurement of topic development MTD for the selected texts will be used.

7.2 **Data Collection: Methods and Techniques**

This part is devoted to a discussion of the field work which constitutes an integral component of the study of features of incoherence and textual deviation in students' writings in Bahrain. The fieldwork was carried out mainly at the University of Bahrain during the first semester of the academic year 1989-1990.

7.2.1 **Data Collection**

The intended area of analysis of cohesion and coherence requires obtaining rather long and extensive texts as the work requires an investigation of various aspects of the texts (see hypotheses one, two and three). For this

purpose, writing free compositions was designed to obtain valid results. There were three major topics in both Arabic and English. These were as follows: writing about causes of unemployment, TV programmes, and the travel brochure (see Appendix 3). There were no guided writing tasks involved in these assignments as the purpose was to obtain the spontaneous production of texts which was more reliable in revealing features about students' knowledge of language and the strategies they employed in writing skills. However, there were a number of risks involved in such a technique, ie, a student may ask someone else to write for him or he or she may copy from books and magazines. In fact, two cases were discovered by the researcher where he found that a student copied from an advertisement about topic three and in the second case he suspected a high level of the text written by the student. These papers were naturally excluded from the analysis.

7.2.2 Administration Procedures

In the process of administration of the tests the researcher adopted the following procedures:

- 1 students were requested to write free compositions in order to secure a spontaneous response that may be reflected in their performance.
- 2 teachers who administered the writing activity were asked to check whether the texts were actually written by students themselves since they took the assignment home and returned it next session. The researcher's experience in teaching writing showed that students could not write composition assignments immediately in the same session, especially in English, and this has to be compensated for by writing the composition at

home.

3 there was an interval between the writing assignments and this was made in order not to overburden students and to avoid direct translation of the same texts.

4 the writing activity was conducted over a period of two months. The length of period was not an effective variable in this study since improvement or change in students' level in both languages was expected to be slow, especially in writing, according to the researcher's previous experience (see 7.1.4 and 9.5.4). However, two design errors were made in the process of data collection:

(i) the researcher asked informants (see 7.3.1.2) to mark the texts for a general coherence score GCS which is an impressionistic marking done on all the texts out of 50 points instead of 100 as he was not sure about the final score to be assigned for the Measurement of Topic Development (MTD). This error is justified because the researcher was looking for a solution to the problem that is under discussion (see MTD score in 7.3.4.3). When the problem was solved, the score was converted into a percentage by multiplying the actual score by two.

(ii) the researcher allowed students who did not finish the assignment to take the papers home in order to write the composition in full. This was made with the intention that students should be allowed to express themselves freely and should have enough time to do the assignment. In

addition they should be given equal opportunity to express themselves fully as they did in Arabic. Judging the level of the written samples and taking into consideration the experience the researcher had with the orientation students, and the instructions which were given to teachers who carried out the assignment - they were asked to check the level of each composition - the researcher was sure that only two papers were to be discarded as mentioned in 7.2.1. Furthermore, the researcher wanted the writing assignment to be carried out under circumstances that seem natural to students (see Berry 1987:23).

The researcher believes that every student was given the same chance to produce the texts because students could neither produce nor were they trained to write compositions in class except in exam-like environments which is an inhibiting circumstance and mollifying to their thoughts. Furthermore, the researcher questioned this variable with some colleagues in the English Department who showed no objection to this procedure. Some even suggested that it would be difficult to have good samples that may represent students' thinking ability and organizational faculty without allowing them enough time.

7.2.3 Choice of Samples

It is necessary to describe the nature of the texts written by students as this may justify the choice of samples. Students' level in English was discussed in sections 1.3 and 1.3.1. The linguistic level of students indicated that at least in the English texts students would not be expected to perform well in writing due to various reasons given in chapter one. This weakness in students'

performance was not only in English, as the researcher noticed, but in Arabic too. The researcher had studied 150 placement exam papers in Arabic to form an idea about their level in Arabic writing. In addition, the interviews which were conducted with the Arabic Department staff (see 7.2.7.1) provided a clear idea about their level. Such weakness would reveal features of deviation and incoherence clearly. In addition, transfer of some cultural and rhetorical aspects might also appear in the case of weak texts.

7.2.4 **Testing Processes**

Testing of the students was carried out in three stages:

Stage 1: students were asked to write on topics one and two in Arabic in the first two weeks of the first month.

Stage 2: the same students were asked to write on the same topics but in English after two weeks.

Stage 3: they were asked to write on topic three in Arabic in the first week of the second month.

Stage 4: they were asked to write on topic three in English in the third week of the second month.

The following table (7.1) shows the number of students and the languages used for writing and the type of composition.

Table 7.1

Language	Number of students	Number of papers
(1) Arabic and English	100	200
(2) Arabic and English	100	200
(3) Arabic and English	30	60

Unlike topics one and two, topic three had only thirty students. This is due to the fact that in the process of examining texts, the researcher found that there was great similarity in the mode of writing as well as the types of errors that were found in topics one and two. The researcher therefore decided to see if there would be any differences between the genre of travel brochure which is topic three and the other two genres. These differences were thought to have pedagogical implications to the teaching of English and they might have certain implications related to sentence organization, length, frames and topic development.

7.2.5 Text Selection

The total number of texts is 460 written on three different genres in Arabic and English, 230 in Arabic and an equal number in English. Only thirty texts in three genres for the same students will be analyzed in terms of cohesion, coherence, MTD, and SL.

The researcher is aware that some arguments may be raised as to the validity of the number of texts chosen for

analysis. This can be justified by the fact that in different studies and research papers, either single works are analyzed or single texts as in Hasan's (1984 and 1985) analysis of the genre of story telling where she used only two texts and drew her postulates therefrom (see also Yang 1989). In addition, each text has its characteristic idiosyncracies. Therefore, the thirty texts could be considered as sample and representative to the rest of the whole corpus of texts. The length of period was not an effective variable in this study since improvement or change in students' level in both languages was expected to be slow, especially in writing. Furthermore, what was of great concern was to see what sort of correlation there was between their writings in both languages and on different rhetorical purposes.

7.2.6 Analysis Processes

In this section a detailed explanation of the process of choice of samples for informant test IT and text analysis is presented. The classification and analysis of texts were conducted over four stages as follows:

Stage 1 Analysis of Cohesion

In this stage all the texts were analyzed for frequency and type of cohesive devices in order to discover the most frequent and the least used devices in both languages. This was done to establish that the texts enjoy connexity and that they are not merely words in citational form or disconnected sentences. This step was deemed necessary for the following reasons:

- 1 the general analysis of the thirty texts would allow the researcher to study them from various angles.

- 2 there must be some common features in these texts that recur in students writings which would help in identifying sources of incoherence and deviation such as deficient organizational ability at the textual level (see 9.2.3 and 9.2.5).
- 3 the texts were then analyzed for sentence length SL in terms of orthography, ie, in terms of full stops. The analysis was made to determine the degree SL influences coherence. The total number of texts that were analyzed for this purpose was thirty texts; fifteen for each language, and no editing or modifications at any level were made. This was intentionally done in order to calculate the actual length of sentences and the actual frequency of cohesive devices.

Stage 2 Choice of Texts for IT and their Analysis in Terms of MTD

In this stage the researcher chose ninety texts representing the three genres in both languages. The choice of texts was based on the researcher's impressions and intuitions as well as his personal experience guided by the following criteria:

- 1 that the text had substance worthy of analysis in terms of content, ie, texts that had no relation to the genre of the text were excluded as bad samples.
- 2 very short texts, ie, texts that range between twenty to thirty words were excluded as they might not have shown any ideational elements.
- 3 very bad samples were totally excluded as this might

show carelessness on the part of the student who wrote it. Bad samples meant that the text was not legible at all.

In the final stage the researcher divided the ninety texts into three groups representing the three genres and selected ten papers: five for Arabic and another five for English. The papers were placed in six piles according to genre and the language used; then he picked the first six ones from the top, the second six from the middle and the third six from the bottom. He finally picked another six from the top and the last batch from the middle totalling thirty papers.

One may argue that the choice of texts was not totally random as there was a process of screening of texts, ie, ninety texts were selected and then out of these only thirty were chosen for the test and analysis. The researcher was aware that this might be true to some extent but it should be stressed here that he had read the 460 texts written by students and accordingly made his criteria for this choice which were mentioned earlier. The purpose for reducing the number to thirty was due to the difficulty in presenting the whole texts in the main body as the process of analysis involved several steps, ie, the texts had to be written in their original form, the MTD analyses, and the analysis of texts in terms of structure and organization (see the analysis of texts in chapter eight). Besides, the fact that there was an extensive number of papers from the placement and final tests in the English Language Centre at the university provided the researcher with a clear idea about what to look for in these texts and the best methods to follow. The texts were then presented to informants to grade them for general coherence scoring GCS and measurement of topic development MTD. The

procedure will be explained in the next section.

Stage 3 Analysis of Texts in Terms of MTD

This stage was based on the analysis of the same thirty texts that were chosen for the IT and cohesion. Each text was broken down into sentences. Each sentence was assigned a score ranging between 0.5 and 10 (see 3.2.6 and 7.3.4.3) below.

7.2.7 Analytical Methods Used in the Analysis

The following section discusses the analytical and statistical tools that have been applied in the study. The researcher made a frequency count of cohesive devices in each text (see Table 7.2) and that was done for the thirty texts that were presented to informants to mark for coherence and then for topic development. A sample analysis of the frequency count of cohesive devices is presented below (see 7.2.7.2.1). The results were then recorded for each genre and in each language. The researcher then divided all texts into separate groups according to genre and language. In the following sections a brief description of the tools, and tests that are used in the study is presented.

7.2.7.1 Opinions of Arabic Department Staff on Students' Writing

The Arabic Department Staff ADS interviews provided the researcher with a clear picture of the inherent problems that Arab students encounter in Arabic as perceived by the members of the Arabic Department staff at the University of Bahrain. The researcher believed that it was important to

conduct such a survey because the ADS opinions would provide valuable information about Arabic language, culture and the experience of the ADS in teaching Arabic and writing to Arab students in particular. This test comprised fifteen tape recorded interviews with fifteen members in the Arabic Department. The interviews were made individually and discussed students' problems in writing in Arabic. Ten open-ended questions were addressed to each member. These questions covered general areas in contrastive rhetoric CR, creativity, creative arts and Islam, certain imputations made against Arabic language, certain educational practices in teaching such as rote learning, the question of repetition, writing courses in Arabic, causes of students' weak performance in writing, students' writings and errors and the teaching of composition in schools. Elements of this test dealt with the nature of the discussion on Arab culture, language and rhetoric that were discussed in chapters three, four and five. The following is an explanation of the procedure of the test and the steps made to present the data and the results in a brief manner as the whole test in itself is very extended.

7.2.7.1.1 Procedure

The fifteen interviews were taped and each session was analyzed according to importance of information and given data. All related information was synthesized and tabulated according to aspects covered in each interview. Some information had to be disregarded because of irrelevance or repetition. The procedure was successful in eliciting certain information relevant to the study. The final analysis of the interviews was restricted to the following areas: the contrastive rhetorical approach, accusations made against Arabic language and culture,

students' writing features and errors, causes of students' errors, colloquialism, creativity and writing courses and teaching composition in schools. Discussion and analysis of data related to the main study will be presented in 9.5.1.

7.2.7.2 Analysis of Cohesion: Method

A unified scheme of analysis based on Halliday and Hasan's (1976) taxonomy of cohesive devices was applied to both languages in order to present native speakers of English with a frame of reference which is familiar to them and because there was not a similar one in Arabic. For the analysis of cohesion the researcher conducted a frequency count of cohesive devices in texts. Basic cohesive devices like reference, substitution, ellipsis, conjunctions and lexis are included in the analysis of each of the thirty texts. This was deemed necessary and a primary requirement for an investigation of textual connexity (see 2.3.1.1 and 2.3.1.1.1). The researcher included word count average for all texts in order to provide a clear picture about the length of texts. Other aspects of text features were examined and included. Among these are paragraphing and major punctuation marks, ie, full stops and commas. This was done because students who wrote Arabic texts showed little or no attention to punctuation marks and paragraphing. It also reflected their ability and concept of organization. A sample analysis of cohesive devices in texts is presented in the following section.

7.2.7.2.1 Sample Analysis of Cohesion

The following is an example of the method used in the analysis of cohesion in texts. The analysis concentrates

mainly on counting the number of cohesive devices that the writer employs. It should be noted though that not all cohesive devices that are employed in the texts are cohesive, ie, some are used erroneously and others are used repetitiously without any rhetorical purpose.

Text 1-E

TV programs is a good thing if it is useful for the person to see it, and if it is talking about good problems in the world and about something help the person to concentrate his knowledge about the people and the world around him. In addition, TV programs will be bad and harmful if we use it in a bad way. If an unemployed sees these bad programs they will be effect in his personality. So he will be a bad person in his country.

The total number of cohesive devices used in this text is listed in the following table as follows:

Table 7.2

Ref.	Sub.	Ellip.	Conj.	Lexis	Sent.	SL.
17	0	1	6	23	4	22

- 1
- There are eleven personal pronouns and one demonstrative in the text. Among these pronouns, the third person singular 'it' which recurs four times is not cohesive because it refers to programs which is in the plural form. In addition, there are 5 definite articles.
- 2
- In sentence three the words *unemployed* and *they* are not cohesive because of an error in the grammatical relation between the singular and the plural form of

the pronoun.

3 The word *person* is not identified in terms of gender since it may refer to a masculine or a feminine entity.

4 There are no clausal, nominal or verbal elements of substitution in the text and only one elliptical form is used in the following sentence:

If it is talking about good problems in the world *and about something* help the person to concentrate his knowledge.

The elliptical form is typically Arabic as the conditional clause is implied through the italicized words. In this case, this is an example of positive transfer.

5 The total number of conjunctions used in the text is six. Five of these are additive and one is resultative. Three of the additive conjunctions recur in one sentence, ie, sentence number one. The use of '*in addition*' in sentence two is wrong as the writer wishes to connect two opposing ideas with this connective, ie, good programmes and bad programmes. Instead, he could have used *on the other hand*.

6 The use of lexis as a cohesive device is most noticeable and indicative of repetition. There are around 23 lexical items used as cohesive devices. Using lexis is divided into the following items: use of same item, synonyms, superordinates, general lexis and collocations. In this text the number of lexical items used is around 23, ranging between same items,

synonyms, antonyms, superordinates, general lexical items and collocations. The measurement of collocations was based on their proximity in discourse as well as the concept of complementarity (see Halliday and Hasan 1976:285).

It should be noted though that use of general lexical items is not cohesive in this text as they are used arbitrarily because the writer is unable to be specific in tackling what he or she wants, ie, use of *country* and *unemployed*.

7.2.7.3 Measurement of Sentence Length

The analysis of sentence length in each text was done to compare Arabic and English sentences. This issue will be discussed in section 9.4. The researcher counted the orthographic sentences in order to provide the reader with a clear picture of students' performance in this regard and to investigate how the concept of sententiality worked in students' minds and in their writings. The length of sentence is determined by the presence of a full stop and the completeness of its meaning. Average sentence length is calculated by dividing the number of words in the text by the number of sentences. There are only two full stops in the original text of the previous sample and no commas are observed. The average length of the sentence in this text is 22 words as the total number of words is 88 and the actual number of sentences is four.

7.2.7.4 Measurement of Topic Development MTD

The analysis of texts was made to investigate the progression of topics at the sentential level. For this purpose, the researcher has used a very simple method explained in 3.2.5.

The following section is devoted to an explanation of the informant test IT and its results and the results of the pilot study. The purpose of the test was to validate the researcher's intuitions about different features discussed in this part such as students' level and the marking schemes presented to informants.

7.3.1 Informant Tests

7.3.1.1 Introduction

In order to test the validity of the researcher's intuitions and judgement a number of informants (12 persons) judged the degree of text coherence. Although the judgement of the texts was made on impressionistic bases, it was seen as a valid tool. Wilkinson, for example, cited Hartog Rhodes and Wiseman in support of this contention:

A fair amount of investigation into the reliability of examiners using the type of 'code' marking took place (Hartog and Rhodes 1936 being the classic) until Wiseman's work (1949) showed that 'impression marking' was just as reliable, faster and probable. The impression markers were doubtless using internalized criteria derived from their experience; probably many of the code markers were doing this also and finding in the code system a simplified rationale for these. (1983: 68-69).

Briefly speaking, the same informants were asked to do two things; the first one was to mark each text for general coherence score GCS which will be used for the perception of coherence level in the text. The second one was to mark the same text for MTD which was based on the recognition of coherence and unity as well as development of the text through the development of individual sentences into a complete and coherent text. The GCS marking was very

simple and impressionistic but the MTD needed some attention and therefore the researcher would like to refer to the procedures of the IT test which were explained in detail in 3.1.4 and in particular in 3.2.5. It is also helpful here to refer to the basic factors that are laid for the development of the MTD and to the instructions given in the IT in order to eradicate any vagueness concerning the test, see Appendix 1 and 2. The rationale for developing the MTD, its purpose, mechanics and the criteria laid for topic development and the criteria discussed in chapter three would help the reader understand the importance of developing it and the importance of the job that was achieved by the informants.

7.3.1.2 The Informants

Twelve people were approached to mark fifteen texts written by different students in English and fifteen in Arabic. Informants' nationalities were as follows: two British and one American teacher, three Arabs teaching English as a second language from Jordan, and six native speakers of Arabic teaching Arabic; three Jordanians and three Egyptians. The informants were asked the same specific questions included in both parts of the study. However, the concept of coherence was explained to the informants so that it could not be taken for something else. This was done contrary to Parsons' test (1990) in which he asked informants to explain what they understood by the term coherence. The meaning of the term coherence was also chosen from Richards et al (1985) Longman Dictionary of Applied Linguistics. The marking method was made simple to secure a strong and immediate response by informants. Marking the test was done separately and not in a panel in order not to influence their impressions (see Appendix 1 and 2).

7.3.2 The Testing Procedure

Informants were presented with two sets of texts written by different students; one in Arabic which incorporated fifteen texts in three genres, and the other set had the same number in the same three genres in English. For convenience, the results will be divided into two sections; analysis of Arabic results for section one and the analysis of English for section two. But before proceeding with the presentation of the results of the IT, the researcher would like to comment on the results of the pilot study that was conducted in the early stages of the test.

7.3.3 The Pilot Study

Earlier in the study an attempt was made to apply the test to a small number of informants and to test the MTD framework. The purpose was to foresee some problems in the application of the test. Some of the problems were serious and could affect the results as will be seen in the following section.

7.3.3.1 Problems in the Pilot Study

The following problems were encountered in the pilot study:

- 1 The test was conducted twice; once by twenty three people and the whole test was done again at the suggestion of one of the teachers in the Arabic Department who suggested that the mechanics of the test should be changed as the zero and minus zero grades are not reliable since these grades logically mean zero and, in marking, raters do not grant below zero grades. In the second time the test was administered by 12 informants as explained in 7.3.1.2.

- 2 in the Arabic part of the test informants were asked to mark the test as they mark any piece of composition. But in order to be consistent they were later asked to mark it for GCS and then to mark it sentence by sentence for MTD. Furthermore, the concept of coherence was explained in the Arabic section in order that informants had only one task at hand. Instructions for marking for GCS included unity, clarity, relevance and development of topic (see Appendix 1 and 2).
- 3 some informants were affected by previous notions about the level of students as orientation students are the ones who did not pass the exemption test set in the beginning of each academic year.
- 4 there were noticeably some differences in the marking of both types of texts due to cultural influence and teacher concentration on certain aspects of texts, ie, meaning, grammar, language, rhetorical effect and stylistic features, and all of this was most evident in Arabic. All these problems were taken into account when the informant test was applied again.

7.3.4 The Results of the Informant Test

This section is devoted to a discussion of the results of the informant test. They constitute an integral part of the rest of the study as there will be a comparison between the general coherence score GCS and coherence score according to MTD. The result of the analysis of frequency of cohesive devices in both languages and the average sentence length is also presented here in general form.

Detailed discussions and explanations of the results will be made in chapter eight and nine.

7.3.4.1 Arabic Section

In this section, a presentation of the results of scores and frequency of cohesive devices for each text is displayed. The results will be presented in different tables representing the two languages and the three genres. This will provide a clear picture of the performance of students in each genre. Then the overall result of analysis of scores and the correlation coefficient table for various variables will be presented in order to help interpret the findings of this research.

The following abbreviations used in the tables are explained below:

Text 1A: text number and language used, ie, Text 1 in Arabic, Text 1E is Text 1 in English.

Ref: frequency of references in text. This is explained in the sample analysis of cohesive devices (see 7.2.7.2.1).

Sub: frequency of substitution as a cohesive device.

Elli: frequency of ellipsis as a cohesive device.

Conj: frequency of conjunctions in each text.

NSS: number of sentences in each text.

SL: sentence length. This is calculated by dividing the number of words per text by the number of

sentences.

AVG: average score.

r-value: the correlation coefficient value.

Genre 1: stands for the genre of analysis.

Genre 2: stands for the genre of argumentation.

Genre 3: stands for the genre of travel brochure.

The following is a presentation of students' results in Arabic in the three genres.

7.3.4.1.1 Genre of Analysis

Table 7.3 Performance of Students in the Genre of Analysis

Tex	GCS	MTD	Ref	Sub	Ell i	Con j	lex	NSS	SL
1A	50	25	69	00	00	25	99	31	08
2A	64	77	85	00	00	21	43	11	23
7A	60	61	34	00	00	09	43	08	20
8A	50	66	125	00	00	44	45	22	21
12A	48	45	59	00	00	53	93	23	21
AVG	54	56	38	00	00	30	75	19	19

The above table indicates that rating of texts in terms of MTD compared with GCS is similar. It also indicates the overuse of certain cohesive devices over other devices, ie, reference, conjunctions and lexis and the absence of use of substitution and ellipsis. Overuse here is used in the

sense that there is too much and unneeded repetition of certain cohesive devices like repetition of the same lexical items and the additive conjunction 'wa' (and) in Arabic as shall be seen from the analysis of individual texts. The researcher noticed that many of the lexical items in certain texts could be deleted without affecting text cohesion.

7.3.4.1.2 **Genre of Argumentation**

Table 7.4 below indicates the level of students performance in the genre of argumentation.

Table 7.4 Performance of Students in the Genre of Argumentation

Tex	GCS	MTD	REF	Sub	Ell i	Con j	lex	NSS	SL
3A	58	58	35	00	00	13	45	09	18
4A	62	57	43	00	00	13	22	07	19
9A	60	58	55	00	00	29	63	13	16
10A	55	58	39	00	00	43	98	16	27
11A	50	61	124	00	00	27	92	16	24
AVG	57	58	29	00	00	25	68	12	21

The above table shows that rating of texts for MTD score is similar to the ratings of texts in terms of GCS. It also indicates overuse of certain cohesive devices over other devices. Sentence length is comparatively longer in this genre than in the genre of analysis. Use of reference, conjunctions, and lexis is noticeably less in this genre than in the genre of analysis while the average sentence length is higher.

7.3.4.1.3 The Genre of the Travel Brochure

Table 7.5 Performance of Students in the Genre of the Travel Brochure

Tex	GCS	MTD	REF	Sub	Ell i	Con j	lex	NSS	SL
5A	80	89	32	00	00	32	68	7	26
6A	66	95	23	00	00	17	69	07	24
13A	63	85	39	00	01	22	58	14	13
14A	66	93	51	00	00	14	44	05	33
15A	68	44	89	00	00	14	62	11	24
AVG	69	81	23	00	00	20	60	09	24

The above table shows that the degree of difference in the rating of texts for GCS and MTD score is noticeably less in this genre than the other two genres. The difference in the rating between the genre of analysis and the genre of argumentation and this genre is 40% and 50%. Use of conjunctions and lexis as cohesive devices is reasonably less than in the other two genres. On the other hand, sentence length is considerably higher than the other two genres.

The following is a presentation of students' results in English in the three genres.

7.3.4.2 English Section

7.3.4.2.1 The Genre of Analysis

Table 7.6 Performance of Students in the Genre of Analysis

Tex	GCS	MTD	REF	Sub	Ell i	Con j	lex	NSS	SL
3E	48	53	20	00	00	07	35	07	20
4E	65	37	26	00	01	10	41	10	21
9E	68	61	30	00	00	10	56	21	12
10E	56	30	14	00	00	05	35	05	18
12E	35	60	14	00	00	03	25	05	17
AVG	54	48	15	00	00	7	54	10	18

The above table shows a similarity in students' performance in the same genre in terms of rating of texts and sentence length in both Arabic and English. In addition, there is almost the same degree of variation between GCS and MTD scores. However, reference and conjunctions are used to a lesser degree than lexis.

7.3.4.2.2 The Genre of Argumentation

Table 7.8 Performance of Students in the Genre of Argumentation

Tex	GCS	MTD	REF	Sub	Ell i	Con j	lex	NSS	SL
1E	50	45	12	00	01	06	23	04	22
2E	54	43	46	00	01	08	65	17	15
7E	40	53	19	00	01	09	43	07	17
8E	70	64	14	00	01	08	51	14	12
11E	35	43	10	00	00	10	34	06	18
AVG	50	49	15	00	1	8	42	10	17

The above table shows the same similarity of the marking scheme between the GCS and MTD scores. It also shows less usage of reference and conjunctions as cohesive devices than reference and conjunctions in Arabic. Use of lexis is also observed to play a major role in building cohesion in students' texts. As to sentence length, it could be observed that the average length is shorter in this genre than the same genre in Arabic.

7.3.4.2.3 The Genre of the Travel Brochure

Table 7.9 Performance of Students in the Genre of Travel Brochure

The following table indicates some similarities in performance in the same genre in Arabic. The degree of variation between GCS and MTD scores is reduced extensively and the average scores are similar in both Arabic and English. However, average use of cohesive devices and

sentence length in this genre is significantly lower than the average of the same genre in Arabic. This is typical as students are capable of manipulating these elements in a more controlled procedure than in English.

Tex	GCS	MTD	REF	Sub	Ell i	Con j	lex	NSS	SL
5E	62	93	19	00	00	10	43	12	12
6E	44	23	17	00	00	06	29	07	17
13E	68	82	25	00	01	14	49	12	14
14E	60	56	15	00	00	05	28	08	15
15E	55	50	12	00	00	05	23	08	12
AVG	58	61	13	00	00	8	33	9	14

Having presented the descriptive part of the results of scores and frequency count of cohesive devices, the researcher will present the analytical table that includes all the variables that have been presented in the main hypotheses (see 1.3.6).

7.3.4.3 Results of Scores in Terms of Correlation Coefficient

In the main hypotheses, the following variables have been presented:

- 1 rating of texts shows better performance in the genre of the travel brochure than the genres of analysis and argumentation.
- 2 students' weakness in writing in Arabic is reflected in their weakness in writing in English.
- 3 use of conjunctions correlates with the use of lexis

as cohesive devices.

- 4 use of substitution and ellipsis is less observed as cohesive devices than other devices.
- 5 SL correlates high with the genre of text, topic shift and text rating.
- 6 rating of texts at the sentential topic is more rigorous than the rating of texts at the discourse topic.

In the following section the table of results of analysis in terms of means and correlation coefficient for the various variables discussed is presented.

**Table 7.10 Results of Scores and Mean of Cohesive
Devices**

Variable		Genre 1	Genre 2	Genre 3
GCS L1	Mean	55	57	67
GCS L2	Mean	55	49	85
MTD L1	Mean	55	58	81
MTD L2	Mean	48	48	61
GCS L1 GCS L2	r-value	.846	.215	.381
MTD L1 MTD L2	r-value	-.557	-.240	.066
Conj L1 Lexis L1	r-value	.416	.870	.487
Conj L2 Lexis L2	r-value	.861	.229	.972
SL L1 GCS L1	r-value	.412	-.714	.277
SL L2 GCS L2	r-value	-.229	-.611	-.547
SL L1 MTD L1	r-value	.871	-.413	.131
SL L2 MTD L2	r-value	-.573	-.660	-.681
SL L1	Mean	19	21	24
SL L2	Mean	18	17	14

A detailed discussion of these variables and results will be presented in chapters eight and nine.

- 1 The above table shows that students' performance in the genre of the travel brochure is better than their performance in the analysis and argumentative genres. This is clearly observed from the average of GCS and MTD scores.
- 2 The rating of texts shows that students who performed well in Arabic performed well in English and those who did not perform well in certain genres in Arabic did not perform well in the same genre in English.
- 3 The table indicates a positive correlation between use of lexis and conjunctions in all genres except for the genre of argumentation in English.
- 4 Substitution and ellipsis were not evident in any of the tables of frequency of cohesive devices.
- 5 The table indicates low positive correlation between sentence length in the genre of analysis and the genre of travel brochure and a negative high correlation in the genre of argumentation in Arabic. It also indicates negative correlation with sentence length and the three genres in English.
- 6 Means for GCS and MTD scores are slightly similar for the two marking schemes for the same texts. This shows that the MTD scheme of rating and evaluation is as reliable as the GCS scheme. This also applies to the three genres in both Arabic and English.

A detailed analysis of these results will be presented in chapters eight and nine. In the following section the researcher will present some general remarks on the results of the informant test and the differences in the marking

schemes between GCS and MTD.

7.3.4.4 General Remarks on the Results .

7.3.4.4.1 Analysis of GCS and MTD Scores in Arabic

Earlier in chapter three (see 3.2.5), the researcher explained the nature and the mechanics of the measurement of topic development. In this chapter (see 7.3.1.1), the researcher explained the process of marking the texts and that the same text is marked twice by the same informant: once for the GCS and the second time for the MTD. The purpose for such marking is to reveal the difference between evaluating the text at the sentence topic and the discourse topic. In the following section a presentation of general remarks pertaining to the application of the two marking schemes is presented.

- 1 General coherence score GCS for each text is calculated by computing the average of the informants' marks for each text.
- 2 Measurement of topic development score is computed by calculating the average score of each sentence multiplied by ten and divided by the number of sentences for all texts. The researcher stabilized the number of sentences factor by multiplying the total score by ten and dividing it by the actual number of sentences as in the following example:

Text 3-E

MTD initial score = 48

Actual number of sentences in the text = 9

MTD score = $480/9 = 53$

This was applied to all texts.

- 3 .It is necessary here to emphasize the nature of this measurement and its uses in this study. The MTD is basically designed to investigate unity, development, relevance and continuity of topic in a given text at the sentence level. Where these elements meet, a text could be said to have enjoyed a high degree of coherence and unity of topic. The measurement in itself can be quantitatively and graphically represented. Thus, two factors are essential in this measurement; the first one is the total score for all the sentences in the text which is dependent on the degree of coherence, unity, development in the text and the second one is the number of sentences. When informants marked the texts for GCS and MTD the researcher found a marked difference in the marks recorded for both. The MTD scores compared with the total GCS revealed the following points:

- (a) that it was more strict in its approach as it involved analysis and grading of texts according to subtopics. In this respect one might at least find that a cautious informant would spontaneously follow the line of coherence of the text through unity of topic. Any disruption of this unity through topic shift, erroneous cohesive devices and disorganized details would be clear to the text reader and eventually to the teacher.
- (b) having applied this test to twelve people for marking purposes, it was found that the range of scores may vary widely if care is not taken in the selection of informants. To solve this problem the researcher proposes that either all

informants could sit together and mark each text collectively, or that the number of informants should be limited to two or three in order to rely on their impressions, as Wiseman (1949) suggested.

(c) the results supported the conviction that there was a general weakness in students' writings which would be helpful to the study in order to discover the inherent causes of this weakness.

(d) the MTD test revealed a marginal difference in the marking of texts at the subtopic level.

4 The average score for the GCS in the Arabic texts was 60 compared with the English texts which was 54. This suggested that students' texts in Arabic were not better in terms of standard in general as students were normally expected to perform much better in their native language than in the foreign language. It also suggested that they had problems in Arabic and hence the need for such a study was supported.

5 It was found that students performed much better in certain genres than others, ie, students performed fairly well in the travel brochure but were rather weak in the analytical and argumentative genres. The reason for this will be suggested in chapters eight and nine.

6 The analysis of these results indicated the situation of the level of competence in Arabic.

7 It appeared that informants were affected by grammatical correctness more than any thing else.

This shows that grammatical correctness is an important factor in judging text coherence and that lexico-grammatical relations are real problematic areas in their writings.

8 Some aspects related to differences of opinions among various informants are worth recording and are mentioned below. The researcher believes that informants were aware of the general weakness and their feelings were affected by the following factors:

(a) students were in the orientation programme in both languages which meant that they were initially considered weak in both languages.

(b) some students used the inappropriate style of writing; some texts used the conversational tone in Arabic and this must have some effects on the result of the marking scheme.

9 The results give a general impression about the students' level in both Arabic and English.

10 It can be said though, that the result of the test as a whole supports the initial impressions about the texts that they would be representative in terms of the general deficiencies in the teaching of writing in Arabic and English.

7.3.5 Conclusion

In this chapter, we have discussed the steps followed in the fieldwork; the steps showed a variety of procedures and processes. In order to confine the work to basic tangible

results the researcher suggests to limit the analysis on cohesive devices to a general presentation of the findings and results in relation to this section only. The researcher will therefore concentrate on the discussion and analysis of texts in terms of MTD. The researcher wishes to remind the reader that the theoretical part of the study on culture, rhetoric and nature of the sentence in Arabic must be considered in their theoretical perspective as no numerical measurements were used to assess the effect of these factors on text coherence. Furthermore, it should be emphasized that the complexity of the processes and the variety of tools used in the analysis were only made to strengthen the points of discussion and to discover the inherent problems in text production in both Arabic and English. This will be seen in chapter eight where some of the texts will be analyzed for MTD, cohesive devices and text structure and organization.

Chapter Eight

Analysis of Texts

8.0 Introduction

In chapter one, the research questions and the main hypotheses to this study are introduced. In chapter three, a presentation of sample analysis of texts in terms of measurement of topic development is presented. In chapter seven, a discussion of sample analysis of texts in terms of cohesive devices is also provided. In this chapter, six Arabic and English texts will be analyzed in terms of cohesive devices, measurement of topic development MTD, topic shifts, textual organization, genre differences and sentence length. The rest of the texts will be analyzed and placed in Appendix (5).

The plan for the chapter will be as follows: each text will be presented as it was written by students. The texts will be transcribed and the translation of Arabic texts will be placed in the appendix (see Appendix 4). Each text will be analyzed in terms of cohesion ie, frequency of cohesive devices and a table of the summary of the result will be provided for each text. Topic shift and other features, ie, sentence length, and text organization will be commented on in the same place where the text is discussed. The texts will be graphically displayed in terms of MTD. They will be discussed according to the genre of the text, ie, the genre of analysis (texts 1-A and 4-E), genre of argumentation (text 11-A and 7-E) and then the genre of

travel brochure(texts 13-A and 14-E). This will allow a better picture of students' performance in each genre. The Arabic texts will be presented first and then the English ones will follow. General comments and interpretation of results will be made in chapter nine.

8.1 Arabic Texts: Text 1-A

al9ilmu nu:ron (1). al9ilmu kamishkaten fi THalami alayi(2). fa alinsanu bidouni 9ilmen fi THulumati albari wa albaHri la yadry ?aina alTareequ (3). alislamu Tareequ alXayr (4). alisalmu yahuthu 9la Talabi al9ilm (5). wa turGHibu ayDHan fi Talabi al9ilmi Hata lau kana fi aba9adi alama:ken (7). awalu souraten nazalat taHuthu 9ala al9ilm (6). albaTalatu fi almujtama9 ta9ni ana alshaXsa ja:lison la ya9malu la yadrusu ila a:Xirihi (8). ay anna waqtahu kuluhu faraGH (9). fa mina alfaraGHi ta?ati al9wa:qibu (10). wa alinsanu alathi waqtuhu kuluhu faraGH yatajih ila ayna (11). narahu yatajihi ila alTHulumati albariyati wa albaHriyah (12). A9ni ayna yakunu alfasadu (13). ayna yakunu alXarabu huwa ma9ahu (14). wa hatha ya9tamidu 9la alasdiqa:? (15). qad yakunu mina alSaliHeena fa yakunu ma9ahum (16). ithan ina 9awaqiba albaTalati aktharuha waXimah (17). wa itha tafashat fi almujtama9i albaTalah fa 9alaihi alalsalam (18). fa tua?adi bilmujtama9i ila alalnuzu:li ila arqa: maratibi alinHiTaT aw alratheelah (19). Haythu satashee9u fi: almujtama9i alalmunkaraat wa alalifsadu fi alarDH (20). wa Allahu la yuhibu alfasa:d (21). wa yatamathalu hatha: lana waDHiHan fi muXayamati aurowpa Haythu albaTalatu katheerah hunaka fa nara almunkara wa alfasadu muntasher wa aljar?imu (22). fa 9alaina an nuzeela albaTalata min mujtama9a:tina bi alta9leem wa bilirshad (23). wa alashXasu alatheena fatahumu alrakbu al9ilmiy fa 9alayna an nushGHilahum fi waTHa:?fa muna:sibaten lahum (24). lakina alGHareeba 9ala: ana alalinsana yunhee dirasatahu althanawiya wa la yajidu a9ma:lan (25). fa kayfa la tureedu an takuna hunalika batalah (26). fa yajibu 9alayna an nuwafira a9ma:lan ila ha:?ulai' (27). Haythu qad kathurat albaTalah fi alalmujtama9 (28). ma9a anahum kuluhom yaHmilu:na shahada:ten thanawiyaa (29). asa?alu Allaha an yushaGHila jamee9a alnas wa yuthaqifahum (30). inahu samee9u aldu9a:.

8.1.1 Analysis of Cohesion

The shadowed words are cohesive ties by reference . They are divided into personal pronouns, demonstratives and definite articles. The bolded words in the text are cohesive ties by conjunctions. They are divided into additive and adversative conjunctions. The italicized words are cohesive ties by lexis. These are the same repeated lexical items. Other types of lexical ties such as superordinates and the class of general nouns are mentioned in the analysis whenever they occur in the text.

8.1.1.1 Cohesion by Reference

Cohesion in this text is realized through use of personal pronouns, such as we, he, him, them, it, us

Example 8.1

albaTalatu ta9ni, alshaksa la ya9malu la yadrusu,
(unemployment means the person he doesn't work, he doesn't study)
waqtahu kuluhu (the person his time),
asa?alu Allaha an yushaGHila jamee9a alnas wa yuthaqifahum
I ask Allah He makes all people work and He makes them educated.

There are certain weaknesses related to manipulation of reference in this text. One of these is the weak or sometimes the distant relation between referred items. For example, the writer refers to a person without defining this person then to the human being in general and to corruption as in sentence (13).

Example 8.2

ayna yakunu alXarabu huwa ma9ahu. wa hatha ya9tamidu 9la
alasdiqa:? (Where is corruption it is with him and this
depends on the friends).

Such reference to *this* is ambiguous because it is faulty and does not specify or locate exactly the referred item. In addition to this, the text is full of definite articles which play an integral part in building text cohesion. The definite article in Arabic is a syntactic obligation and has a rhetorical function as the use of indefiniteness is always employed for belittling the item or signifying resentment and expressing scorn. There are around sixty lexical items that employ the article *al* 'the' as a cohesive device. Various examples for the misuse of this device in English due to language transfer can be pinpointed as in the following examples:

Example 8.3

The Bahrain is in the middle of the Gulf.
The television has advantages and also disadvantages.

8.1.1.2 Conjunctions

Another method of building text cohesion employs the use of conjunctions. This method has also certain syntactic constraints in Arabic such as the inclusion of the additive conjunction **wa** (and) at the beginning of the sentence and when joining two clauses or sentences. In certain cases, the **wa** is also added to another conjunction whether that be an additive or an adversative.

Example 8.4 wa hakatha nara: (and thus we see).

In this text there are 17 additive conjunction **wa** and 9 resultative conjunctions. The following examples indicate that some of the conjunctions are erroneously used.

Example 8.5

fa alinsanu bidouni 9ilmen (so man without knowledge) and,

fa mina alfaraGHi ta?ati al9wa:qibu

so from free time comes bad consequences and

fa tua?adi bilmujtama9i ila alnuzu:li ila arqa: maratibi
alinHiTaT

therefore it leads the society to the go down to the lowest
ranks of vice

The three **fa** (then and therefore) conjunctions are
erroneous as they should be replaced with the **wa** (and)
conjunctions. The same remark applies to **lakina** line 26

8.1.1.3 Lexical cohesion

Italicized words are cohesive by repetition of the same
lexical items and use of collocation ie, *THulumati albari*
wa albaHri and *thalami alalia*. *albaTalatu a9ma:lan* ,
batalah , *a9ma:lan*, *albaTalah*, *mujtama9a:tina almujtama9i*

The following lexical items are cohesive by virtue of
superordinate nouns ie, *alratheelah* (vice), *almunkaraat*
(evil) *wa alifsadu* (destructive behaviour), *alfasa:d*
(corruption). There are other lexical items that are
cohesive by attribution to repetition of same lexical
items, synonym, antonym, superordinate items and the class
of general nouns such as *alinsanu* , (human being) *alshaXsa*

(persons), *alasdiqa:?* (friends), *mujtama9* (society), *mujtama9:tina*, (our societies) *alashXasu* (the persons) , and by collocation such as *9awaqiba waXimah*, (grave consequences) and *al9ilmu nu:ron* (knowledge is light).

Table 8.1 below represents a summary for the frequency of cohesive devices employed in the text. It should be noted that ellipsis and substitution are not present in the text.

Table 8.1

Ref.	Sub.	Ellip.	Conj.	Lexis	Sent.	SL
96	0	0	25	99	31	8.4

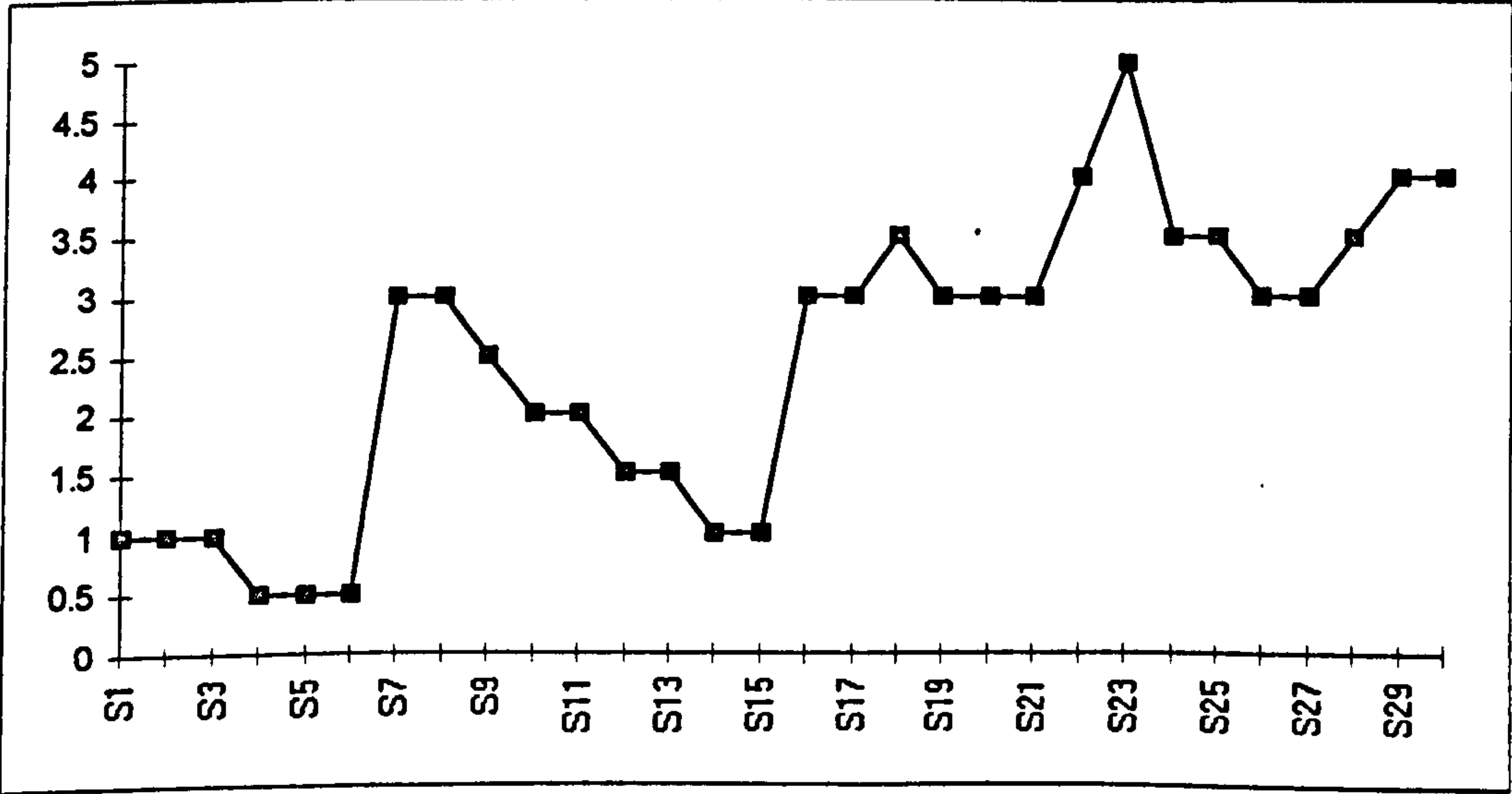
8.1.2 **Topic Development in Text 1-A**

In chapter three the criteria for topic development and deviation were established. If these criteria are applied to the analysis of this text, the result will show how much development or deviation and shift from the main line of argument there is in the text. Text 1-A shows certain weaknesses in terms of topic development. Criteria 1 and 2 (see 3.2.5.1 and 3.2.5.2) are totally missing as the topic sentence is not openly stated and the writer's purpose is unclear. In addition, the topic is extended but not developed in depth. Ideas are casually discussed and there is no clear unity of thoughts and ideas. For example, the first seven sentences are deviant and do not relate to the main line of argument. They discuss knowledge, Islam and the first verses of the Quran that urge people to seek knowledge. The reference could be justified if the writer managed to connect it and explain

it logically.

In addition, the writer tends to slide towards irrelevancy by the invocation used as a conclusion. This is not a sermon in a mosque or a church. Justifications which should be built on logical reasoning end abruptly and unjustifiably. The text in itself shows typically improvised and unrevised thoughts that characterize students' writings in Arabic. In terms of genre appropriateness, the direct shifts from one topic to the discussion of subsidiary topics or supporting details do not show depth which is characteristic of the genre of analysis. In addition, the writer shows weaknesses in paragraphing, and organization . The text is expanded due to the manipulation of long sentences as well as inclusion of irrelevant topics. Practically, the text could be reduced into one third of its size if it were well planned and revised. In the following section, the line of argument in the text is graphically represented.

Graph 8.1
Text 1A



The graph shows clearly how digression is made through the twisted lines. The lines below the zero represent actual and total deviation from the discourse topic. The numbers represent the score of each sentence. In the process of integrating the graph into the text the figures in Graph 8.1 became unclear due to the number of sentences. The main body of the text ranges between 0.5 and 50. The falling lines represent either the shift in topic or the weaknesses that are reflected by the use of erroneous, improper and inadequate cohesive devices. The researcher would like to point out that the recurrence of certain features related to the shape of introduction, body and conclusion will certainly lead to some sound conclusions about points of weaknesses in the development of texts.

8.2

Text 11-A

fi 9asrina: hatha ,al9asru allathi: yutlaqu 9alaihi 9asru alqarni al9ishri:n yu9tabaru jiha:zu altilfaz mina alajhizah almuhiḡah wa alra'i:siyah allati takounu kathalika fi mu9thami almanazili alhadi:tha ma9a ana hunalika ba9du almanazil allaty la tastaXdimu hatha: aljiha:z Haliyan wa la fi almustaqbal. hawla hatha: almaidou9 awadu an atraha ba9da alfawa:i'idi wa aladhra:r lihatha: aljiha:z . awwalan hatha: aljiha:z yamuḡuna: wa yuzawwiduna: bialma9loumat almufi:dah waalmuhiḡah . thaniyan hatha: aljiha:z yastaXdimuhu aghlabiyatu alna:s ka ada:ti tasliyah li tasliyatihem fi: awqa:ti alfara:gh. thalithan wa fi: ra'yi: anahu(aljihaz) alnuqtah alrai:siyah fi hatha almaidou9 wa huwa anahu ay altilfa:z yasmahu liallathi:na la yastati:9ouna alsafara lilduwali aluxra: an yushahidou al9a:lama waalna:s 9an tari:qi shashatihi alsaghi:rah. wa aXi:ran yu9tabaru altilfaz jiha:z mufi:d wa thalika li'istiXda:mihi ka ad:ah litadri:s wa tasliyati alatfa:l bishart an yakouna alwa:lidayn ma9ahom. wa aqsidu min hatha: alkala:m ay an yajib 9ala: alwalidayn ma9rifat ma yushahiduhu atfa:luhom. wa ba9da kuli hatha alkala:m 9an fawa:eidi altilfa:z awadu an atahadatha al'a:na ?an adhra:ri hatha aljiha:z . awwalan yu9tabaru hatha: aljiha:z mina alashya:ei almudhi:9ah liallwaqt wa a'qsidu min thalika ana huna:ka ba9dan minaalna:s allathi:na itha:

jalasou limushahadati bara:mija altilfa:z layatrikou
 aljiha:z ila itha: jami:9u baramiji altilfa:z qad
 intahat., lithalika a9tabiru hathihi 9adha sayyi'a . fa
 hathihi al9a:dah fi: aghlabi alawq:at tusabibu aladhra:ra
 lilna:s. thaniyan hatha: aljiha:zu yaj9alu almushahida lahu
 shaXson kasoul da'iman yabqa: ama:ma shashatih la yamalu
 shaya'an a:Xar ghayra mushahadati albara:mij. thalithan wa
 fi: ra'yi: anahu aswau' nuqtaten fi almawdou9 wa huwa anahu
 fi ba9di alawqa:t qad yua'adi: ila ana alna:sa yatrūkouna
 ziyarata alaqriba:'a wa alsdiqa:'a, wa lithalika yumkinuna:
 an naqoul anahu yaqta9u silata alqara:batī bayna alna:as .
 wa hathihi mushkilah Xati:rah. wa kulu ha:thihi aladhra:r
 qad takounu sababan aw asba:b lirafdh ba9di alna:s 9an an
 yakouna ladayhim jiha:zu altilfa:zi fi: mana:zilihem. 9ala:
 kuli Hal ba9da kuli ha:thihi almuna:qasha fi: ra'yi: ana
 hatha aljiha:zu sayathalu ba:qiyan fi: manazilina: ma9a
 anahu yusabibu alkathi:ra mina aladhra:r.

8.2.1 Analysis of Text Cohesion

This text indicates the presence of great number of cohesive devices. However, many of the cohesive items may be disposed of. This is due to the repetition of many synonymous lexical items, demonstratives, the subjective tone of the text and the superficial treatment of the textual topic. In what follows is a presentation of the cohesive devices used in the text.

8.2.1.1 Cohesion by Reference

The shadowed words are examples of demonstratives used in the text. The number of demonstratives is 16 items. There are 43 stated and unstated personal pronouns that tie various verbal, nominal, sentential and extra sentential relations. The stated pronouns are huwa, (he) hom (they, them), nahnu (we, us), hiya (she, it). The unstated pronouns are attached to verbs and nouns and are called

estimated pronouns such as aqsidu (I) mean and yu'addi (it) lead . In addition, there are 16 occurrences of demonstratives in the text. This number lead to the increase of repeated items as could be seen below.

Example 8.6

hatha: aljiha:z, lihatha:, aljiha:z, awwalan hatha:
aljiha:z, thaniyan hatha: aljiha:z, hatha: aljiha:z
yastaXdimuhu, fi hatha almawdou9, adhra:ri hatha aljiha:z,
ladayhim jiha:zu altilfa:zi, hatha aljiha:zu

There are 72 occurrences for the definite article al (the). The reason the definite article in Arabic is employed abundantly is due to the fact that in Arabic this article may be attached to adjectives and adverbs. For example, it is possible to say literally in Arabic:

The good the boy is here (the good boy is here).

This is why the number of definite articles employed in Arabic as a cohesive device outnumbers the English texts.

The other syntactic constraint in Arabic is that the use of genitive in Arabic must employ the definite article as in the following example:

Example 8.7

kita:bu al walad akhdhar
(The boy's book is green)
bayna alna:as (between the people)

It is ungrammatical in Arabic not to include the definite article in the last example as the whole sentence would be considered erroneous.

8.2.1.2 Cohesion by conjunction

There are 20 occurrences for the additive conjunction **wa** (and), one occurrence for the article **kathalika** (also), one occurrence for the conjunction **aw**, (2) occurrences for the adversative conjunction **ma9a ana hunalika** (although), (2) occurrences for the resultative conjunction **lithalika**, The **wa** conjunction, as mentioned earlier, is a syntactic constraint and a substitute for punctuation marks (See the bolded words). It may also be a speech filler or a continuation of the sentence and this leads to more repetition and redundancy as in the following sentence:

thalithan **wa** fi: ra'yi: anahu(*aljiha:z*) alnuqtah
alrai:siyyah fi hatha almawdou9 **wa** huwa anahu ay *altilfa:z*

8.2.1.3 Cohesion by Lexis

The text is rendered cohesive through use of repetition of same lexical items, use of superordinates, general nouns and antonyms. The italicized words are examples of repetition of same lexical items.

Example 8.8

*jiha:zu altilfaz mina alajhizah, hatha: aljiha:z , lihatha:
aljiha:z . awwalan hatha: aljiha:z, thaniyan hatha:
aljiha:z,hatha: aljiha:z yastaXdimuhu anahu alnuqtah
alrai:siyyah fi hatha almawdou9 wa huwa anahu ay
altilfa:z, altilfaz jiha:z, adhra:ri hatha aljiha:z,
ladayhim jiha:zu altilfa:zi, hatha aljiha:zu*

The word *jiha:z* (set) has been repeated 13 times in 16 sentences, *almanazili* (houses), (4) occurrences *altilfa:z* (TV) (7) occurrences, *baramiji*, *altilfa:z* (TV programmes), (3) occurrences, *adhra:ri* (evils), (5) occurrences, *asba:b* (causes) (5) occurrences

This indicates the rate of repetition in the text. The writer also used antonyms to build cohesion such as:

alfawa:i'idi wa aladhra:r (uses and evils)

8.2.1.3.1 Use of Superordinates

The writer also used superordinate items as cohesive ties.

Example 8.9

al9a:lama, (the world) *alna:s* (the people), *alatfa:l* (the children), *alwalidayn* (the parents), *atfa:luhom*, *alaqriba:'a* (the relatives), *alasdiqa:'a* (the friends), *alna:s*, (the people) *al9a:lama* (the world) *alna:s* (the people), *almuhimah*, *alra'i:siyaha* (important and major) *haliyyan wa fi almustaqbal* (now and in the future)

8.2.1.4 Use of Parallelism

Another method that the writer used which also enhanced repetition is the use of parallelism as in the following examples.

Example 8.10

- *yu9tabaru jiha:zu altilfaz mina alajhizaha almu^uhimah* (TV set is considered one of the important sets.
wa aXi:ran yu9tabaru altilfaz jiha:z mufi:d (And finally

the TV is considered useful.

awwalan yu9tabaru hatha: aljiha:z mina alashya:ei
almudhi:9ah lilwaqt (First this set is considered as one
of the things that waste time.

Table 8.2 below represents a summary for the frequency of cohesive devices employed in the text. As is the case with text 1-A, ellipsis and substitution are not present in the text.

Table 8.2

Ref.	Sub.	Ellip.	Conj.	Lexis	Sent.	SL
124	00	00	27	92	16	24

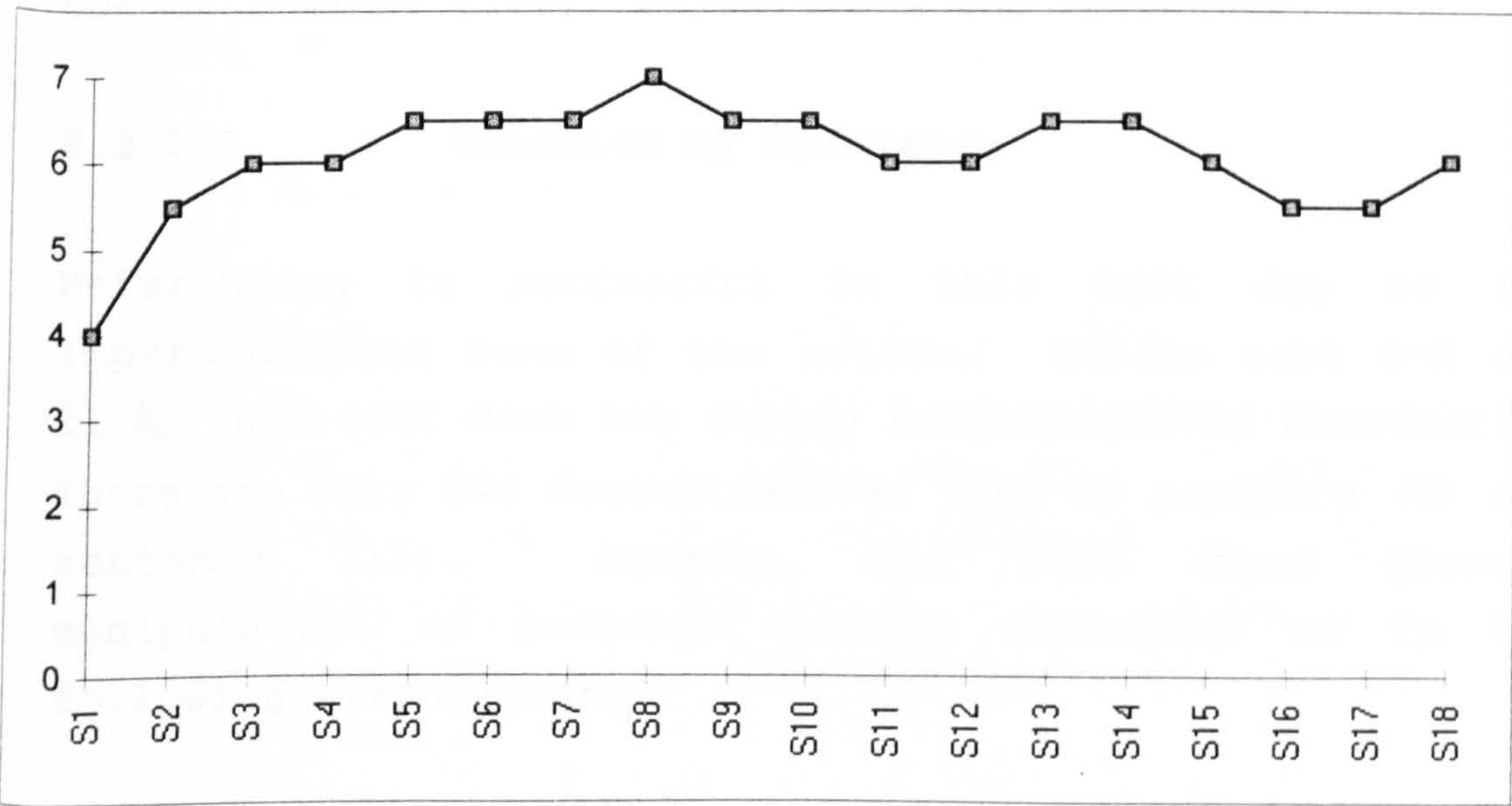
8.2.2

Topic Development in Text 11-A

Text 11-A shows certain weaknesses in terms of topic development. Criterion 1 (see 3.2.5.1 and 3.2.5.2) is totally missing in this text. However, the writer attempts to state his or her purpose openly in sentence 2 but the proximity of such purpose is not observed due to the lengthy and unjustified introduction which is superficial and irrelevant. The topic is also extended but not developed in depth. Ideas are casually discussed and there is no clear unity of thoughts and ideas. However, the writer showed some observance to text organization through use of first second etc. The text is also well organized in terms of presentation of two different arguments; one for and another against. In addition, the conclusion is observed and this shows some awareness to the genre of text. The researcher feels that insufficient objectivity is achieved due to interpersonal involvement in the text. Practically, the text could be cut down and rendered more

economic through discarding unneeded and already known information.. Graph 8.2 below shows the graphical representation of the text.

Graph 8.2
Text 11A



8.3 Text 13-A

albahrainu majmou:9aton mina aljuzor fi: alXali:ji
al9arabi: **wa** tuhi:tuha: qatar mina aljanou:b **wa**
alsa9u:diyya mina alshama:l **wa** masa:hatuha: taqri:ban 692
ki:low miter **wa** 9adadu suka:niha: 400,000 shaXs , **wa**
mana:Xuha: yasou:duhu alhara:rah **wa** alrutou:bah saifan **wa**
fi: alshita:'a mu9tadil **wa** ahamu sa:dira:tiha albatrowl **wal**
alaminyowm **wa** tastawridu kula shay'a mina alXa:rij ama:
9a:simatuha: fa hiya almana:mah **wa** tahtawi: 9al: 9adi:din
mina alaswa:q **wa** kulu shay'a tabHathu a satajiduhu huna:k
wa mutatalaba:t alra:hah mutawafirah min hada:i'q
kahadi:qati 9atha:ri: **wa** alma:'iyyah **wa** al andalos **wa** al
lsha9bu albahraini: 9umou:man yataSifu bi anahu kari:m **wa**
tayyibi:n hunaka sina:9a:t qadi:mah **wa** ma: za:lat ka
sina:9a:ti alfuXa:r **wa** alnasi:j **wa** aXi:ran 9indama:

taqdimu liziya:ratina: huna: satatamata9u birihlah mumti9ah
wa natlubu mina alah ta9a:al: an yahfatha baladana: min
kuli sou:a' wa bala:a'.

8.3.1 Text Cohesion

The text is highly and successfully cohesive due to variation of various cohesive devices as well as effective use of lexical ties, conjunctions and reference.

8.3.1.1 Cohesion by Reference

Referencing is successful in this text due to the impersonalized tone of the writer. Unlike text 8-A and 11-A, this text does not employ demonstratives abundantly. There are only two demonstratives used in sentence (8) and sentence (12). However, the text shows greater manipulation of personal pronoun reference as in the following arrangement:

albahrainu (Bahrain the state) ,it , its, its, its, its,
it, its, it, you, you, there, the Bahraini people, (they),
their, you, us, here, you, we, our

The replacement of the same lexical items with the personal pronouns made the text highly cohesive and the focus of attention is on one relevant and developed topic. There are also 21 occurrences for the definite article *al* (the). The limited number of this article compared with text 8-A and 11-A is due to the economy in use of same lexical items as a cohesive device.

8.3.1.2 Conjunctions

Conjunctions are naturally manipulated despite deficiency

in the use of punctuation marks. In addition, Arabic imposes its presence in this respect due to linguistic constraints. If the writer deletes conjunctions, it becomes difficult to continue and develop the text. There are 20 additive conjunctions **wa** (and) only.

As mentioned earlier in the analysis of previous texts, this conjunction is merely a replacement to the punctuation marks in Arabic. There are eight instances where the additive conjunction **wa** is considered optional and may be disposed of (see sentences 2, 3, 4, 5, 7, 9, 11 and 13).

8.3.1.3 Cohesion by Lexis

Lexis is effective due to proximity to the rhetoric of the genre. One good aspect of manipulation of cohesion through lexis in this text is the total absence of repetition of same lexical items. This has affected the number of definite articles too. The writer has used the class of general nouns to build cohesion by lexis as in the following example:

Example 8.11

aljuzor, (islands) alXali:ji (the Gulf),
aljanou:b (south) alshama:l (north)

In addition, the writer built cohesion through use of lexical items related to geographical information such as area, climate, population, exports and imports. Although each list has its subcategory ie, climate, temperature and humidity they all share the same common feature of geographical information. The underlined lexical items are cohesive ties by use of superordinates:

masa:hatuha:, (area) 9adadu suka:niha (population):, wa

mana:Xuha:(climate), alhara:rah (temperature) alrutou:bah (humidity), saifan (summer), shita:'a (winter), mu9tadil (moderate), sa:dira:tiha (exports) tastawridu (imports), 9a:simatuha: (its capital city) .

Choice of superordinates has led to less repetition and better organization of text. Table (8.3) below represents a summary for the frequency of cohesive devices employed in the text. There is one verbal elliptical item and substitution is not present in the text.

Table 8.3

Ref.	Sub.	Ellip.	Conj.	Lexis	Sent.	SL
39	00	01	22	58	14	13

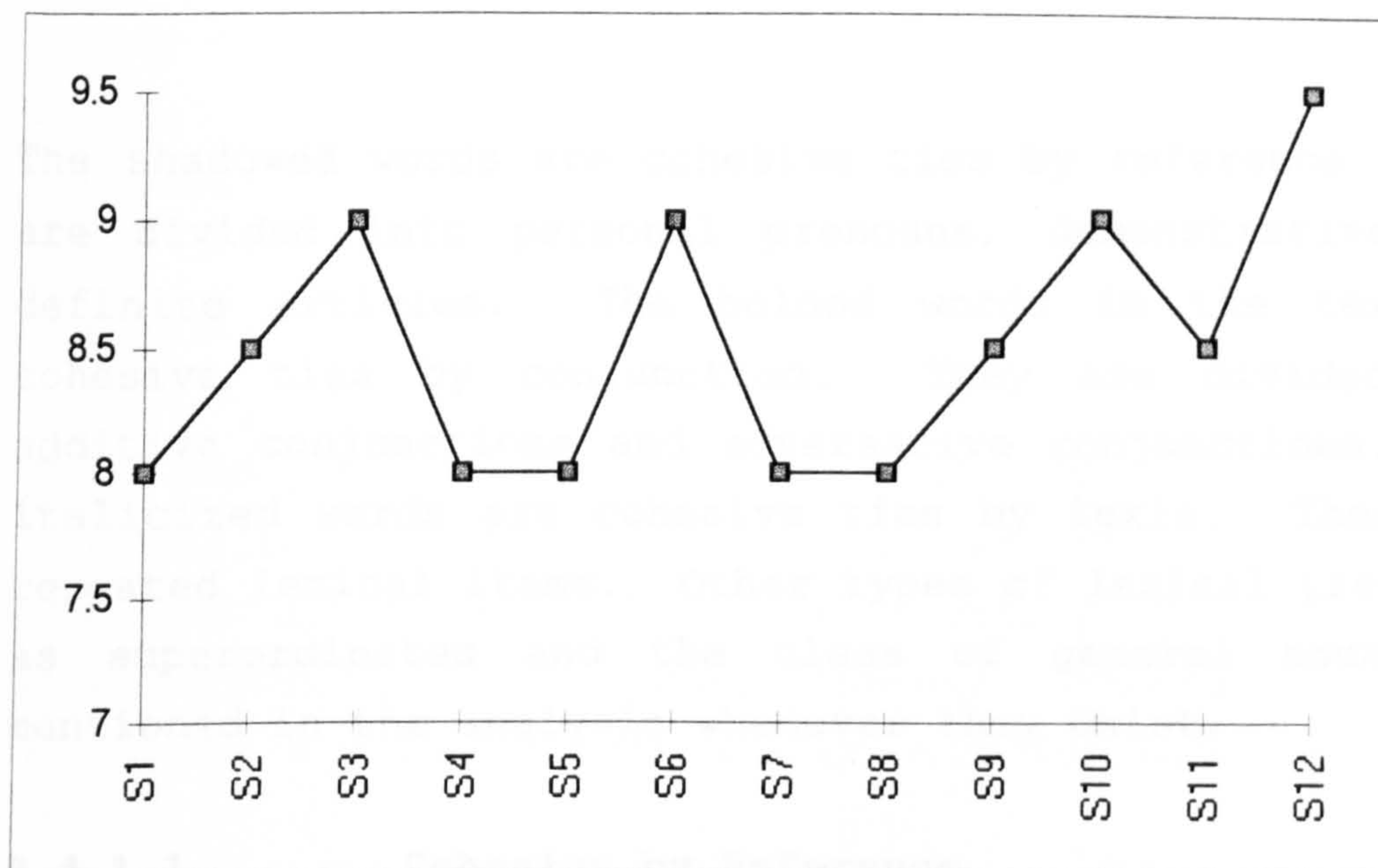
8.3.2 Topic Development in Text 13-A

This text shows control and continuity of topic due to fewer topic shifts and shortness of sentences. Most of the subtopics support the main line of argument except for few shifts caused by abrupt reference to general elements in the text. On the whole, it could be said that the movement from one subtopic to another is smooth and natural.

The writer has also maintained a sense of disengagement by not intruding on the reader's judgement. The introduction and the conclusion are also successful in terms of reader expectations. Sentences are shorter than any other texts and indicate control of information and structure. The writer managed to organize the text and its structure through the tour around presentation of information slots. See graph 8.3 below.

Graph 8.3

Text 13A



8.4 TEXT 4E

A very saddening truth about our twentieth century world is the unemployment problem in rich countries **and** the poor ones (1). Unemployment is the first problem that countries tried to solve this problem by different methods which they can do (2). Unemployment means that many of young people haven't work **and** they haven't work centre to work in it (3). There are many reasons of publication the unemployment in the countries (4). Many people refuse the hand jobs **and** go to office jobs which are not enough in the country for all young people **since** they had nothing to do with the hand jobs (5). Another reason for the problem there are many people who come from outside the country **and** have work inside it (6). So many countries refuse young people to work in jobs which strange people work in these jobs **because** - as the country say - these strange people have a full knowledge of works (7). There are many reasons for unemployment I can't say them **because** they are a lot **and** different (8). The solutions for this problem are to give seasonable for young people to work **and** have a knowledge to exchange them with strange workers (9). So

the strange workers are decrease **and** in the same time to decrease gradually the unemployment in the country.

8.4.1 Text Cohesion

The shadowed words are cohesive ties by reference . They are divided into personal pronouns, demonstratives and definite articles. The bolded words in the text are cohesive ties by conjunction. They are divided into additive conjunctions and adversative conjunctions. The italicized words are cohesive ties by lexis. These are repeated lexical items. Other types of lexical ties such as superordinates and the class of general nouns are mentioned in the analysis whenever they exist.

8.4.1.1 Cohesion by Reference

The text has less personal pronouns compared with Arabic texts. This is due to the fact that it does not employ personalized tone. Furthermore, personal pronouns in English are separate entities that must be disengaged from adjectives, adverbs, and nouns and this would reduce their presence in the text compared with Arabic ones. The only similar characteristic of reference between this text and Arabic texts is the use of the definite article which is indicative of language transfer . For example, there are (17) occurrences of the definite article (the) in the text. Seven of these are erroneous (see sentences 1, 2, 3, 4 (two occurrences) , 5 and 7). Demonstrative pronouns are observed only in four sentences which is less than what is observed in Arabic texts.

8.4.1.2 Cohesion by Conjunctions

Although conjunctions are less observed here than they are in Arabic texts, they share the same phenomenon; they are mostly additive corresponding to the Arabic **wa** (and). In addition, there are three causative conjunctions in sentences 5, 7 and 8.

8.4.1.3 Lexical Ties

The text is similar to Arabic texts in terms of manipulation of cohesion by lexis. The writer repeated the same lexical items in various occasions while he or she could refer to these items through pronominals. The following words have been repeated in the same text:

unemployment (6) occurrences, problem (9) country (5) people (8), jobs (5), strange (4) knowledge (2) work (8), workers (2) decrease (2).

The amount of same repeated lexical items indicates the influence of Arabic. In addition, the writer tried to create cohesion through use of antonyms such as *inside and outside and rich and poor*. Table 8.4 below represents a summary for the frequency of cohesive devices in the text. There is one elliptical item and substitution is not present.

Table 8.4

Ref.	Sub.	Ellip.	Conj.	Lexis	Sent.	SL.
26	0	1	10	41	10	21

The writer shows weaknesses in text development due to his or her inability to develop the textual topic in depth. In addition, the writer's purpose is stated but at a later stage in the text. The treatment of the textual topic shows features of superficiality due to the writer's inability to support the basic argument with supporting details. The thought pattern does not flow smoothly from beginning to end. It even slides into redundancy by repetition of the same idea which is that foreigners are the cause of unemployment only and manual works can not be done by the people of the country. The text is not inclusive; there are basic features that are not included such as development, progression, and analysis. As to organization, the writer shows touches of this aspect in terms of ordering of the basic division in the text into introduction, body, and conclusion. There is also an unmaintained sense of symmetry in the text.

The text features distinct topic shifts due to sentence length, general and indecisive statements and a weakness in connecting different parts of topics.

Lengthy sentences make the writer lump subtopics and details in one sentence and hence he or she loses track of the main line of argument. The following sentence reflects how much unneeded information there is in the text.

Example 8.12

So many countries refuse young people to work in jobs which strange people work in these jobs because as the country say these strange people have a full knowledge of works.

Literally speaking, the sentence as a whole distracts the reader's attention by including too many items for processing. The following example indicates how difficult

it is to focus on what the writer attempts to convey and on what he or she clearly refers to.

Example 8.13

Many people refuse the hand jobs and go to office jobs which are not enough in the country for all young people since they had nothing to do with the hand jobs.

Furthermore, the text is made up of a series of parallel and paraphrastic sentences (see the examples below). The repetition of key words such as *unemployment* and the repetition of expletives and quantifiers add more to the contrived tone of the text.

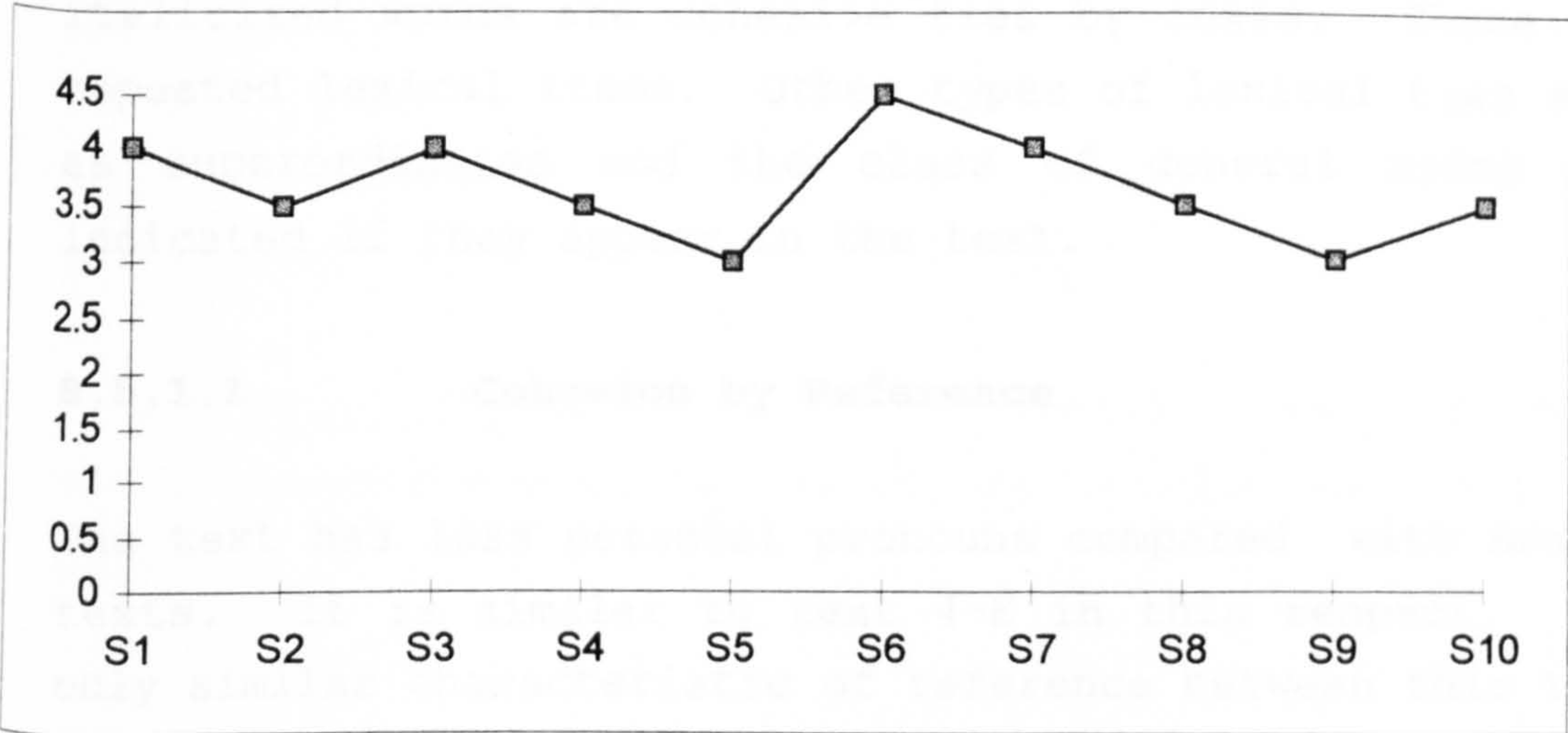
Example 8.14

People haven't work...and haven't work centre to work many people... many reasons ...many people... many countries...strange people... these strange people... There are many reasons ... another reason ... there are many reasons.

Ordering of the text in terms of information is amputated and superficial in many cases. The general frame of the text is not clear since the components of such frame are distorted. Another feature that is clearly apparent is the weak development in text which is attributed to the weakness of contents at the semantic and syntactic levels (see Graph 8.4).

Graph 8.4

Text 4E



8.5 Text 7-E

Nowadays, the TV may be considered as a member of the family. **So**, we should take from it the *good things* **and** throw away the *bad things*. The good thing is the scientific films **and** useful social stories which direct us to the right way of conduct. **However**, there are a lot of *bad programmes* which we should avoid **because of** their *bad effects* specially to the children. The programmes such as wrestling **and** films of horror will no doubt have *bad effects* to children. **And** in some cases they may tend to imitate what they see on the screen. Add to all this the *bad effect* to the eye by continuous watch of the TV.

8.5.1 Analysis of Text Cohesion

The shadowed words are cohesive ties by reference . They

are divided into personal pronouns, demonstratives and definite articles. The bolded words in the text are cohesive ties by conjunction. They are divided into additive conjunctions and adversative conjunctions. The italicized words are cohesive ties by lexis. These are repeated lexical items. Other types of lexical ties such as superordinates and the class of general nouns are indicated if they appear in the text.

8.5.1.1 Cohesion by Reference

The text has less personal pronouns compared with Arabic texts. It is similar to text 4-E in this respect. The only similar characteristic of reference between this text and Arabic texts is the use of the definite article which is indicative of language transfer. For example, there are (13) definite articles (the) and 8 of these are erroneously used. The Demonstrative pronoun *this* is observed only in one sentence.

8.5.1.2 Cohesion by Conjunctions

There are four occurrences for the conjunction **and** and only one of these is not required in sentence 6. The writer successfully used two causative and adversative conjunctions.

8.5.1.3 Lexical Ties

The writer used less repeated lexical items in this text and varied other methods of lexical cohesion such as use of antonyms, superordinates and lexical items such as good, bad, useful and right. For example, there are three

occurrences to the words thing, effect (3), bad (5) programmes (2), TV (2)

The writer also used chains of superordinate lexis such as:
see, eye, watch
family, children,
wrestling, horror,
TV, screen, films

In addition, the writer tried to create cohesion through use of antonyms such as *inside and outside* and *rich and poor*.

Table 8.17

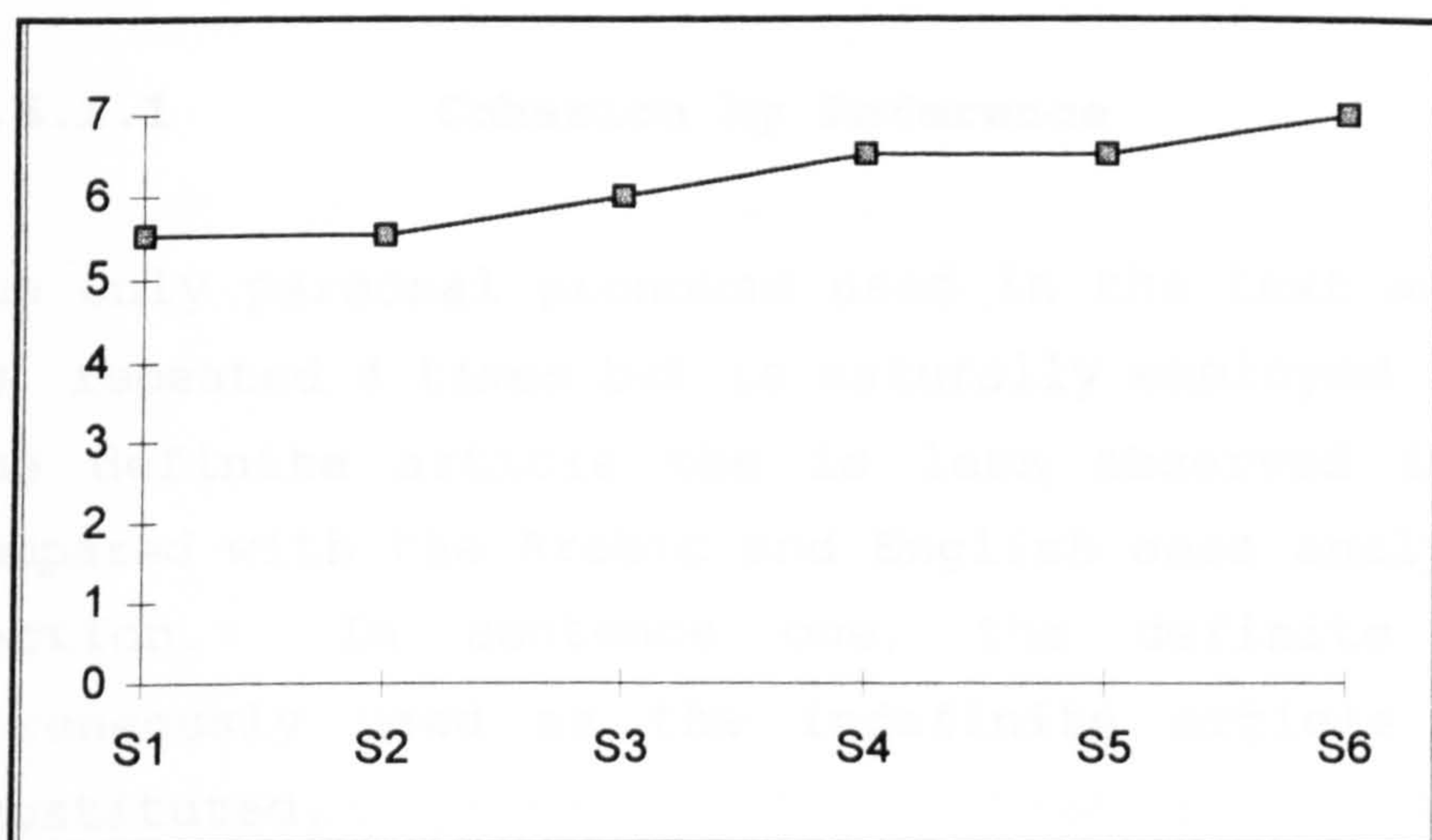
Ref.	Sub.	Ellip.	Conj.	Lexis	Sent.	SL
19	0	0	7	43	7	17

8.5.1.4 Topic Development in Text 7-E

The topic has certain shortcomings concerning text development. First, the writer did not state his or her purpose clearly. The topic is superficially developed. In addition, there is no clear organizational plan. Ideas are not properly combined and it seems that the whole text has been ill-revised and planned. Had there been a well organized framework, the textual topic could have been developed smoothly and naturally.

Graph

Text 7E



8.6

Analysis of Text 14-E

Bahrain is one of the country in Arabian Gulf **and** located in the middle of the arabian Gulf. Bahrain is one of development countries. In Bahrain there are many things which attract for example there are many gardens in many places. **And** there are many ports in it. There are temples in Bahrain, eg, in A'ali there is archeological graveyard. The people who lives in Bahrain participate (helpful **and** are cooperative) to other people who is come from other countries. **And** in Bahrain if you like to visit any place you'll find the transportation between (at) your hand. **And** if you want to get any information about any thing you can ask any citizen in Bahrain.

8.6.1

Analysis of Text Cohesion

The shadowed words are cohesive ties by reference . They are only personal pronouns and definite articles. The bolded words in the text are cohesive ties by conjunction. The italicized words are cohesive ties by lexis. These are repeated lexical items. Other types of lexical ties such

as superordinates and the class of general nouns will be indicated whenever they appear in the text.

8.6.1.1 Cohesion by Reference

The only personal pronouns used in the text are you which is repeated 4 times but is naturally employed in the text. The definite article the is less observed in this text compared with the Arabic and English ones analyzed in this section. In sentence one, the definite article is erroneously used as the indefinite article a could be substituted.

Example 8.15

Bahrain is one of the country / Bahrain is a country

8.6.1.2 Cohesion by Conjunction

There are five additive conjunctions in this text. Four of these are unneeded as they are sentence initials (See sentences 1, 4, 7 and 8). This indicates the linguistic influence of Arabic (see 6.1.6). There are no other types of conjunctions in the text.

8.6.1.3 Lexical Ties

The text has a great amount of repeated lexical items. There are 7 occurrences for the word *Bahrain*. In sentence 1 *Arabian Gulf* has been repeated twice in the same sentence. The following words have also been repeated *people*, (2), *other* (2) *many* (4), *any* (4) . The writer also used the class of general nouns and superordinate as lexical ties as in the following lists:

Example 8.16

*citizen temples, graveyard, archeological
participate, helpful, cooperative*

In addition, some parts of the text could be more economically manipulated if repetition is avoided. For example, sentences one and two could be combined into one short sentence instead of two long ones e.g.,

Example 8.17

Bahrain is one of the country in Arabian Gulf and located in the middle of the arabian Gulf.
Bahrain is one of development countries.

The two sentences could be reduced into the following sentence:

Bahrain is a developed country in the middle of the Arabian Gulf.

Table 8.6 below shows the frequency of cohesive devices. It shows total deficiency of ellipsis and substitution. Absence of ellipsis and substitution may reflect the tendency to repeat lexical items abundantly.

Table 8.6

Ref.	Sub.	Ellip.	Conj.	Lexis	Sent.	SL.
15	0	0	5	28	8	15

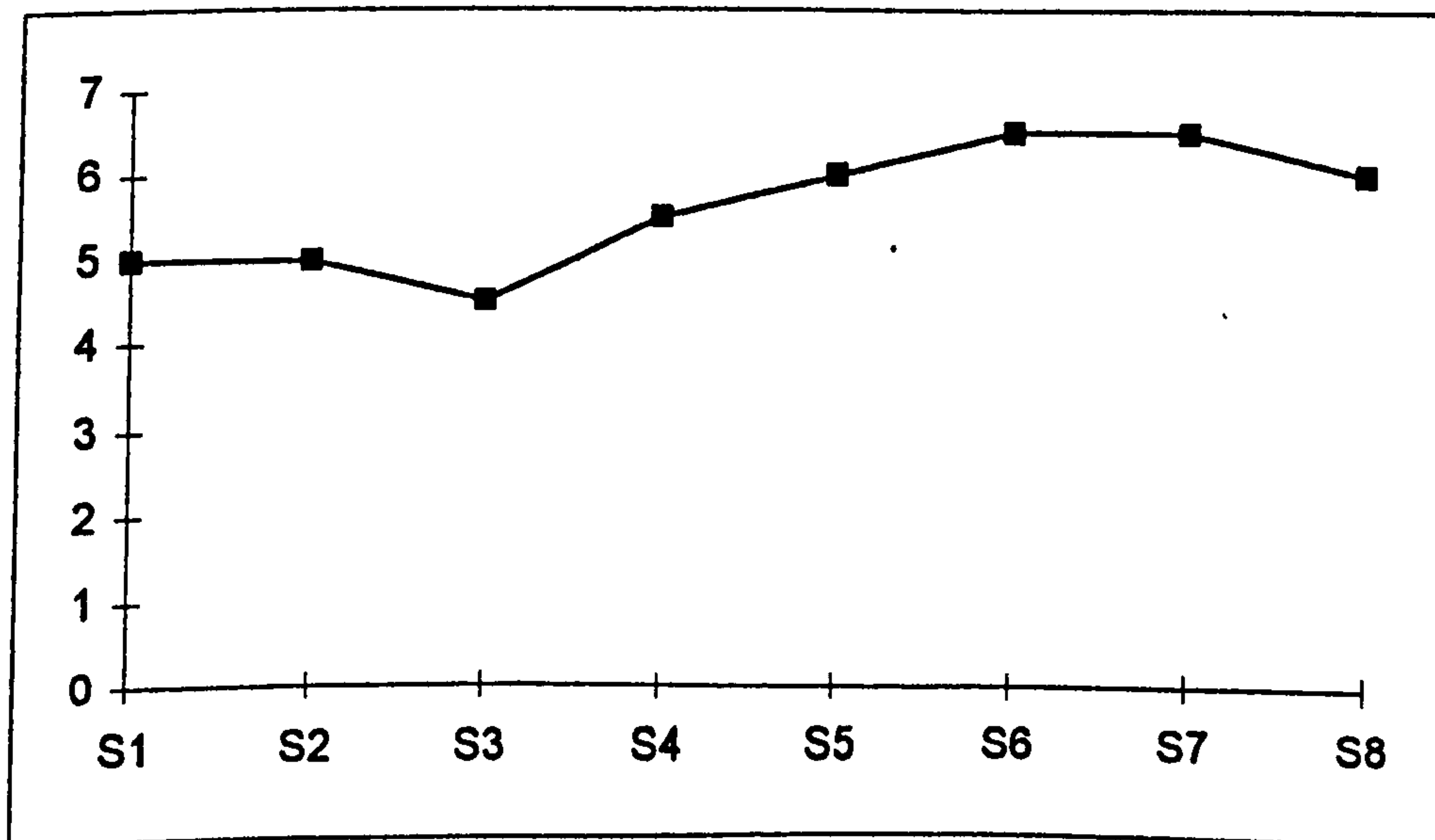
8.6.1.4 Topic Development in Text 14-E

The text lacks clear statement of purpose, it does not develop in depth nor does it have a clear organizational plan as is the case with text 13 -A. In addition, it does not have logically ordered ideas, and supporting details are not effective as they do not assist thought to flow smoothly and steadily from beginning to end. The text is abundant with parallel constructions as in the following examples:

Example 8.18

there are *many* gardens in *many places*. And there are *many* ports in it. There are temples in *Bahrain*, eg, in A'ali there is archeological graveyard.
Finally, the writer shows feeble awareness of genre appropriateness.

Graph 8.6
TEXT 14E



The 6 texts that have been analyzed give us various indications related to cohesion and topic development. Most important of these are the following aspects:

1. Text cohesion in Arabic influences the mode of building text cohesion in English. There is direct interference at the cohesion level and specifically in the areas of lexical repetition, use of reference and conjunctions and sentence length.
2. Text cohesion, coherence, organization and development are interrelated and complementary. Any weakness in one of these factors weakens these features and affects textual affectiveness. For more texts and explanations on these features see appendix (5).

Chapter Nine

Discussion of Results

9.1.1 Introduction

In the previous chapter the analysis of texts in terms of MTD, cohesive devices and text structure and organization was presented. This chapter is logically linked to the previous discussions on Arab culture (chapter four), Arab rhetoric (chapter five), and the nature of the sentence in Arabic, the difference in the functions of cohesive devices in Arabic and English (chapter six), and the opinions of the Arabic Department Staff ADS on students' performance in writing in 7.2.7.1.

The discussion in this chapter is devoted to a presentation of the results of the total findings in the study. The discussion will concentrate on the findings concerning the MTD, cohesive devices, text structure and organization, factors contributing to text incoherence and deviation such as repetition, influence of Arab rhetoric and cultural thought patterns, the preferred communication mode by students, lexical items and use of metaphors, planning, and revising strategies and finally the influence of Arabic sentence patterns.

Prior to the commencement of the discussion, it should be pointed out that almost all the elements that lead to incoherence, textual deviation or weak structuring and poor ordering of texts are interrelated in one way or another. The plan for this chapter then will be: first, to

recapitulate the general findings related to the application of the MTD framework; second, to discuss the findings related to the analysis of cohesion using Halliday and Hasan's taxonomy of cohesive devices; third, to discuss the impact of Arabic sentence and Arab culture and rhetoric on students' performance in writing in a general manner; and, finally, the discussion of the results of the interviews made with the Arabic Department Staff ADS will be displayed. This plan will allow the researcher to tie all elements investigated here in a more logical manner according to their significance. The researcher will provide reference to various examples and illustrations from chapter eight according to the points discussed.

9.1.2 **General Findings**

The major factors that affect students' performance and lead to general weakness in their writing in both Arabic and English are attributed to:

- 1 cultural and rhetorical factors such as mode of persuasion and argument; the preferred mode of communication in students' writings involves topic shift, repetition, parallelism and paraphrastic strategies. These factors are related together as shall be demonstrated in 9.4 and 9.5.5.
- 2 pure linguistic factors such as impact of Arabic as to sentence length, lexical derivation, overuse of nominal over verbal types of sentences, use of couplets and cognates, misuse and misunderstanding the use of cohesive devices in both languages, and the abstract nature of the sentence in Arabic.
- 3 lack of training in writing and writing related

activities and styles at the educational and professional levels (this involves training on ordering, organization and development of texts).

- 4 insubstantial exposure to reading materials and general information. This is witnessed through the superficial arguments and lack of decisive and specific details that may convince the reader of the writer's point of view. In addition many of the errors are clearly related to lexico-grammatical level of proficiency.

The following section deals with major findings according to the research hypotheses in 1.3.6.

9.2 Findings Related to the Research Hypotheses

9.2.1 Discussion of the Findings Related to MTD

In 1.3.6 it was indicated that incoherence and textual deviation features in the writings of orientation students in Arabic and English are caused by weakness in the development, organization and control of topics. More specifically, topic shift is more frequently observed in the genre of argumentation and analysis than in the genre of travel brochure, ie, students perform better in the genre of travel brochure than in the genre of argumentation and analysis. In addition, weaknesses in the writings of students in Arabic are reflected in their performance in English in the same genre.

In 3.2.1 and 3.2.2 the researcher presented an argument on the need for developing the MTD, its mechanics, applications and shortcomings. In 7.3.4 the researcher applied the measurement to a group of informants and the

results of the informant test are presented in the same section. In 8.1 and 8.4 six representative texts were analyzed and presented in terms of MTD for both Arabic and English. The following section is a brief discussion on the main findings of the application of the measurement.

- 1 The major result that the MTD has realized is the fact that analysis of texts at the sentence level will reveal a reasonably rigorous evaluation of the text in terms of coherence and textual development. The graphs in chapter eight and appendix 5 indicate where the real weaknesses of each text appear. This indicates the necessity to consider the sentential topic, ie, the subtopics that make up the discourse topic. The analysis also showed the significance of the semantic aspect of textual units which is an essential aspect of the MTD.
- 2 The measurement has also revealed the significance of the movement of the main topic within the boundaries of subtopics. The subtopics of the text determine to a great extent the line of development and coherence.
- 3 It is possible with the use of the MTD to investigate the text and analyze it developmentally as to its introduction, body and conclusion through a more systematic and semi-scientific approach.
- 4 The problem of subjectivity in the marking of the text in terms of MTD will be minimized because the informant or the marker will be assessing individual components of the text in relation to the whole and will try to justify his impressions in a more scientific way. This is so because the marker will be

bound by rigorous criteria.

- 5 The application of the MTD on a large scale may reveal the development of the thought patterns of different writers and hence educators may avail themselves of this by developing writing materials accordingly.
- 6 The weak point in this measurement is that it is time-consuming, but later this aspect may be controlled by better application and practice.
- 7 It is easy to designate the weak points in the text from its graphical representation (see all the graphs in chapter eight and appendix 5).
- 8 In future studies and after an extensive application of the MTD to various texts the researcher hopes to obtain certain results that may show the cultural aspects of texts and prove or disprove Kaplan's (1966) contrastive rhetorical approach.

Having studied all the graphs carefully, the researcher found various patterns related to introduction and conclusion of each discourse topic. These patterns can be summarized as follows:

- 1 A Falling Introduction and Conclusion: some texts exhibit a tendency towards shifting from the main line of argument in the first sentence. The shifting is marked by the falling line of the main argument. In parallel to this, there is a falling line in the conclusion (see in particular Texts 1-A, for the Arabic texts and 5-E and 10-E for the English texts).
- 2 A Falling Introduction and a Rising Conclusion: this

pattern is characterized with a shift in the introduction and a rise in the conclusion. This is most clearly manifested in Texts 10-A, 8-A for the Arabic texts and 4-E, 8-E, and 11-E for the English texts.

3 A Rising Introduction and a Falling Conclusion: this pattern is clearly observed in Texts 3-A, 5-A, 6-A, 11-A and 13-A, for the Arabic texts and 5-E, 9-E and 13-E, for the English texts.

4 A Rising Introduction and Conclusion: this pattern is the least noted among all texts. It is clearly observed in Texts 13-A and 15-A for the Arabic texts and 5-E and 13-E for the English texts.

What may be deduced from these patterns is that concern should be given to the organization of texts in general and attention should be focused on individual parts in texts, ie, composition teachers in both Arabic and English should spend more time on teaching students how to write introductions and conclusions. This is a vital area in text writing as success in writing the introduction will surely permit students' thoughts to flow smoothly. In the course of teaching composition and writing related materials, the researcher noticed that students spend nearly half their time thinking of how to start their composition. The start is very important as it gives a push forward. It also defines the line of thought that must be followed and developed. In addition, directing students towards making sound conclusions indicates students' ability to make judgements and be concise and direct.

As to the body, it has been observed from the graphs in

many of the texts that there is a serious problem in its development in students' writings. Many graphs show a sharp curve-like in the development of the body in texts. Some texts show parallel lines of fall and rise in the body sector.

9.2.2 **Text Deviation and Topic Shift**

It was pointed out in 8.1, 8.4 and appendix 5 that many of the students' writings display a high degree of deviation and topic shift. This has been substantiated by the number of examples in the same sections. Many of the texts display a certain degree of deviation and topic shift. Except for Texts 5-A and 6-A all the other texts in the Arabic section have a variety of subtopics discussed.

Two elements reveal the great degree of deviation in texts: first, the analysis of each text into subtopics, and, second, the investigation of the semantic element of sentences in relation to each other. A cursory glance at the topic of some sentences in relation to the discourse topic shows the distant relationship between one subtopic and another.

In this case and due to lack of relation between subtopics, the movement from one topic to another becomes abrupt. Topic shift has also been affected by the length of sentences and by a misapplication of cohesive devices. Many of the cohesive devices that join different subtopics look amputated and disruptive to the main line of argument in the text. In Text 1-A, for example, the use of *fa* and *wa* in the first three sentences is unjustified and erroneous because of lack of relevance between the three subtopics. The same thing applies to sentence fourteen and *this depends on the friends* where the demonstrative and the

conjunctive are illogically used. Matching the subtopic of each sentence with the proper cohesive device used for the ensuing sentence or sentences in many of these texts indicates that sudden shift in topics is a substantial problem. In addition, lack of relevance (see Grice 1975) which is essential to coherence becomes a primary factor for topic shift. Sperber and Wilson, cited in Hatim and Mason, emphasize the importance of relevance in communication as attention is always attracted to communicative acts which are relevant during the process of communication:

To communicate is to claim an individual's attention, hence, to communicate is to imply that the information communicated is relevant (1990:95).

The findings that have been arrived at in this respect suggest the importance of considering topic unity which can be achieved through relevance, ordering devices and organization (see 2.3.2.1). The sudden shifts and abrupt exposition of new issues are best exemplified in the upward and downward movements in the MTD graphs.

One reason for topic shifts in students' texts is caused by sentence length and, as explained before, by the expansion of the rhematic part of the sentence to such an extent that makes the topic difficult to recover or control (see 2.3.1.2.2). In addition, overuse of personal pronouns overloads the text with many references and weakens the degree of text coherence. They further break the link between different subtopics. The other reason for such shifts is due to the manipulation of the spoken mode in texts which will be discussed in 9.2.9.

9.2.3 Discussion of the Findings Related to Text Structure and Organization

In 8.1 and 8.4 the analysis of texts is made at the structural and organizational level. It is found in almost all texts, except for the travel brochure texts, that they lack proper and logical structuring devices. The justification for this weakness is attributed to the following:

- 1 there is a direct transfer and almost literal translation of text structuring strategies from Arabic into English. The general statements in the introduction, lack of specific and decisive details as well as lumping of information in one subtopic are all characteristics of text structuring devices manipulated by students because of lack of training and strategies. All these things, though may be exhibited in students' writings should be amended by extensive training in both languages. The researcher believes that some teachers may ignore these features at the expense of having students produce eloquent, flowery and resonant words and sentences.
- 2 poor training in topic development and logical organization of ideas. Smithies points out that:

The logical ordering of ideas presupposes a whole background of analysis and rationalization, which few students in third world countries receive... . Students need much help in the sequencing of topic points, and great attention needs to be given to thematic development (1981:369).

- 3 there is a general weakness in the construction of texts at the sentential subtopic and the discoursal

topic and in the observance of grammatical rules in general. It is logical to assume, then, that if there is a weakness in this area, it will prevail in the whole text. Such a weakness is not only obvious in the English texts but also in the Arabic ones.

- 4 there is further no innovation and creativity in style which permit the writer more freedom to design text structure and convince the reader of the power of its content. Halliday comments on the concept of creativity in the following manner:

Creativity does not consist in creating new sentences. It consists in new interpretations of existing behaviour in existing social contexts; in new semiotic patterns, however realized...
. I think the creativity of the individual is a function of the social system (1974 :117).

At a simpler level, the structure of the basic units of information is not even observed. In the analysis of some texts in terms of theme rheme and information structure (see 2.7.1, and 2.8.1) the researcher observes that in most cases students expand the rhematic part and develop it in a way that coerces them to forget about their main theme (this is also related to sentence length in the previous discussions). It is clear from the length of individual sentences that information is not easily distributed or even retrieved due to its length. As Halliday (1970 :354) points out, it is difficult to exclude information distribution and its structure from the total organization of the text since information units are linked to the rest of the text. The poor organization and structuring of texts could well be witnessed in the illogical relations between sentences, the haphazard nature of presentation,

the absence of cues and in the weak elements of sequential organization.

9.2.4 **Text Structure and Frames**

Related to text structuring and organization is the concept of framing strategies which results from the writers' different conceptualizations of a writing situation and particular options about definite content. The term frame refers to the structure of units that provide a context within which individual speech acts are coherent parts. According to Bracewell et al, cited in Witte and Cherry, regulating and framing processes that govern the structure, content, and direction of conversation also figure importantly in the comprehension and production of written discourse. They state:

In comprehension of written text, it is principally the text structure that has to support the reader's comprehension, and in writing, the text structure is the principal means for expressing a conceptual structure or frame. Viewed somewhat more deeply, the reader must use the text structure to infer a writer's conceptual structure, and a writer must produce a text that is able to sustain a reader's inferences about the underlying conceptual structure. (Bracewell et al, 1986: 148-9)

Witte and Cherry (1982:135) identify four framing strategies used in composing descriptive/informative discourse. They are: the narrative, the sequential, the locative and the descriptive (see 2.5.1 and 2.8.4.1). This is why locative and temporal frameworks with which coherence is built are deficient in students' texts. The analysis of the texts in this study shows that students lack the ability to use chronological, sequential, cause

and effect frames in the analytical genre. In certain cases, as in Text 8-A, students showed awareness of the importance of presence of frames but were unable to utilize such awareness successfully. It is therefore believed that students should be enlightened as to the importance of the presence of frames as they may contribute to the building of text coherence and topic development. In addition, the researcher believes that such frames may work as boundaries that may halt students unconscious rush for deviation.

9.2.5 **Conceptual Scheme of Organization**

The conceptual organization is indicated by paragraph breaks and use of several key phrases which serve to organize the information in these paragraphs around goals, ie, to start, to proceed, once, finally, etc. All of these elements are inadequate in the texts and obviously there are no indirect devices to identify the various components of texts.

Failure to comply with the inherent scheme of conceptual organization of the genre of analysis and argument in these texts is attributed to the great burden exerted on the subjects of the study who lack training and who are poor writers in the native language. This scheme of organization is inherent in texts according to their genres. For example, a narrative text has an inherent scheme which employs tense, chronological ordering of events as major organizational features. On the other hand an analytical text employs cause and effect as a basic organizational strategy or what we may term as the infrastructure of the text. The only noticeable difference in text structure and organization is the one observed in the writing of the genre of travel brochure texts. These

texts have inherent structuring devices and their structure is governed by the adopted genre. The geographical location and related information provide the writer with the ability to move and orient the reader as to what to expect. Similarly, topic shift and textual deviation in the genre of travel brochure are minimally observed because the genre itself is self-contained and structured. It is similar to scientific texts where unnecessary information is avoided and the impersonal tone is preserved. One could clearly relate this acceptable structuring to the fact that students are familiar with what they are writing about. This familiarity with the subject matter saves their thinking capacity and allows them to use it elsewhere in the realm of text production. Yet the genre of analysis which by nature has its own structural entity provides the writer with a good conceptual scheme of organization that reflects sound structure and reasonable progression of textual development. Furthermore, in the analytical texts the organization and structuring devices of texts are dependent on the writer to synthesize and organize them as they are self-sustained and self-organized. This burdens the writer's thinking ability as he must choose the proper framework to the text as well as the appropriate ordering strategies. Failure to do so and failure to establish a context, as is the case with many of the texts in this study, will eventually produce texts that are essentially lists of unordered details (see 2.7.2, 2.3.2.1, and 2.5.1).

9.2.6 Use of Stylistic Organizational Features

The researcher has observed that in certain texts the writer attempts to create coherence with the use of a stylistic organizational feature such as the use of cause

and effect or the use of ordinal or cardinal numbers to tie the various sentences or subtopics together. While this could be an effective method of linking various organizational features together, students failed to do so because they either forgot to state these linking devices clearly at the beginning, ie, in the thesis statement such as:

Unemployment is caused by the following reasons: First, second, third... etc.

Or they assume that the reader knows the first point and therefore he or she is discussing the second point (see in particular Text 12-A).

9.2.7 **Genre Awareness**

It seems that genre awareness is a significant factor in determining coherence at the sentential and discoursal topic. Unity of the subject matter under discussion and absence of personal involvement and bias, which are characteristic of literary and subjective writings, is reflected in the genre of the travel brochure. Some of the texts seem to be strongly linked, and coherence is reasonably justified due to the specificity of the genre of text. In Texts 5-A, 13-A and 5-E, coherence is achieved because of the nature of organization or the frame created by the text. The geographical informative tone of the text helped in creating unity through the tour around frame created by the writer (see 2.3.1.2 and Bamberg (1983:423:427)). The only weakness in the texts is caused by the sudden shift from one topic to another.

Upon analysing the texts in chapter eight, the writer has observed the following factors that influence genre

awareness:

- 1 erroneous use of personal pronouns (see Texts 8-A, 3-A and 3-E).
- 2 repetition either through use of referential pronouns or lexis and too much explication as in the following example .

Example 9.1

Reading is important for everybody for man, womens, kids, youngs, puplies,for all human begin

3. Inability to process and understand as well as lack of training in structural and organizational devices that correspond with the genre of text and weak training in the development of subtopics into a discourse topic. The following example best illustrates this point where the student is supposed to use the structural and organizational features in the genre of exposition as a means to build an effective text but fails to do so because of poor training in writing.

Example 9.2

There are many libraries in Bahrain. In Bahrain there is to many libraries in Bahrain and people like libraries special school children . Some libraries and there is some staff working there to help peple to no how to yse library... the school must but some libraries for the children to make them a good read and taking. In manama there is a public library and she is best or good library she has more books . In this years the libraries in good than before old years now she boat (bought) TV and Vidio.

- 4 lumping of irrelevant information (see Texts 10-A and

9-E).

5 use of contrasting views as a frame to present the argument (see Texts 11-A and 9-E). This is a method that students employ in certain genres like argumentation and analysis.

6 linguistic and conceptual handicaps (see Texts 10-E and 7-E).

The researcher has observed that many of the texts that are analyzed show unawareness of the genre of the text. It is important to make students aware of such requirements in writing. This may prepare them to be stylistically aware of genre differences and may enlighten them towards recognizing the degree at which they are permitted to be personally involved in the text as well as the manner with which they may successfully present their views without imposing their judgements and values. In many of the texts, a subjective tone and attitude of the text writer distorted the spirit of the genre of the text and the intended discoursal message because of a clash of insights and expectations between the reader and the writer (see 2.3.1.2.5). Genre, like frame, imposes its internal rules and guides the writer towards achieving an acceptable message.

In the following section a discussion of the conversational mode as a factor that causes incoherence in texts is presented.

9.2.8 **Conversational Mode**

In most of the Arabic texts the spoken mode is dominant. This violates an important factor in textuality which is

the appropriateness of the communicative mode. Halliday's book (1985b) on spoken and written language summarizes the differences between spoken and written language in a comprehensive manner. Martin has also pointed out some of these differences in the following manner:

Writing is often characterized as impersonal. Speaking and writing make use of complex linguistic patterns, although the complexity tends to be of different kinds. The complexity of speaking tends to be grammatical - very long sentences may well be produced once speakers depart from the rapid-fire repartee and take a longer turn, with clause added to clause in a complex array. In writing, on the other hand, the complexity is lexical - large numbers of content words are typically packed into a single clause, making each clause a mouthful to consume; grammatical relations between clauses in writing are usually very simple (1985:21).

Sa'adeddin also emphasizes the importance of appropriateness of the written mode to texts in the following manner:

Native English receivers reject some presentations written by native speakers of Arabic producers because of the aural mode of text development. The negative effect of the transfer of these textual habits specific to the Arabic language community to texts in written English is the result of the confusion in application of the conventions of different mediums. The end product is sociolinguistic misunderstanding (1989:39).

The researcher shall limit the discussion of the effect of the spoken mode in writing to two distinctive phenomena for the texts analyzed in the following sections.

9.2.8.1 The Exhortatory Nature of Texts

In most of the Arabic texts a tone of exhortation prevails. This tone is misplaced in these texts since communication is aimed at presenting an argument and analysing a phenomenon. It violates the reader's expectations as he or she wants to decide whether something is right or wrong and what is hoped to be done. The reader expects certain limits, cues and a certain degree of orientation within the realm of the text. He does not expect a sermon because this is not its place. All these disappointments affect the degree of the reader's acceptance and hence relevance of the communicative act conveyed to him or her.

The problem is further augmented by the strongly overstated tone of the writer and the imposition of solutions and opinions rather than facts and cleverly disguised convictions. Martin clearly comments on this fact attesting to the importance of the distinction between written and spoken mode in communication:

The traditional name for *Exposition* that 'persuades to' is Hortatory. ... In general, in our culture, Hortatory texts are either spoken, or if written, exhibit a number of the characteristics of spoken English. Analytical texts, on the other hand, tend to be written, and if spoken, to share many of the features of written language (1985:17).

In appendix (5) , Text 2-A, the middle of the text reveals that it is composed of a series of hortatory statements. Text 7-A, for example, shows no conceptual ability towards structuring because the number of shifts affected the basic design of the text and rendered it a piece of hortatory statement. Texts 10-A, 3-E, and 1-E, reveal weakness in structure, and organization as well as in writer reader

orientation due to overuse of conversational tone. Finally, in text 15-A the writer shows how involvement through use of vocative pronouns and first person plural pronoun reveals a tendency from the writer's part to use conversational mood in presentation which might be acceptable if used to a lesser degree (see also the discussion in 5.3.2.4.3 about rhetorical styles employed in Arabic).

9.2.8.2 The Improvised and Quick Production of Texts

The spoken mode is also clearly observed in the improvised nature of texts. It is most noticed in the absence of a structuring and organizational framework in texts, in the diversity of subtopics presented, and the long and uncontrolled sentences that clearly confirm this weakness. One is always forced to produce quickly when one is communicating orally. On the other hand, one has enough time to collect one's thoughts and conceptual capacity in a writing situation rather than in oral communication, as Smith argues:

It is only in a writing situation where so many of the external props are removed (no gestures, no listener, no objects in the room, etc) that one is forced to concentrate on perfecting one's mastery of the language system to provide the adequate means for communicating something in the target language (1976:19).

To conclude this section, one further weakness in students' inability to produce coherent texts lies in their failure to establish a context, to select an adequate organizational plan, to understand the relationships among their ideas and to give information about the topic or to organize the details adequately. The analysis of texts

reveal that students employ four basic devices to secure text organization: use of cohesive devices, parallel constructions of sentences, repetition in general and writer reader orientation through informal communication.

In the following section the discussion is devoted to the results of impact of cohesive devices on text cohesion and coherence.

9.3 Discussion of the Findings related to Cohesive Devices

9.3.1 Introduction

In 1.3.6.1 it was mentioned that incoherence and textual deviation features in the writings of orientation students in Arabic and English are caused by improper application and use and lack of variation of proper cohesive devices. In addition, texts that lack adequate and proper variation in the use of cohesive devices exhibit more repetition and redundancy. More specifically:

- 1 Students transfer Arabic patterns of cohesion to English when they write and develop their sentential topic to textual topics. To render their texts cohesive, they freely use referencing, additive conjunctions and lexical repetition
- 2 They avoid using substitution and ellipsis devices as these are more difficult and require more precision.

In addition, many factors are involved and lead to the problem of incoherence in Arab students writings in both Arabic and English at the cohesion level. Among these

factors are: misunderstanding the concept of sententiality and paragraphing as a group of sentences that develops one main idea or topic, misunderstanding the functions of punctuation marks; lack of proper training in writing; overuse of co-ordinate conjunctions; repetition of lexical items; lack of proper writing strategies; colloquialism; faulty choice of proper communicative mode in writing; and differences in cultural thought patterns (see 5.4).

In the following section an explanation of some of these factors will be discussed at the cohesion level in relation to text coherence. The previous factors will not be discussed in detail but the most significant findings will be reported as the relationship between them is very strong and clear.

9.3.2 Cohesive Devices

The analysis of cohesive devices (see chapter 8 and appendix 5) suggests that students failed to vary such devices. Tables 7.3, 7.4, 7.5, 7.6, 7.7 and 7.8 demonstrate the overuse of conjunctions, references, and repetition of the same lexical items. These findings also demonstrate failure in use of ellipsis and substitution. These support the previous hypothesis as far as this study is concerned. The question is what effect failure in the use of certain devices and overuse of others will have on text cohesion and coherence and what are some of the problems that cause this feature. The researcher will attempt to answer these questions by relating this issue and sentence length together as they are closely interrelated. Reference will also be made to topic shift as an outcome of such manipulation (see 9.2.2). In the various texts that are analyzed in this study many cohesive devices have been used but this does not prove that all the

texts are therefore coherent (see Halliday and Hasan 1976).

In this respect Carter observes that:

Counting cohesive devices will not explain why some pieces of writing can be perceived to be better organized than others (1987:95).

The basic result of the findings of the analysis in this respect is that success in the use of cohesive devices must be controlled through semantic and logical manipulation and variation of cohesive devices. On the other hand, concentration on the use of certain devices suggests that this is the easiest method students resort to in order to create a feeling of cohesion and coherence in their texts. It also suggests that their syntactic ability is limited and deficient (see in particular 8.4 Text 4-E, and appendix 5, texts 1-E and 2-E). Kharma and Hajjaj (1989:111) relate the problem of overuse of coordination rather than subordination to the fact that Arab grammarians do not make a special distinction between coordination and subordination in the way this is dealt with in English. The result of such emphasis on coordination rather than subordination, as Yorkey (1974) cited in Sa'adeddin sees it, causes Arab students to underestimate the importance in English of the distinctions between cause and effect, real and unreal conditions, and main ideas and supporting ideas. Hence, the discourse topic, the ideas, the paragraphs and the whole text in general become disconnected, incoherent and boring, and progression of ideas cannot be easily detected.

Similarly, Kaplan (1966) points to the fact that 'maturity of style in English is measured by the degree of subordination rather than coordination'. This, in the researcher's opinion, is why some Arab students find it difficult to support their arguments with facts and claims

and counter claims that can progress and develop smoothly.

Furthermore, in many texts in Arabic, except for introductory sentences, the beginning of the sentence must start with an additive conjunction the *wā* (and) or the *fa* (as a result or in sequence to) or other particles (see the translated texts in Appendix 4). The insertion of such particles is part of the semantic and syntactic constraints in Arabic (see 6.1.3.2.2 and 6.1.6). Thus the additive conjunction in this case connects one sentence with its antecedent and serves as an alternative to some punctuation marks like the full stop or the comma as Kharma and Hajjaj (1989:107) suggested.

It has been noticed that students are unable to manipulate cohesive devices correctly and logically which is an indication of their inability to link their subtopics in a logical manner. The use of causative cohesive devices is sometimes used instead of resultative ones (see appendix 5, Text 9-A).

Example 9.1 Also TV is considered a source of knowledge
 and therefore it provides us with
 information about all the world and
 therefore we can see what goes on in the USA
 in that moment without boredom or tiredness
 and therefore it saves our efforts.

Weakness in the use of limited and invariable types of cohesive devices is also an indicator of students' weakness in writing syntactically complex texts. Therefore, in chapter ten the researcher proposes a solution to this problem by devising a method to secure coherence through unity of topic and unity through semantic relation.

The fact that the findings in relation to use of cohesive devices are similar in both Arabic and English texts, though the ratio of English cohesive devices is less, indicates a transfer of training or a mere translation of these devices. This in itself supports hypothesis 1.3.6.2 .

The other important feature of this problem is the question of repetition which will be addressed in the following section.

9.3.3 **Repetition**

Repetition of lexical items as observed from Tables 7.3, 7.4, 7.5, 7.6, 7.7 and 7.8 suggests that there is a problem at the connecting level and another at the substitutional and reference levels. Instead of referring to nouns and actions students tend to repeat the same lexical item. This can be attributed to weakness at the referential level and influence of mother tongue and rhetoric (see Al-Jubouri 1984:99). Koch attributes repetition in Arabic to the nature of persuasive discourse. It becomes rhetorically effective through paratactic repetition. An idea is made believable by being stated, restated and paraphrased. She observes:

Arabic authors use a great deal of coordination, and very little of the subordination which is so highly valued in English persuasive writing. Arabic modificational syntax is also characterized by the paratactic juxtaposition of items. Adjectival modification with adjectives and certain relative clauses, as well as adverbial modification with cognate accusatives and *hal* clauses, all involve structures which are appositive in nature, juxtaposing items from the same syntactic category (1983:85).

She justifies the effectiveness of persuasive discourse in

Arabic by the choice of means to express propositions and by paraphrasing which is equivalent to presentation and use of visual metaphors and repetition:

Presentation makes things believable because it forces them into the affective field of the hearer and keeps them there. Repetition makes ideas present by keeping them in the here and now of discourse...and in visual metaphors speakers can suggest that ideas are affectively close by having hearers look at them or by claiming that they can be easily seen (ibid:91).

Some of the types of paratactic repetition, as she observes, are actually rooted in the syntactic structure of the language itself. Thus she states:

There are ways in which Arabic itself, and not just discourse in Arabic, requires paratactic repetition. In particular, the syntax of a number of kinds of verbal and nominal modification in Arabic is paratactic and is characterized by paratactic juxtaposition of ideas couched in parallel words, phrases and clauses. Repetitive juxtaposition works rhetorically by creating presence, that is, by bringing rhetorical claims into the affective present. Arabic modificational syntax is also characterized by paratactic juxtaposition, by apposition of terms from the same lexical or syntactic class (ibid:95).

In the course of analysis of texts, the researcher has found that the problem of repetition in students' texts is augmented by the following factors:

- 1 use of parallel constructions (see appendix 5, Texts 2-A, 9-A and 14-A) where it seems that the use of parallel constructions has also led to repetition of a pattern that rendered the text ineffectual, eg,

Example 9.2

Tu9tabaru albaHrain (Bahrain is considered)

wa Tu9tabaru albaHrain (And Bahrain is considered)

- 2 use of cognate couplets as in Text 14-E which is influenced by the employment of parallelism and use of cognate nouns and couplets (see the examples provided below):

Example 9.3

In every house \ in some house

In my opinion \ in the opinion of some

In this paragraph I write \ are shown in this
paragraph \ In this paragraph \ in my opinion \
in the opinion \ In this free time

Useful and good \ good and useful

Another times \ in this free time

useless \ useful \ useful \ and the useless
guidance \ right way

- 3 syntactic deficiency (see 8.4, Text 4-E, and appendix 5, Text 1-E).
- 4 overexplication (see appendix 5, Text 8-A. The writer in this particular text drifted in his explanation. For example, he or she used three sentences to explain what unemployment means, three sentences on what effect expatriates have on the economy, and three more sentences that are unsuccessfully used to support the argument of the effect of computers on unemployment in a detailed and boring manner. (see also example 9.1)

Certain examples from the culture suggest the influence it

plays on users of Arabic either due to syntactic constraints, rhetorical purposes and cultural and social level of communication. For example, repetition of greetings in Arabic is a continuation to the speech event which, if stopped, becomes a face threatening act (see Fernea's description of hospitality protocols in Arabic in her book *Guests of the Shaikhs* 1969 and Patai's 1973 description of repetition used by Jamal Abdul Nasser speeches). Repetition is clearly observed in bargaining in an attempt to reduce prices. It is also manifest in songs, poetry, and even the Quranic verses to serve different purposes; to confirm an idea, to secure continuity of speech acts, to convince the listener and to cause joy. In English repetition has been used successfully in literature as a rhetorical device in Julius Caesar's Antony's speech to the Crowd where he manipulates repetition to stir the public against Caesar's killers. (Act III.ii)

In Arabic repetition occurs because of certain syntactic constructions and constraints, ie, use of cognates such as *almaf9u:l almutlaq* (the absolute verb) which is used for emphasis by repeating individual lexical items and ideas; for example, *A problem of the problems, destroy destroyingly, and left and deserted*. It also occurs by semantic co-extension of lexis; for example, the word unemployment is extended to a problem, a phenomenon. The word TV is extended to a set, an apparatus, programmes, films and the tool. Richness and variation of synonyms in Arabic is another area that augments the problem. A donkey is said to have 51 names, camels, horses and swords have more than ten names each. Another reason is the fact that Arabic is rich with metaphors that, by time and usage, may become concrete lexical items.

In addition, lexical repetition stems from the nature of derivation in Arabic and the close relation between the different forms of the verbs and nouns which Jubouri (1984:102) terms as repetition of root. It also stems from the nature of reference and the desire to avoid ambiguity. As mentioned earlier (see 6.1.3.4) a single lexical item bears, other than the nominal or verbal markers, number and gender which function as a distinction device. Reference therefore is not simple and in many cases, as mentioned in the analysis of individual texts, causes vagueness and ambiguity which some writers attempt to avoid by repeating certain lexical items. The researcher considers this a weak strategy that overlooks the ability to use semantic and logical relations to create cohesion.

The danger of repetition in writing is that the writer's argument may become circular revolving around the topic several times without being able to define it and make it concrete. The other danger is in the writer's continual shift and reiteration of the subtopic thinking that he or she is adding something new. The problem is also augmented by the fact that the reader's interaction with the text is weakened due to a feeling of incoherence; thus he or she loses interest and desire to continue with it (see also the Arabic Department staff opinions on students performance and their weakness in 9.5.1). Lexical repetition in the writings of the subjects is assumed to be used less in English texts due to their limited background in English vocabulary and the nature of English. This could be witnessed through the shortness of texts and shorter sentences in English.

9.3.4 Conclusion

In this section, the major problems in the use of cohesive

devices, the origin of these problems and how repetition is its main cause have been discussed. It seems clear, at this stage at least, that most of the problems in text coherence can be attributed to repetition and therefore it should be studied and considered carefully when discussing texts written by Arabic-speaking learners. In the next section the findings related to the transfer of Arabic Sentence patterns is presented.

9.4 Discussion of the Findings Related to Transfer of Arabic Sentence Patterns

In 1.3.6.2 the researcher related the cause of incoherence and textual deviation features in the writings of orientation students in Arabic and English to the transfer of Arabic sentence patterns into English. Particularly:

- 1 there is a high correlation between the length of sentence and the genre of text; the genre of the travel brochure exhibits shorter sentences and higher rating than the genre of analysis and argumentation.
- 2 there is a high correlation between length of sentence and rating; the longer the sentence in Arabic and English the lower the rating of the text.
- 3 there is a high correlation between the length of sentences and topic shift. The longer the sentence the higher the number of shifts.

In 7.3.4.3 the researcher found that there is a low correlation between sentence length variable in Arabic and the general coherence score in the genre of analysis and travel brochure but a high negative correlation in the

genre of argumentation is observed. In the English texts, it was found that all correlation coefficient values indicate negative correlation with the sentence length and rating of texts, which correlation was made according to GCS and MTD variables. This suggests that sentence length has a negative effect on text rating. It also suggests that sentence length may be tolerated in certain genres and may not be permitted in other genres (see r-values in Table 7.10).

In 9.1.1 it was indicated that almost all the factors that lead to incoherence and textual deviation are interrelated. This is found to be true to a great extent and is clearly noticeable in the transfer of Arabic sentence patterns. The effect of this transfer is realized in topic shift, text development, structure and organization. It is also felt in the faulty manipulation of cohesive devices and use of punctuation marks. In the next sections, a discussion of the sentence factor on textual deviation and incoherence will be displayed.

9.4.1 **The Concept of Sentence**

The analysis of texts in this study revealed a striking result concerning students' concept of sententiality which is totally deficient. Apparently students are not aware of the importance of understanding the concept of sentence in a text as a unit of thought that communicates certain functions, develops in a certain manner and is tied to another string of sentences according to a specific convention. This lack of awareness is reflected in the lumping of sentences together, the loose and uncontrolled components of the sentence, in students' inability to be specific or be able to limit their discussion to tangible and eligible ideas, in the repetition of the same lexical

items and ideas which indicates that they are revolving around the same ideas and expressions. Table 7.10 demonstrates the average number of sentences per text in both Arabic and English and the average length of each sentence in terms of orthographic form. The table suggests that there is a direct transfer in this respect. This is realized by the similarity of the average length of sentences. Writing long sentences in this study is caused by:

- 1 direct transfer of Arabic sentence patterns without being aware of the differences between both languages. It is acceptable in Arabic to write sentences that are very long. Kroll and Schafer (1978:213), in this respect, assert that limited experience in communicating with people who do not share the same cultural experience is another source of general coherence problems.

The following examples are used to illustrate the preceding points regarding use of parallelism and cognate couplets in which patterns are transferred from Arabic into English and are used to augment the problem of repetition:

Example 9.4

They didn't have a guidance from their parents / So
the children must have, guidance from their parents,

Example 9.5

so that people derive, so people take

Example 9.6

In this free time/ another times in this free
time/ and their free time

Example 9.7

They see in the television the useful and the useless
films at the same time, they see in the television

Notice also Text 2-E, appendix 5 which is full of
repeated lexical items that makes it completely
difficult to follow up the writer's intentions and the
main line of argument, and 8.4, Text 4-E, where the
influence of the mother tongue can be clearly observed
in the writing of long sentences.

- 2 use of coordinate conjunctions as an alternative to
the full stop and overuse of the coordinate
conjunction *wa* which stands for a full stop in English
(see Sa'adeddine 1989 and Bar-Lev 1986) as well as
negligence in the use of proper punctuation marks.
- 3 the mental nature of the process of writing which
indicates that students do not think properly during
writing. They are just writing down sentences without
thinking about the relationship and functions of these
sentences to each other and to the whole text (see the
faulty references and the variety of subtopics in each
sentence in the analyzed texts).
- 4 lack of preparation and planning on the students' part
for the writing activities. Students do not even
spend enough time to think properly regarding their
choice of words, organization of ideas, and revision

of text. They also lack training in writing and research methods which is the fault of the educational system in general.

- 5 manipulation of the spoken mode in writing which is not confined by visual markers (Sa'adeddin 1989). Spoken sentences do not employ punctuation marks which help define sentence boundaries in Writing.
- 6 Arab rhetoric favours the aural-oral mode in many of its communicative occasions. Such mode employs long sentences because of the tonal features used instead of the visual orthographic symbols that signal a shift from sentence to sentence (see Sa'adeddin 1989 and the discussion on oratorical style in Arabic (5.3.2.4.3). Kroll and Schafer (1978) point out:

One explanation for general coherence problems in writing lies in a difference between reference in spoken and written discourse. She further adds "students whose spoken language depends heavily on the physical context may exhibit general coherence problems in writing. With situational props and opportunity for gestures removed, they egocentrically assume that the events or objects present in their minds are also present in the minds of their readers (1978:212).

- 7 teachers do not concentrate on text features as much as they concentrate on grammatical correctness and spelling mistakes in their teaching of writing skills (see Zamel 1985:84).

In the next section a discussion is made on the effect of SL on coherence.

Related to the importance of understanding the concept of sentence in the building of text coherence is the ability to exercise control over sentence length; a phenomenon which is not evident in students' writings. The following aspects directly affect text coherence as a result of writing long sentences:

- 1 the reader's interaction with the text is highly dependent on his or her ability to process the text without many difficulties exercised on him or her. One of these difficulties is linked to the reader's memory. Excessively long sentences do not allow the human memory to retain all the information and sentence features to be processed easily (see 2.3.1.2.2 and Beaugrande and Dressler 1981).
- 2 the reader's attention must be kept through a variation of short and long sentences otherwise boredom is created and the reader loses interest in what is being conveyed to him or her.
- 3 a heavy load is created as a result of rather lengthy sentences on both the writer's ability to produce, synthesize, and process ideas and their transformation into visual orthographic symbols and on the reader's visual and mental capacities to interpret them. This burden may break the intended discoursal communication and functions instead of continuing with it.
- 4 the fourth difficulty results from the writer's inability to choose proper cohesive and linking devices to join two long sentences that are overloaded with ideas and functions which require the use of

subordinate rather than coordinate conjunctions. This fact is absent from the subjects' minds during the process of writing. As a result, parallel constructions are observed (see Kaplan 1966 and Koch 1983).

The researcher attributes this factor to the following considerations:

- (a) students write long sentences because Arabic has such a tendency and that makes recoverability of certain information difficult.
- (b) students' writings exhibit different issues in the same sentence and that may confuse the reader or listener.
- (c) punctuation marks play a less significant role in Arabic than in English and if transferred they reduce text cohesion and coherence.

9.4.3 **Types of Sentences**

The second factor which weakens text coherence is the overuse of nominal sentences rather than verbal sentences. Halliday (1976) in this respect discusses the differences between verbal and nominal structures and contrasts them along two basic dimensions; a conceptual dimension of clause level transitivity and a communicative dimension of theme, or discourse structure. He observes that nominals have greater flexibility than verbals along both dimensions. This flexibility helps explain the importance of nominal structures in scientific and technical writing; they allow more information to be packed into single clauses and facilitate the signalling of links between

clauses. Thus, when the student is unable to manipulate proper cohesive devices he or she shall encounter the problem of presenting many details and pieces of information in one sentence. Furthermore, the employment of nominal sentences is not restricted to Arabic texts alone since English texts are full of sentences that manipulate the copula or auxiliary verbs which in their construction resemble the Arabic nominal sentences (see 6.1.3.2.2.). In addition, use of nominal sentences leads to increase in certain lexical items like modifiers and adverbials. Another factor related to the type of sentences is the amount of embedded sentences in the texts. Embedding is realized by the use of conjunctions and relative clauses which is clear in the examples given about sentence length (see appendix 5 Text 14-A, where the average sentence length in this text is 33 words, and Text 10-E, and the examples provided in chapter eight and appendix 5).

9.4.4 Overuse of Nouns and Adjectives

A corollary to the above factor is the overuse of nouns, pronouns and adjectives either through nominal sentences, referential links, or expansion of these sentences through relative clauses and embedding. In Arabic, for example, a noun undergoes many syntactic processes and is affected by almost all particles (see 6.1.4.4). By its nature, a noun is weaker than a verb because it does not assume any influence on other parts of the sentence. The verbs, on the other hand, extend their influence to other parts of the sentence.

9.4.5 Use of Passive Constructions

The other factor which weakens text coherence is the

vagueness created by the use of certain grammatical constructions such as the passive voice. The problem is caused by ambiguous reference to the agent which has not been previously mentioned such as *yuqa:lu* (it is said) where the pronoun it is not identified or clear to the reader. In Arabic use of *yajibu an* (it must be) , and the expletives *hunalika* (there must be), are sometimes used as passive constructions or are realized by reference to an indefinite pronoun using the indirect mood such as the reference to unspecific agent assuming that the reader knows what the writer is talking about. Such constructions do not indicate a clear relation that can accordingly determine coherence. In addition, a previous reference to the agent in these cases is not made and this leads to ambiguity. Use of pronouns in the passive construction to refer to the agent is not made and this is what causes ambiguity as in the following example:

Example 9.8

yajib an yatimma Hal almaidu:?

It must be made the solution of the problem

This as should be noted is only used in the Arabic texts because students' syntactic ability in English is limited. This is clear in Text 2-A where the writer is discussing reasons but is not able to relate them together in a verb form, eg, (The problem lies), or the use of *It helps* where the pronoun *it* almost refers to anything. The whole passive construction in Arabic is different from English and this difference causes some ambiguity as well as difficulty in referencing in a long sentence. The next section has other examples of the type discussed here.

The general and abstract nature of the sentence in students' written texts is another factor that weakens coherence. In Text 4-A, appendix 5, for example, the general reference to *good things* and *bad things* is left to the reader's imagination as to what these things are that the writer is referring to. This is affected by faulty referencing or reference to common and general ambiguous lexical items in the text. Almost in all texts there are no specific examples or details given to make the text seem concrete and logical. The problem is further augmented by the fact that many of the concluding sentences are either invocations, or hortatory statements (see Martin 1985:17 and 5.3.2.4.3). This form of invocation weakens the writer's ability to be persuasive and terminates the arguments unexpectedly as in Texts 1-A and 2-A.

Manipulation of lexis is also very weak, and this affects the strength of textual coherence at the sentence and text level. A casual examination of the texts reveals the deficiency of strong, or in Carter's term (1987) *good words* (see 2.6.1), in these texts.

The fact that texts are full of grammatical mistakes in both sections of the study is another indicator of weak linkage between different propositions. Syntactic deficiency reflects the whole structure of the texts too. The texts are full of grammatical mistakes in both languages and this must have affected the realization of grammatical function.

To conclude, it is important to note that several findings in this study support the contention that there is a general weakness in first language and this is transferred to second language. The researcher is also inclined to interpret students performance in English to have been better than Arabic texts if different variables are considered. Students with the circumstances mentioned in chapter one and 7.1.4.1 are supposed to perform well in Arabic as it is their first language. This interpretation does not mean that every Arab must be good in Arabic. It merely questions what is happening to those students at the educational level in Arabic in particular after spending twelve years in schools learning their first language.

On the whole, one must not exclude other educational factors such as lack of training and the presence of poor study practices (see 4.2.4 and 4.2.4.2). The researcher further believes that it is extremely difficult to be exact in defining coherence mathematically as there are a variety of factors that interfere and affect it. Among these factors is the question of style, genre, culture, rhetoric, choice of lexis, and level of grammatical accuracy. The researcher is inclined to support Al-Jarjani's views in achieving beauty in writing as another view of coherence as he asserts. The question of ordering and selection or in Carter's (1987) terms the selection of good words, the question of choice or in Berry's (1989) terms options and fronting are all essential factors that contribute to text coherence. These elements cannot be mathematically measured in isolation from the comprehensiveness of the text.

9.5.1 Discussion of the Findings of ADS Interview

In 7.2.7.1 a presentation of the questions addressed to the

Arabic Department Staff ADS during the interview is displayed. The interviews substantiate the preceding findings and explain to the reader certain weaknesses in the writings of Arab students in Arabic and the effect of such weakness on their performance in English and writing in general. In the following section the summary of these views will be presented.

9.5.2 **The Contrastive Rhetoric Approach (CRA)**

The CRA was summarized and presented to the ADS to validate Kaplans' views about Arab students' performance in English and the conclusions he made about Arab rhetoric.

The following comments were made against Kaplan's views:

- 1 Kaplan's approach lacks sound methodology since it was based on a very limited sample of students who were not professional writers or good representatives of their culture.
- 2 Kaplan made general statements about cultures and languages that have not been studied carefully and comprehensively.
- 3 Western concepts do not, in certain cases, apply to Arabic.
- 4 there are different styles that are suitable to one language but not to others. In this respect Kaplan's views were wrongly applied to Arabic.
- 5 the nature of sentence formation and construction in Arabic differs from English. Such differences may establish different styles and rhetoric when the process of transfer is carried out into another

language by students.

- 6 the majority of the ADS thought that Kaplan was discriminating against Arabic by inherently accusing it of being indirect or illogical compared to English which employs Aristotelian logic. In this respect, all the ADS emphasized that Arabic also employs logical and sequential thinking. Arabs, they said, wrote in many fields and in different areas.
- 7 Kaplan describes Arab rhetoric as parallelistic but this does not reflect the whole rhetorical aspects of Arabic. Arab rhetoric is a very large and expansive area. It is a science that has a long literary history.

9.5.3 Accusations made against Arab Culture

The following accusations were made against Arab culture. The ADS response will be reported and explained only.

- 1 Arabic is characterized by overemphasis on the psychological symbols at the expense of their meaning, thus resulting in general vagueness of thought, stereotyped emotional responses and overassertion and exaggeration.
- 2 Some orientalists and some Arabs who have been influenced by western civilization claim that Arab culture is a culture of form rather than content, that it emphasizes words over meaning, rote learning and repetition without understanding, discussion or analysis, that education is mere inculcation not researching, that the Arabs write in one sense but they mean something else, that there is a conflict

between the expression for its own sake and for the beauty of the language it contains without any consideration to the message it involves and between the pragmatic and practical values that emphasize brevity and exactness (see Barakat 1984).

The replies to these accusations are listed below:

- (a) the problem of form versus content was raised a very long time ago. It was caused by linguistic deterioration at the time when some rhetorical devices were overemphasized at the expense of content. Due to the nature of Arabic as a poetical language that employs a lot of music and figurative language, some writers and artists resorted to decorative language to show off their abilities to Caliphs. It should be stressed, though, that a great number of Arab critics raised many objections against the use of decorative language at the expense of content. It is also difficult to separate form from content. If a text or a work of art does not endorse a meaningful purpose then the form becomes trite and obsolete. The majority of ADS believe that Arab culture pays great attention to delicacy of expression which indicates artistic choice. If certain styles at certain times deteriorated, this does not justify the above accusation. Artists, furthermore, are not concerned with philosophy.
- (b) the problem of reliance of Arabic on rote learning and inculcation for teaching in general, and the results of such methods were recognized and justified at the same time. Rote learning is an old practice in the Arab educational history (see 4.2.4.2). It was part of preserving Arab and Islamic heritage because there

were no facilities to preserve poetry, the Quran and literature in general except through memorization in order to transfer them to other generations. Transmission of literature was made through oral aural methods. It is also practised to improve the learner's linguistic ability in speaking and writing. It is done at an early stage to form firm bases for linguistic competence. The poetical nature of Arabic makes it easy to memorize. It is unfortunate, though, the ADS claim, that it has become a general practice at later stages when creativity should have been encouraged. This practice is also encouraged by teachers who tend to be literal in their teaching and evaluation of their students who also resort to rote learning in order to get good grades.

9.5.4 Student's Writing Features and Errors

The ADS classified students errors in Arabic as follows: repetition, incoherence, poor organization, inability to analyze, shallow ideas, lack of subordination, sudden transitions, digression from the main topic, use of decorative language, overgeneralizing and overemphasis, lack of objectivity, copying and imitation instead of being creative, inability to research, poor grammar and punctuation marks. The researcher will discuss two major features in this regard as the rest are merely repetition of issues that have been raised earlier.

9.5.4.1 Repetition

In 9.5.4.1 a discussion was made of the question of repetition in students' writings as a major cause of incoherence in their writings. The arguments that the ADS have expressed in defense of the language and the rhetoric

will be presented in this section.

Arab rhetoricians consider repetition defective if it has no rhetorical purposes. The rhetorical purpose is made to emphasize the importance of certain elements or ideas in speech or in writing. In certain cases the writer wishes to show certain skills by saying the same thing in a different way. This method requires great mastery in rhetoric if a work of art has to be considered successful. The nature of Arabic which employs the oral-aural mode plays an important part in this respect. The Quran is rich with examples and stories that are told and repeated several times with certain rhetorical purposes. But such a device, they claim, is wrongly and unjustifiably used by students because of their ignorance of rhetorical methods or faulty imitation of certain styles and their unclear thinking.

9.5.4.2 Incoherence

The problem of incoherence is caused by lack of training in writing. Students are asked to improvise rather than to think deeply. They are also not told to follow certain writing strategies to enable them to revise and discover their weak points. The employment of the spoken mode in Arabic results in incoherent writing. Teachers also do not give enough attention to this area because they also lack training. In the following section the ADS explained the causes for students' problems in writing.

9.5.5 Causes of Students' Errors

The previous features and errors are attributed to the following factors: nature of Arabic, poor training, poor teaching methods, reading and writing materials, reading

habits and poor application of evaluation criteria and colloquialism. The researcher shall concentrate on a few of these aspects as they have not been covered before.

9.5.5.1 Colloquialism

Most of the ADS were intolerant of the duality of this aspect in Arabic. They consider it a very serious problem because of its effects on the future of Arabic. Informal or colloquial Arabic is threatening standard formal Arabic. There are more than twenty two major dialects in the Arab world and more than the same number of varieties. The use of informal Arabic has become a normal practice in schools, television, radio programmes, and theatres. The ADS claim that colloquialism is an inhibiting factor in mastering writing because of the conventions and complications involved in this skill. Ibrahim argues this matter and brings it to light as one of the causes of Arabic speakers' weakness in English:

Some Arab educators argue that diglossia puts the Arab learners at a disadvantage and adds to their learning problems (1977:162).

9.5.5.2 Lack of Creativity and Writing Courses

The ADS were explicit about the weak level of performance of Arab students in writing. They were also critical of the fact that there were no writing and creative writing courses similar to the ones offered by the English Department. The Arabic department offers only one research course prior to graduation. Some of the ADS indicated that they do some writing and ask students to write research papers but they are unhappy about their weak level and about the fact that students tend to copy from books. When asked about the question of creativity they indicated that

this aspect is rarely observed in students' writings because of their weak performance in the language. Creativity is also inhibited because of some educational practices which were discussed earlier (see 4.2.4.2). Mastering Arabic at a formal level, they added, is essential to creative writing.

9.5.6 Teaching Composition in Schools

Writing problems originate in schools because little attention is paid to train both teachers and students in rhetorical writing techniques and conventions. Sometimes mistakes and faulty techniques are transmitted to students through bad training. It can be said on the whole that writing skills are neglected and very little research is written on this area compared with what is written in English about the development of this skill. The ADS summarized the major problems that lead to poor results in the proper acquisition of writing skills as follows:

- 1 students do not choose topics themselves; it is the teacher who chooses for them; a matter seen as imposition of certain topics that may not appeal to students. Basic ideas, furthermore, are given by the teachers themselves which inhibits students' thinking.
- 2 at certain times students are asked to memorize topics assigned by the teacher or they are asked to write from books. Thus, topics are not thought of or discussed extensively. In certain cases students are given selected sentences and quotations to decorate their composition.
- 3 some teachers are not qualified to teach writing skills and are not familiar with rhetorical devices

and styles. In addition, they use the lecturing method more than discussion which allows for more communication, thinking and expressive ability (see Dhaif and Waineman 1993).

9.5.7 Conclusions and General Remarks

From the previous discussion the following conclusions can be made:

- 1 the CRA should be reconsidered to suit the purpose it was set for. A more scientifically based approach should be followed to serve the purpose of the study of the relationship between rhetoric, culture and language.
- 2 it could be seen from the discussions and opinions of ADS that the nature of errors in general could be related to training in thinking.
- 3 the problem of emphasis of the memory-based method at the expense of cognition is due to the ease of application, lack of enough reading materials and shortage of research on writing in Arabic. It is clear that such practice goes back to very early stages in the educational system. Furthermore, the practice is still applied and accepted informally due to the shortage of materials written on the development of creative thinking, and apparently what is written has been translated from cultures and languages foreign to Arabic without any consideration to the suitability of the materials to Arab culture.

In the next section a discussion of some strategies that are deficient in texts and lead to textual deviation and

incoherence will be reviewed. The researcher will mainly concentrate on lack of planning and revising strategies.

9.6.1 Planning and Revising Strategies

The overall impression of students' performance in this study is that it actually lacks two basic activities related to the writing process: planning and revising. Planning allows students more time to think about their intended communicative acts, enough constructive thinking to determine and select an appropriate frame and structured design of the texts and a chance to supplement and support their argument and discussion.

In no single text does the planning aspect seem to be appropriate for text construction. This is why information is scrambled, text structure is mixed up and the main topic is obscure. Raimes contends that the strategy of planning is transferred from first Language (L1) to second language (L2):

Studies showed that ESL writers use strategies similar to the ones used by native speakers. They explore and discover ideas through writing just as native speakers do (see Zamel 1983). Their strategies cross languages ; those who plan little in (L2) plan little in (L1). In fact, the quality of planning skills in L1 transfers to L2, and language proficiency merely affects the quantity, not the quality of planning (1985: 439-436).

It is therefore unfortunate that Arab teachers take it for granted that their students have the ability to write professionally, methodically and coherently. Teachers' preoccupation with grammatical correctness and with looking for highly charged 'expressive' words and sentences lead them to overlook other organizational and patterned devices

that help in achieving coherence. It is also unfortunate that some English native speakers teaching this skill at a higher level makes the same assumptions that students who are admitted to the university can write freely and effectively.

9.6.2 **Revising**

Related to planning is the revising strategy which may reflect for the writer the anticipated form of the text. Revising is essential as it lays down the last touches on the production of texts. In many cases during teaching writing to students the researcher found that meaning is obscured because of negligence in this area. If students allow themselves enough time to revise and correct the simple mistakes of spelling and grammar, they will eventually discover their weak points. It is unfortunate that many of our students consider writing an agonizing activity that reveals their real weakness in language. A lot of patience is needed to overcome these problems and to systematize the writing activity and strategies.

9.6.3 **Conclusion**

Having discussed all these issues in detail, the researcher proposes certain solutions and further activities and research to be conducted for future studies in this field in the next chapter.

Chapter Ten

Recommendations and Suggestions for Further Research

10.1 Introduction

In chapter one the socio-linguistic setting to the study was discussed. The researcher emphasizes the fact that the attitudes and the desire to learn English in Bahrain are very encouraging and that such attitudes should be promoted and utilized for the creation of a better learning environment. However, there are still many problems facing Arab students in the learning of English at the University of Bahrain. The most salient problem is writing incoherently in English and Arabic.

Based on what has been said in chapter one, the present study suggests that this is a golden opportunity to increase interest from both parties, the Arabs and the Western people, to promote further understanding of Arab culture and language. The geographical location, the facilities and the commercial nature of Bahrain indicate that the area can be utilized to promote research on many areas related to English language teaching, writing materials for banks, oil companies, industry, and commerce in general. There could also be established some programmes for teaching English not only to Bahrainis but also to other nationals of neighbouring countries.

In chapter two a variety of opinions and studies made on cohesion and coherence problems are presented. The chapter

tackled these problems from various aspects as in 2.3.1, 2.4.1, 2.5.1, 2.6.1, 2.7, 2.8.1 and 2.8.3.1. These opinions point to several trends and directions the most important of which is that coherence involves various aspects in texts. In the following sections a presentation of some conclusions and recommendations regarding the discussion of various factors covering the whole chapters of this study will be made.

10.2 Recommendations Related to Arab Culture

In chapter four an introduction to Arab culture is presented. The researcher detailed some cultural and educational practices that are responsible for general weakness in writing coherent texts. There was strong emphasis on the significance of the method of rote learning and the psychological effect it has on the individual by constraining his or her creativity and innovation (see 4.2.4.2). This study suggests that Arab culture has not been thoroughly investigated from a neutral point of view. There should be a systematic and thorough description of it with great emphasis on the communicative aspect of languages and on other anthropological areas related to education. Patai (1978), Hall (1973), Fernea (1969) and other anthropologists have done remarkable but insufficient research in this area. The study of Arab culture should include all aspects of cross-cultural communication; the negative and positive ones and common issues important to the transfer of information and communicative interaction.

Furthermore, the study of cultural features is a fertile area for text book writers. Cultural features are controversial areas, but they are rich in issues worth discussion and investigation and may satisfy the needs of students and teachers. Moreover, cultural studies

familiarize non-native speakers of Arabic with the culture they are living in. Cultural understanding and appreciation is badly needed at the present time. The authority on this field should be a joint committee that can be formed at higher levels from representatives of the two cultures. Mendoza stresses the importance of cultural understanding by claiming that:

Much friction could be avoided if both the Westerner and the Arab understood that relations between people on the international scene are based on the same patterns of behaviour that are manifested in their native country, and, therefore, around a conference table, friction and misunderstanding may arise because of differences in cultural character and ignorance about them (1973:3).

Hamady cited by Mendoza offers a strong example of miscommunication between the Arab and the Western cultures to support the idea of the importance of bringing cultures together. She points out that:

The Arab used to showing signs of emotivity and impulsiveness in his speech, is trying to communicate a certain idea to a group of westerners. He shouts, he gets excited, he boasts, he threatens, he rebukes. Evidently, the foreigners would interpret this as being a 'hot' situation. To them the atmosphere looks charged with anger and quarrel. Yet, in truth, this is the normal way the Arabs communicate with each other. The Arab, whose speech is charged with emotions, looks at the foreigners and wonders what is wrong with them. He interprets their serenity as lack of responsiveness, while they may already be moved emotionally and probably upset and annoyed. In this unconscious *milling* process tension arises and a barrier is raised to rational communication (1973:226).

Hamady comments on a variety of problems between Arabs and Westerners which are:

... caused by ignorance on both sides of each other's behaviour pattern of speech. Had they been aware of their differences in oral communication, they would have been susceptible to irritation, and the communication process would not have led to undue misunderstanding (Ibid:226).

The same opinion has been expressed by Candlin concerning the question of intelligibility and interpretability in cross cultural communication. He asserts that:

There is a greater potential for miscommunication in a society where there is increasing mutual dependence among citizens who share neither the same language nor the same world view. Such misunderstanding may have unintelligibility as an immediate cause but more particularly derives from uninterpretability itself stemming from alternative, and at times conflicting, systems of value and belief (1987:22).

This study has also found that it is important to bring for discussion some basic features related to study modes in Arabic (see Dudley-Evans and Swales 1980:97) as part of the culture. Understanding educational practices such as rote learning method and religious taboos is basic in solving many cross-cultural problems for both teachers and students alike.

A final point that is necessary in the creation of a good learning and teaching situation is the mutual respect between native speakers of English and Arab students. In the course of teaching English to Arab students, the researcher found that the more one shows students that he or she is interested in them, that one cares for them and is always willing to help them, the more they will like the subject and will work for the teacher. The majority of our students, if not all, are willing to work hard to learn if

the teaching situation is friendly, cordial and lively. There have been few cases where some teachers get upset because they can't communicate with students and as a result both of them are frustrated and disappointed. Paulston, in this respect argues that:

Sincere liking and respect for all of your students is still the sine qua non of all good teaching, and all the good advice in the world cannot give you that if you don't have it, and if you have it you can move the earth. Don't underestimate the tremendous importance a teacher can have in individual students' lives (1973:8).

Trivedi (1978:93) has also emphasized the idea of sympathetic understanding of the cultural setting of the target language in order to learn the language. In section 10.10.2 the researcher explains how culture can be utilized in the writing of materials to improve the learning situation. Relevant to this area is the discussion of use of translation and mother tongue in the classroom which will be tackled in 10.9 and 10.10.2.

10.3.1 **Recommendations Related to Arab Rhetoric**

In chapter five an introduction to Arab rhetoric and the contrastive rhetorical approach was presented. The aim, of course, was to investigate the source of rhetorical interference at this level and to substantiate the idea of the presence of differences among languages in the way of thinking and hence in the way of writing. In the same chapter the researcher supplements his argument about the rhetorical interference with opinions and views of scholars and researchers about the need to adopt new attitudes towards rhetoric in general in order to develop its authentic impact on language users and mainly beginning writers. This point will be referred to in the proposed

plan for teaching writing to Arab students (see 10.10.3).

The study has found that there is a misunderstanding of the concept of rhetoric between Arabic and English. This area needs more illustration and further understanding. While Arabs use the term in the sense of eloquent speech and ability to construct highly effective texts, the West freed itself from the traditional Aristotelian sense of the word, at least in the field of Applied Linguistics and writing skills in particular. In chapter five this point was illustrated extensively. However, it should be emphasized that, in order to avoid ambiguity, students should be told what is expected from them in the area of rhetoric. They should be told that the term rhetoric in English refers to effective writing and not a literary style because they may otherwise be confused by the term.

One important issue in this regard is to simplify the concept to meet students' needs in writing effectively which is the responsibility of Arab educators and linguists. They must, and this could be in co-ordination with the English Departments and Centres in various Arab countries, start writing materials on effective writing that adopt a more systematic and organized approach in teaching this skill.

Unfortunately, most Arabic books that teach writing skills to Arab students treat writing as a talent not as a skill. This means that those who are not talented will not be able to write effectively. Therefore, simplification of writing tasks and orienting writing materials towards building skills in communicative writing should be considered at the lowest and highest academic levels in the Arab world. Educators and text writers should stop treating the writing skill as imitation of different styles and genres and a

reproduction of romantic ideas. Writing systems based on linguistic, rhetorical and cultural features must be introduced in order that students acquire effective writing habits and skills. In most cases, students avoid writing because they either do not know how to communicate or because they have not been trained on simple writing strategies such as ordering, organization and structuring.

A final point which should be brought to light in this respect is the negligence of writing of materials on Arab rhetoric in order to compare it with the Western rhetoric. Mendoza in this respect argues that:

The Arabs have amassed a body of rhetorical principles developed by writers in every age and in every part of the Arab empire who speculated about, commented on, criticized, or translated rhetorical discourses. Unfortunately these writings have not been collected and organized into a unified work on the subject (1973:1).

Related to rhetorical writing is the question of creativity as it involves the use of language effectively and indicates linguistic competence. What can be seen from students' texts (chapter eight and appendix 5) is a state of monotonous, repetitive and incoherent texts in general. This means that there is deficiency at two levels; the linguistic and the conceptual. Creativity is always an indicator of a good command of language and thinking. These two areas must be dealt with early in the teaching of writing.

10.3.2 Recommendations Related to Contrastive Rhetoric

Although it has been pointed out that CR has been accepted as a reasonable explanation for the differences in rhetorical organizational strategies employed by different

cultures and languages (5.4), it is still a controversial issue that requires further studies and applications on different languages. One promising result that has come out of this research is the ability to configurate actual written texts in a pictorial form through the application of measurement of topic development MTD. Therefore, it may be wise to apply MTD to a variety of texts in different languages in order to see whether Kaplan's approach can be scientifically substantiated. The CR approach emphasizes the importance of organizational features in texts. This study has also emphasized that the major weakness in students' texts is also related to organizational features. It is hoped that Arab rhetoricians may participate to substantiate CR by further investigation. It is also hoped that a more scientific approach to the study and application of CR will be established.

10.4 Recommendations Related to the Study on the Nature of the Sentence

In chapter six some differences relating to the nature of the sentence in Arabic as a major part of text constituent are discussed. Some of these differences are directly responsible for the problem of incoherence in students' writings; mainly the presence of nominal (verbless) sentences and verbal sentences as well as the question of repetition. All these features are attributed to syntactic constraints and the relatively free word order in Arabic. Based on the findings of this study, it is suggested that certain weaknesses in Arabic texts written by students originate at the sentential level either due to failure in confining information of one subtopic to one sentence or to the expansive nature of the sentence. In addition, the reliance on use of nominal sentences without variation between both types weakens text coherence and interaction.

Ambiguity, which results from sentence length, faulty reference due to syntactic constraints of gender and number attached to verbs and nouns and failure to use cohesive devices must be dealt with at the sentential level. Furthermore, weakness of students' writings which results from writing general and abstract sentences can be treated by assignments on reading and writing scientific or semi-scientific texts.

The study has also found that sentence length is a crucial factor in determining the presence of incoherence and deviation in texts (see James 1984:100). It is also found that punctuation marks are completely ignored in the majority of texts (see Kharma and Hajjaj 1989). The researcher emphasizes the importance of observing writing mechanics at an early stage because it provides students with techniques that help them curb their unhalted flow of over-elaborate sentences. Drills in this area allow students to see and discover for themselves the need to link and associate meaning to grammar. In section 10.10.3 a writing scheme that takes into consideration these important elements in students' writings is presented.

10.5 Recommendations Related to Cohesion

The findings of this section suggest that students overuse certain cohesive devices such as additive conjunctions, lexical items and references but are unable to use others. The result is reflected in the production of long sentences and repetition of lexical items. Mattar (1989:382) found that the subjects in his study on error analysis seem to have had more difficulty producing subordinate clauses compared with co-ordinate clauses. The same thing is observed in similar studies by Kaplan (1966), Scott and Tucker (1974), and Kharma and Hajjaj (1989). The problem,

therefore, must be tackled at early stages in students' education. Students should be made aware of the problem through introducing grammatical drills in both Arabic and English that heavily concentrate on the production of short sentences until they are able to expand on them. In addition, students should be trained in the use of cohesive devices that they tend to avoid in their production such as causative conjunctions, substitution, and ellipsis. Furthermore, they must be trained at early stages to master punctuation marks as these draw the border lines between different subtopics.

The researcher believes that it is difficult to initiate all these proposals simultaneously or even individually without the use of mechanical and boring drills. At least at this stage, where teachers face similar situations of text production, one has to resort to such drills and mechanics and start at the sentential and then move to suprasentential levels. Besides, students must be taught how to identify the relationship between different sentences by identifying the types of cohesive devices. For example, perceiving the difference between the use of additive and causative or adversative conjunctions is essential to understand the meaning conveyed by these devices. It is unfortunate that conjunctions in Arabic are left to students to distinguish the differences in their usage which may have a different meaning according to their position (at least as observed from the employment of conjunctions in this study). This problem may take a longer time to solve but it can be integrated with grammatical drills on short sentences.

10.6 Measurement of Topic Development

The results of the application of the MTD reveal that there are new chances for its application in different writing areas. If the measurement is approved, after an extensive application and experimenting, it may be applied in stylistic, literary criticism and other literary studies. The results suggest that the measurement's mechanics are very simple and may be more accurate than the overall impressionistic marking of the text. The marking scheme pertaining to MTD which is applied in this study reveals that it is rigorous and tight in text evaluation. The study recommends its application in marking composition papers in order to measure the exact coherence score that students obtain and to observe how the line of thought in any text progresses. Furthermore, it is a good tool to monitor the importance of individual sentences in the development of texts. The MTD will also help in identifying the nature of recurrent thought patterns from the proposed graphs which may be compared with Kaplan's (1966) patterns of paragraph development. It will further discover the weak points in textual development and will also provide a systematic approach to text coherence and development.

In addition, the MTD reveals to researchers how the information structure of a text flows. In certain texts, the graphs indicate the degree of deviation marked by the sloping line or the lines below the (5) score. One interesting observation about the differences in the shapes of each graph reveals certain weaknesses in the beginning of each topic and the conclusion. This observation should be pursued in further research as it may indicate that introductions and conclusions are problematic areas in text writing by beginner students.

10.7 **Structure and Organization**

One important aspect of this study as shown from the literature on rhetorical features in Arabic sentences is that there is emphasis on two things: first, structuring or ordering of the sentence in terms of grammar and rhetorical function and second, the importance of selection of lexical items to convey an effective and strong relation (see 2.6.1).

In a recent seminar held at the University of Bahrain in co-ordination with the British Council on testing writing, Dr Cyril Weir of Reading University mentioned that around 700 tutors were asked about priority of features they mark in students essays and all of them considered the first priority to be rhetorical organization and content. This is a good indicator for considering ordering and structuring of texts as a vital process in writing.

Upon analysing these texts, it was found that lack of accurate ordering and cohesive devices, weakness at the conceptual level and deficiency of frames have contributed to failure in achieving text coherence. The study therefore suggests that students should be trained in these areas. Training can be made through writing an outline for texts as it forms the major building blocks of text structure. Teachers should be aware of the fact that normally students transfer structural patterns, designs and strategies in their mother tongue to the target language which results in patterns different from English structures. Scott and Tucker for example suggest that:

... interference in writing comes from classical Arabic but interference in speech comes from colloquial Arabic (1974:96).

While this could be true to a certain extent, the researcher feels that if students were proficient enough in writing in classical Arabic, this would result in more structured and organized texts. The overall impression about this issue is that students are influenced by the bad training they receive in their first language. They are influenced by their weakness in producing simple, correct and progressive sentences. Furthermore, students' texts are weakened by topic shifts and lack of features of creativity. The solution to this problem should be dealt with at the sentential level and by the confinement of students' thinking ability to consider one point at a time. Any text, no matter how it is presented, will structurally be vulnerable if the main building blocks are disorganized and are overloaded with a variety of propositions. At this stage, one can be satisfied to familiarize students with a variety of structuring methods, of which making students able to write beginning, middle and end, is a successful one. A good solution to this problem that may work with the type of students that we have is proposed in section 10.10.3.

10.8 Information Structure and Distribution

This area, though it has not been extensively researched here, should be considered carefully as it involves not only grammatical features but also rhetorical and semantic aspects. The difference in the organizational feature of the distribution of information at the sentential level suggests that this will be also reflected at the extended textual level. Initial analysis of theme-rheme organization in Arabic suggests that Arabic has a different system of information structure and consequently topic progression will differ accordingly (see Williams 1984 and

Aziz 1988). The fact that English follows a different school of theme-rheme classification from Arabic may account for some of the problems in topic progression (see Danes 1974 and Fries 1978). It is, therefore, suggested that an exact analysis of Arabic be made to investigate the differences between information structure and distribution in both languages. This should be made in close connection with a study of the rhetorical functions of the basic constituents of the sentence in Arabic. The researcher has not conducted a thorough study of theme-rheme in Arabic in this study as he did not wish to confuse the reader with various framework of analyses to the same study.

10.9 **Mother Tongue and Translation**

The comparative approach to the texts in this study indicates that there are common features related to ordering, structuring, coherence and cohesion. These features are so common that they prevail in the majority of texts and suggest that substantial consideration must be given to the role of mother tongue in the structuring and ordering of texts. The consideration should further go deep to discuss how to avail from translation methods and techniques in teaching writing. The researcher strongly supports translation as a method of teaching writing in the ESL programs. It is enjoyable to students and it is, at least for the low level students and shy beginners, helpful in many ways. This is emphasized by Widdowson (1968:22), Palmer cited by O Regent (1983:105), Bolitho (1976:114), Atkinson (1987:242) and Perkins (1978:236). In section 10.10.3 the proposed plan for teaching writing to weak students utilizes translation in both languages as a good teaching tool in writing.

10.10 **Recommendations for Improving the Teaching of English in General**

In this section general recommendations for teaching English to Arab students based on personal experience in learning and teaching the language and the findings of this study will be presented.

- 1 The teaching environment in the Arab world must be studied carefully in order to observe certain educational practices that may create some difficulties in learning proper writing skills. Teachers should take into consideration the fact that Arab students have feelings of fear and shyness that restrain their abilities in learning, which in itself is an adequate factor in creating a vulnerable learning situation. Feelings of fear are attributed to face-saving strategy and a desire not to be mocked by peers in class. Therefore, it is suggested that students be encouraged to produce in spoken and written English regardless of any fears of making mistakes. In the initial stages of teaching they should be rewarded for mere production only.

- 2 There should be solid and permanent co-ordination between different educational institutes like the Ministry of Education and the universities at many levels in English and Arabic. The University must inform the Ministry of Education about the weaknesses of students' performance in all skills in order to find solutions for such problems. Writing teaching materials must always be a joint undertaking between the two parties. Discussing students' problems through joint seminars and conferences must be encouraged and the concerned officials must not feel

diffident about these problems.

- 3 Coordination between Arabic and English departments in different universities must be made and joint research on different interrelated areas must be encouraged.
- 4 Exchange students and visits between different Western universities and Middle Eastern ones should be used to investigate common areas that concern both cultures.
- 5 An alternative solution to the problem of lack of physical contact with native speakers of English in the Arab countries must be found in order to make up for lack of such contact and in order to acquire fluent communication habits. It is natural, though, that mixing with native speakers of English will eventually improve students' levels. To make up for such loss, free communication classes must be devised by teachers and students to perpetuate the activity of speaking in English.
- 6 An essential but neglected area in the teaching of English is the area of teaching vocabulary to students. Building vocabulary must start at the primary stages in the educational system. It must be encouraged and checked at every stage. Arab students' tendency to memorize could also be used to strengthen their general knowledge and awareness of the language.
- 7 Students' ability to pronounce is very weak. In addition, teaching pronunciation and reading aloud which will eventually improve students' performance in language is lacking. A major problem in the ELC is the question of students' inability to pronounce words and read sentences smoothly and correctly because they

have not been trained to pronounce and speak well. It is natural, therefore, that they will not be able to speak, read and write.

10.10.1 **Recommendations on Teaching Writing in Arabic**

This study found that writing in Arabic involves the same features and weaknesses in English. This suggests that if students are unable to think and write in their first language it may be more difficult for them to think and write in a second language. The weakness is reflected in the number of students who fail the exemption test in Arabic. It is a serious issue that should be carefully addressed.

The corpus of literature and views expressed by the Arabic Department staff on the writing methods and lack of a systematic plan in teaching creative writing indicate the shortcomings in the design and application of writing syllabi in Arabic. Furthermore, the rote learning and inculcation methods applied in teaching writing skills suggest that creativity and innovation in writing are not taken into consideration and that it is left to individuals' talents to develop their skills. In addition, the researcher observes the weak conceptual level in students writings which suggests that their reading ability is handicapped. Therefore, reading habits and skills should be encouraged from the earliest stages in the educational system as this may help them acquaint themselves with a variety of styles and a great body of reading materials.

Arab English teachers can be used to transfer knowledge, techniques, and materials to Arabic. Furthermore, new methods of teaching writing should be encouraged and

concentration on production must be promoted in order to make writing a habit that can be developed as students write more. In this respect Jacob's technique of quick writing is suitable at the early stage of writing specially as it calls for production without worrying about the content. Jacobs explains his technique as follows:

Quick writing has three features: concentrating on content, not worrying about form, and writing without stopping. It is a good way to help students develop ideas, and words to express ideas, by separating the creating stage of writing from the editing stage. Other possible advantages of quick writing are in generating writing quantity, thinking in the target language, developing the ability to write under pressure of time, warming up for other writing, and understanding the need to edit (1986:282).

To reiterate some basic issues based on the findings of this study and related to the improvement of writing skills in English, the researcher suggests the establishment of a research project on teaching very weak and low motivated students in the University of Bahrain. The project outline will be as follows:

- 1 selecting a group of students whose performance in English is very weak and limited. This will be done in co-ordination with other teachers who will provide the researcher with a first hand impression of their level.
- 2 introducing students to a teaching plan to encourage them to work on the basis of starting with them from scratch in order to reach a desirable level of performance.
- 3 writing drills and materials that will improve their

pronunciation, vocabulary, reading, listening and mechanics of writing.

4 continuous evaluation and testing and retesting to eradicate their fears concerning the testing environment.

5 writing sentences, and then short compositions on a daily basis. Students will be encouraged to write on any topic they like.

6 progress measurement will be applied based on weekly performance and achievement. Finally, all results will be recorded and made available for teachers who have similar types of students.

The following suggestions will also assist in the improvement of research on writing and learning of English:

1 formation of an Arab TEFL organization that may be responsible for research areas related to Arab students in order to satisfy their needs. This can be associated with the British Council in many of the Arab countries.

2 establishment of a research unit in the ELC that will take care of some of the problems related to finding suitable textbooks, materials, tests and references and assist in holding seminars and conferences at the Gulf region level.

3 establishment of a journal that will take care of publishing materials, providing new ideas and methods of teaching English to Arab learners.

- 4 linking the ELC research units to other research units in the UK and USA in order to exchange experience and ideas.

In the following section the researcher discusses some issues related to writing materials in English. These issues are based on the findings of this study on Arab Culture, rhetoric, the nature of the sentence in Arabic and the overall opinions on cohesion and coherence.

10.10.2 Writing Materials

One of the most strenuous problems EFL teachers encounter in the teaching of writing is finding an appropriate writing textbook for Arab students. Almost every year teachers in the ELC are faced with problems of cultural taboos in texts, sexual implications and in certain instances controversial arguments regarding Western ideology and manner of life. Although these points may create certain problems to EFL teachers, they in themselves are issues rich with materials for writing. Strevens (1987:175) summarizes a variety of controversial issues that can be discussed in the classroom situation; they are:

- 1 philosophy and religion: this area involves concepts such as Animism and theism, the relation of man to God, views of life and death, peace and war and afterlife, ethics and morals.
- 2 concepts of nature (in this specific area many issues are raised against the recognition of nature as a superpower in the Arab and Muslim world which is contrary to what the western mind thinks of it).
- 3 notions of government: this is also another

controversial area and involves political issues that are preferably avoided.

4 concepts of science.

5 literature.

6 society's ultimate myths.

Changing the types of topics given to students in writing is also a necessity. It is not only students who are dissatisfied with topics like *A Trip to a Park*, *A Visit to a Friend*, *A Birthday Party*, but also the teachers. Variation in the types of topics may eliminate their tedious effect. In addition, writing materials that take into consideration students' background knowledge and their culture may also instigate them to write effectively. Cunningsworth, in this respect, argues that:

In evaluating the material we need to decide whether the settings used in the course book are sufficiently close to those in which the students will find themselves to be meaningful and acceptable (1984:8).

The question of writing materials that are culturally specific must be reconsidered to create variation in topics. Balls for example suggests that:

A traditional line of defence was to try to confine teaching and teaching resources to culturally neutral or 'native environment only' materials. This was doomed to failure since, firstly, there are few words and phrases that do not have some cultural content; secondly, teaching is impossible under restrictions of this kind; and, thirdly, student inquisitiveness will overlap artificial barriers of this sort. The answer must be admixture of native and foreign cultures, sifted free of anything that would

offend native susceptibilities or undermine their mores. The current emphasis on ESP, which satisfies the needs of special groups and also helps them fulfill the nation's destiny in technology, industry, and so on, also disarms suspicion of cultural subversion by and through the foreign tongue (1979:7).

In the following section a proposal is presented for teaching writing courses for beginners and students who badly need remedial writing courses.

10.10.3 Proposed Plan for Teaching Writing

In the following section, the researcher will utilize the findings of this study to construct a plan for teaching writing to Arab students. The plan has been devised as a result of intensive observation of students' writing performance in English and Arabic for several semesters. The plan has not been fully experimented but the initial response of students' willingness to work and co-operate was encouraging. It utilizes the experience and valuable comments of other teachers in the ELC in the University of Bahrain as well as studies made on Arab culture and rhetoric. It will achieve a variety of goals specifically to the weaker students. Among these goals are:

- 1 that students will be able to write coherent texts based on the unity of topic and subject matter.
- 2 students will realize the relevance of each sentence and the degree of such relevance to text coherence which could be secured through semantic awareness of the total communicative act of the text.
- 3 that students will also be able to produce and avail themselves of the experience of writing short and

simple sentences leading to fairly long texts that are both cohesive and coherent at the same time.

4 that the plan will relieve students from exerting extra efforts in the process of text production by presenting them with a ready made structure and frame as well as proper cohesive devices.

5 that students will be able to discover for themselves the importance of knowledge of contrastive linguistics at the lexical, sentential, suprasentential and rhetorical levels.

10.10.3.1 Need for the Plan

The logic behind constructing a new plan for teaching writing to Arab students has risen as a result of careful observations of the weakness and incoherent nature of their writing assignments. This plan will be applied to students of very low level in English. It may be applied at a higher level for a limited period of time as it has specific purposes which suit its design for the present needs. The realization of these purposes attempt at instigating low level students to write and acquire the writing habits in a joyful and cordial manner for a continued period of their academic and professional career. It is fully extensive and utilizes students' capacity and willingness to write and their need to relieve themselves of the psychological pressures exercised on them due to feelings of disability which inhibits their attempts. A great number of students in the Arab world badly need a remedial programme that takes into account a variety of factors included in this study (see 4.2.4.2).

10.10.3.2 Philosophy of the Plan

The philosophy of this plan is based on the following assumptions:

- 1 it is illogical to handle the writing problems of Arabic speaking students without any consideration to cultural, linguistic and educational practices that interfere with their learning writing strategies in English.
- 2 it is also illogical to separate the writing skill from other skills and ignore the priorities in second and even first language acquisition strategies. One cannot teach writing if students cannot read or pronounce sentences and words well.
- 3 students can build their writing skill effectively based on knowledge of their culture, language, and writing habits.
- 4 writing is a long-term process that requires continued efforts and thinking.

10.10.3.3 General Principles

The major principle of this plan is the work on the creation of a pertinent teaching and learning environment based on creating confidence in students' abilities and their aspiration to master writing. The creation of confidence may be done through continuous and daily writing assignments of topics that are favoured by students and teachers. Errors must not be discussed or corrected. Reinforcement and praise messages verbally or in writing

will follow the writing assignments. The process of production regardless of errors must be appreciated more than anything else. Having spent enough time on the production part students will be expected to present their writing to other students orally. Reinforcement will also continue until students can write assignments in class without any feelings of disability or inhibition. When writing becomes a spontaneous skill, then the purpose is achieved. At an advanced stage students expect to discuss their problems in writing and their errors will be mapped out for correction.

10.10.3.4 Description of the Plan

The main objective of the writing curriculum in general is to enable students to write and produce texts that have an acceptable degree of coherence and effectiveness. In the light of the findings of this study, the researcher devised writing tasks in both Arabic and English that are comic in nature and enjoyable to students. The task involves a direct translation of texts from Arabic into English to be tried for a specific period of time. The texts simply discuss a comic situation, a comic narrative, a joke, or any funny situation in order to break the barrier of fear and boredom that prevails in the classroom situation as a result of application of some erroneous cultural and educational practices (see 4.2.4.2). In addition, it puts students under a challenge of willingness to be creative and innovative. The researcher also found that teaching students texts that are based on comic situations is challenging to their cultural rigidity; for example, one of the students in a writing class was enthused by the idea of writing a comic text about how his grandmother celebrated her ninetieth birthday in a very expressive and funny language that amused the rest of the students.

10.10.3.5 The Texts

The texts should be short; each one is about 100-150 words written in short simple sentences in either language. Cohesive devices are minimally used at this stage in order to concentrate on the unity of topic through semantic relations to secure coherence as well as punctuation marks. The following text illustrates the purpose of the plan:

Yesterday I had a toothache. I was in pain. I couldn't sleep. I took some aspirin. It didn't help. I went to a doctor but he couldn't stop the pain. I stayed awake all night. Next morning I phoned the Health Centre. I made an appointment. I couldn't wait longer. The dentist did not come. I was nervous. The nurse told me to wait. I was about to cry. People started to look at me. Some felt sorry for me. Finally the dentist came. He looked gloomy and very serious. I was scared. He had a huge hand and a big body. I forgot my pain. I heard someone saying "He is a tough man". The nurse called out my name. I dragged my feet. I felt helpless. He asked me to sit. I sat but I didn't know where. "Open your mouth ... please". He sounded like a monster to me. I did but I wish I hadn't. He put something in my mouth. I lost consciousness. After a few hours I found myself in the hospital. I asked the nurse "what happened ?" "You bit the dentist's hand and he hit you on your head" she said and smiled. I said "I am lucky to be alive then".

The situation itself is a major factor in unifying the topic and in involving students' interest. The building of the text in this form of simple and short sentences will enable students to master and control their proclivity for deviation and inaccurate expansion. It will furthermore allow them to build appropriate sentential relations at the first level of text development. The main purpose for writing such simple and short sentences is to control students' major errors by training them to use punctuation

marks effectively.

It should be admitted, though, that using the first language in the class is sometimes scorned and in many respects is reminiscent of the old methodology of grammar translation schools (see Atkinson 1987). Personally speaking, the researcher is against excluding the first language from the classroom environment; no teacher, however able he or she is, can preclude students' thinking in first language and translating into a second language. During some casual observation of students in class when writing a composition assignment, most of them either hate the writing task or find it difficult to achieve. During the process of writing they were thinking in Arabic and translating into English. This is not to suggest that English should be taught through Arabic but we can utilize their thinking ability in the first language to produce something coherent in the second language. Translation of unified and coherent texts will teach them how to think and imitate good composition samples.

In the following section, some basic suggestions for teaching writing tasks to Arab students are made. These are based on personal observations and experience and other colleagues' comments.

- 1 Writing should be a daily activity in order to make it a habit. This will make up for the lack of productive exercises in reading and grammar skills. It will eventually compensate for lack of direct contact with English in environments where communication is mainly in Arabic.
- 2 Teachers should always encourage students to ignore their mistakes in writing and to encourage them

whenever they produce texts by praising their efforts. They must also be told that errors are part of their learning process.

- 3 Students are not trained to think; therefore thinking aloud with the students will instigate them more and activate their thinking ability (see 4.2.4.2.1).
- 4 Students should be encouraged to read in both languages as they are poor readers even in Arabic. They should be trained to summarize stories and articles in Arabic to be presented in English.
- 5 Knowledge of Arab culture must be utilized fully in order to avoid certain taboos in writing. Students' study modes must also be investigated and defined (see Dudley-Evans and Swales 1980) in order to deal with any problems that may arise due to cultural differences.
- 6 Rote learning, although derided in certain cultures, may be utilized in writing activities for very weak students who lack the ability to communicate in English. Arab students show great skill in memorization, hence, students of low ability in writing may be asked to memorize short texts and thereafter they may be reinforced to imitate the production of similar texts.
- 7 Teachers should make the writing activity as enjoyable as possible and the teacher's image should be communicated to students through friendly discussions and comments. Our students are in constant fear of failure which to them means a series of disappointments and frustrations. It is, therefore,

necessary to avoid creating a testing environment during the writing process. The researcher personally attempted to solve this problem by telling students that only their good scores will be recorded.

- 8 Teachers should not stick to models and topics that kill students' creativity.
- 9 Teaching semi-scientific texts will help students realize the textual constraints imposed by genre differences to achieve coherence. Many general topics have a semi-scientific nature and could be used to prevent students from descending into an area which is full of topic shifts and deviation. Topics on cause and effect and on analysis should be used abundantly as they are equipped with ready made and coherent frames. In addition, these topics activate students' minds to think and be creative.
- 10 Teaching reading aloud must be introduced in order to link the reading, spelling and writing skills together. The researcher noticed during the course of teaching experience that almost all students who can write, can pronounce and spell correctly. The majority of our students do not read or pronounce words correctly. Such weakness will never be cured without proper pronunciation and correct reading of the word and the sentence. Proper pronunciation drills regardless of the assumed level of teaching must be given first priority in language teaching and especially in writing (see Dhaif 1990:457).
- 11 It is impossible to disengage grammar from writing. Grammatical errors may be tolerated at a certain stage but they have to be tackled in writing as they obscure

intended meaning and they may lead to textual incoherence.

- 12 In the teaching of writing it is always better to show students how to think, develop, continue, illustrate, support and specify the point of argument. Students who have not been exposed to thinking drills will not enjoy writing. If students know they will write.

10.11 **Recommendation for Further Research**

The following areas require further research and investigation. These areas must be studied in relation to Arab students:

- 1 the role of culture in writing (see Purves 1988).
- 2 comparative linguistic approaches to language constraints in Arabic and English.
- 3 simplification of Arabic grammar to English native speakers.
- 4 simplified and integrated Arabic course for English native speakers.
- 5 a reconsideration of the use of translation in teaching writing.
- 6 the role of pronunciation in mastering writing.
- 7 theme-rheme and information distribution in Arabic.
- 8 a comprehensive study on the performance of weak

students in all skills.

9 the role of reading in teaching writing.

10 a study of chain interaction and its application in English and Arabic.

10.12 **Conclusion**

It is hoped by this stage that much of what has been said may help three types of people:

- 1 the student who is striving to overcome the barriers of fear of errors, and fear of failure in mastering English.
- 2 the teacher who is fighting on different fronts to make interactive communication between him and the students possible and fruitful.
- 3 the researcher who might have been unaware of some of the above- mentioned problems.

Bibliography

- Abd-Alhamid, M, Abdul Hamid (1978) *Sharh Shuthour Althahab fi Ma9rifat kalam Al9arab by Ibn Hisham*. Cairo: Dar Al-Ansar.
- Abdul Hamid, M M (1980) *The Exegies of Ibn Akeel Following the One Thousand Verse of Ibn Malik*. Cairo: Dar Al-Turath 20th edition.
- Abd-AlTawwab, R (1982) *Essays and Articles in Language*. Cairo: Al-Khanji Publishers
- Abu Ra'ad, A (1988) 'Deletion in Grammar' *Al-Bayan* No 246, pp 20-57. Kuwait: AlQabas
- Ajami, F (1981) *The Arab Predicament: Arab Political Thought and Practice Since 1967*. CUP
- Al-Ahram* (1989) Issue 37624, year 114, date 12-11
- Al-Dajany, A F (1987) *Grammatical Sentences: Initiation and Development and Inflection*. Kuwait: Alfalah Bookstores
- Al-Hashimy, I (1975) *The Book of the Two Crafts by Alaskary A*. Cairo: Dar Al-Maarif
- Al-Hashimy, . I (1975) *Jawahir Al-Adab*. Cairo: Dar Al Maa'arif
- Al-Jahiz, A A B (1962) *Albayan Wa Altabyeen*, Vol ii. Cairo: Dar Alkatib AlMasry
- Al-Jahiz, A A B (1938) *Al-Bukhala'a*, 1948 edition. Cairo: Dar Alkatib AlMasry
- Al-Jahiz, A A B (1945) *Al-Hayawan*, 1938- 1945 edition. Cairo: Mustafa Al baby Al Halaby
- Al-jarim, A and Ameen, M (1957) *Al-Balagha Al-Wadiha: Al-Bayan*. Cairo: Dar Al-Maarif
- Al-Jarjany, A (1953) *Dala:'ilu ali9ja:z*. Cairo: Al-Manar Press
- Al-Jarjany, A (1962) *Asra:r Al-Bala:Gha*. Cairo: Dar Al-Kitab
- Al-Jubouri, A.J.R. (1984) The role of repetition in Arabic argumentative discourse in Swales, J and Mustafa, H (eds)

- English for Specific Purposes in the Arab World.*
Birmingham: Language Studies Unit, Aston University
- Al-Khuffash, S 'Interview with Gulf News' *Akhbar Alkhalij*,
date 26.4.1991
- Allen, H B (1970) 'A Monotonous Dialogue' in Larudee, F
(ed), *1970 TEFL in the Middle East.* Cairo: American
University in Cairo Press
- Al-Razy, F (1975) *The End of Brevity.* Cairo: Dar Al-Kitab
- Al-Tunusi, Z (1978) *Dictionary of Grammar and Inflections*
- Atkinson, D (1987) 'The Mother Tongue in the Classroom: A
Neglected Resource?', *ELT Journal* 41 /4.
- Aziz, Y (1988) 'Theme Rheme Organization and Paragraph
Structure in Standard Arabic', *Word*, Vol 39, No 2, pp 117-
127
- Badawi, M M (1985) *Modern Arabic Literature and the West.*
London: Ithaca Press
- Balls, W J (1979) 'Social Hazards in TEFL', *ELT Journal*
34/1, October, pp 4-11
- Bamberg, B (1983) 'What Makes a Text Coherent', *College
Composition and Communication*, Vol 34, No 4, December 1983,
pp 417-27
- Barakat, H (1984) *Arab Contemporary Society: A Social
Research.* Cairo: Arab Unity Centre
- Bar-Lev, Z (1986), 'Discourse Theory and Contrastive
Rhetoric', *Discourse Processes*, Vol 9, pp 235-246
- Bar-Lev, Z., & Palaces, A. (1980) Semantic Command over
pragmatic priority, *Lingua* 51
- Bartlett, F.C., (1932) *Remembering: A Study in Experimental
and Social Psychology*, C.U.P.
- Beach, R & Bridwell, L S (1984) *New Directions in
Composition Research.* New York: The Guilford Press
- Beaman, K (1984) 'Coordination and Subordination Revisited:
Syntactic Complexity in Spoken and Written Narrative
Discourse' in Tannen, D (ed) *Advances in Discourse
Processes*, Vol XII

- Berque, J (1983) *Arab Rebirth Pain and Ecstasy*, (Translation) Quintin Hoare. Zed Books
- Berry, M (1979) *An Introduction to Systemic Linguistics. Structures and Systems*, repr 1991. University of Nottingham
- Berry, M (1987) *Projects for Modern English Language Courses*. Nottingham: University of Nottingham Publications
- Berry, M (1989) 'Thematic Options and Success in Writing' in Butler, C S, Cardwell, R A and Channell, J (eds) *Essays in Honour of Walter Grauberg*. Nottingham: Department of Linguistics, University of Nottingham
- Boas, F (1911) 'Language and Thought' in Valdes, J M (ed) (1986) *Culture Bound: Bridging the Cultural Gap in Language Teaching*. CUP
- Bolitho, A R (1976) 'Translation - An End but not a Means', *ELT Journal* 30/2, pp 110-15
- Bouton, L F (1988) 'A Cross-Cultural Study to Interpret Implicatures in English' *World Englishes*, Vol 7, No 2, pp 183-169
- Bowers, R (1980) 'The Background of Students from the Indian Sub-Continent' in *ELT* 109. British Council Publications
- Bracewell, R J et al (1986) 'Measuring Effects of Revision on Text Structure' in Witte, S P and Cherry, R D (1986) *Writing Processes and Written Products in Composition Research*
- Brooks and Warren (1970) *Modern Rhetoric*. New York: Harcourt
- Brostoff, A (1981) 'Coherence: Next to Is Not Connected to' in *College Composition & Communication* 32, pp 278-294
- Brown, G and Yule, G (1983) *Discourse Analysis*. Cambridge: CUP
- Brown, H D (1980) 'Learning a Second Culture' in Valdes, J M (ed) (1986) *Culture Bound: Bridging the Cultural Gap in Language Teaching*. CUP
- Brugman, J (1984) *An Introduction to the History of Modern Arabic Literature in Egypt*. E J Brill

- Brumfit, C (1985) 'Creativity and Constraint in the Language Classroom' in Quirk, R and Widdowson, H G (eds) 1985 *English in the World, Teaching and Learning the Literature and Language*. Cambridge: CUP .
- Byram, M (1988) *Cultural Studies in Foreign Language Education*. England: Multilingual Matters
- Byrne, D (1988), (New Edition), *Teaching Writing Skills*, Longman, UK
- Campelle, G (1963) 'The Philosophy of Rhetoric' in Blitzer L and Potter D (eds)
- Candlin, C N (1987) 'Beyond Description: Exploration in Cross Cultural Discourse' in Smith, L E (1987) *Discourse Across Cultures*. Prentice Hall: UK
- Carter, R (1986) 'Good Word! Vocabulary, Style and Coherence in Children's Writing' in Harris, J and Wilkinson, J (1986) *Reading Children's Writing: A Linguistic View*, pp 91-120. Allen and Unwin
- Carter, R (1987) *Vocabulary: Applied Linguistic Perspectives*. London: Allen and Unwin
- Chafe, W (1986) 'Writing in the Perspective of Speaking' in Cooper C R and Greenbaum, S (eds) *Studying Writing*. London: Sage Publications
- Chastain K. (1976) *Developing Second Language Skills*, Philadelphia 2nd ed.
- Clark, H.H. and Susan Haviland (1977), 'Comprehension and the given-new contract, in Robert O. Freedle (ed) *Discourse and Comprehension*, Norwood, N.J. Albex publishing corp, pp 1-40
- Cook, G (1989) *Discourse, Language Teaching Series*: in Candlin, C N and Widdowson H G (eds). Oxford: OUP
- Cooper, C R and Greenbaum, S (eds) (1986) *Studying Writing*. London: Sage Publications
- Coulthard, M (1977) *An Introduction to Discourse Analysis, Applied Linguistics and Language Study Series*. London: Longman
- Cunningsworth, A (1984) *Evaluating and Selecting EFL Materials*. London: Heinemann

- Dakin, J, Tiffen, B and Widdowson, H G (1968) *Language in Education: The Problem in Commonwealth Africa and the Indo Pakistan Sub-Continent*. London: OUP
- Danes, F (1974) 'Functional Sentence Perspective and the Organization of the Text', Danes, F (ed) *Papers on Functional Sentence Perspective*. The Hague: Mouton
- De Beaugrande, Robert (1980) *Text, Discourse and Process*. Longman: USA edition.
- De Beaugrande, R & Dressler, W (1981) *Introduction to Text Linguistics*. London: Longman
- Dhaif, H A (1983) *Learning English for Science and Technology in Bahrain - An Alternative Approach*. PhD Thesis, University of London
- Dhaif, H A (1990) 'Reading Aloud for Comprehension: a Neglected Teaching Aid' in *Reading in a Foreign Language* 7 (I), pp 457-464
- Dhaif, H A, and Wainneman, H. (1993) 'Perceived Strategies for Learning', Mimeograph
- Dijk, Teun, A. Van (1977) *Text and Context: Explorations in the Semantics and Pragmatics of Discourse*. London: Longman
- Dijk, Teun, A. Van (1980), *Macro Structures : an interdisciplinary study of global structures in discourse, interaction, and cognition*, Hillsdale, N.J., L. Erlbaum
- Djait, Hichem (1985) *Europe and Islam Cultures and Modernity*. CUP
- Dressler, Wolfgang U (ed) (1978) *Current Trends in Textlinguistics*. Berlin & New York: De Gruyter
- Dudley-Evans, T and Swales, J (1980) 'Study Modes and Students from the Middle East in ELT 109, pp 92-101. British Council Publications
- Ehrlich, S (1988) 'Cohesive Devices and Discourse Competence' in *World Englishes*, Vol 7, No 2, pp 111-18
- Enos, T (1987) *A Sourcebook for Basic Writing Teachers*. Random House: New York
- Faigley, L and Witte, P Stephen (1984) 'Measuring Effects of Revision on Text Structure' in Beach, R & Bridwell, L S *New Directions in Composition Research*. New York: The

Guilford Press

Witte, S.P. and Faigeley, L. (1981) *Coherence, Cohesion and Writing Quality*, *College Composition and Communication* 32, pp 189-204

Fernea, E W (1969) *Guests of the Shaikh*, A Doubleday Anchor Book

Fillmore, C *The Future of Semantics*, *Berekley Studies in Syntax and Semantics*, P, IV-5

Firbas, J (1974) 'Some Aspects of the Czechoslovak Approach to the Problem of Functional Sentence Perspective' in Danes, F (ed) *Papers in Functional Sentence Perspective*. Prague: Academia

Firbas, J (1986) 'On the Dynamics of Written Communication in the Light of the Theory of Functional Sentence Perspective' in Cooper, C and Greenbaum, S (eds) *Studying Writing*, pp 40-71. London: Sage Publications

Fowler, F.D., (1966) *Talking and Writing in Language and Education* Longman, England

Francis, G (1985) *Anaphoric Nouns, Discourse Analysis Monographs*, 11. English Language Research: University of Birmingham

Freedman, A., and Pringle, I (1980), (eds.) *Reinventing the rhetorical tradition*, Conway, Ark: L and S books

Freedman, A., and Pringle, I (1983), (eds.), *Learning to write: First language ,second language*, Longman

Freedman, A., and Pringle, I (1984) 'Why students can't write arguments', *English in Education*, 18, (2), pp 73-84

Fries, P (1983) 'On the Status of Theme in English Arguments from Discourse' in Petofi, J S and Sozer Emel (eds) *Micro and Macro Connexity of Texts*. Hamburg: Buske Verlag

Fry, Edward, (1963) *Teaching Faster Reading: a manual*, Cambridge, Cambridge University Press

Goodenough, W H (1964) 'Cultural Anthropology and Linguistics' in Hymes, D (ed) *Language in Culture and Society*. New York: Harper and Row

Gould, J and Kolb, W (eds) (1986) *Dictionary of the Social*

Sciences. UNESCO Publications

Grice, H.P. (1975) *Logic and Conversation* in Cole and Morgan (eds) *Syntax and Semantics*, Volume 3, *Speech Acts*, Academic Press, New York
41-58

Grimes, J E (1975) *The Thread of Discourse*. The Hague: Mouton

Gumperz, J J, Kaltman, H and O'Connor, M K (1984) 'Cohesion in Spoken and Written Discourse: Ethnic Style and the Transition to Literacy' in Tannen, D (ed) 1984 *Discourse Processes*, Vol XII

Haim, Sylvia G (ed) 1963 *Arab Nationalism: An Anthology*. University of California Press

Hakeem, T (1986) *A Bird from the East*, 3rd edition. Cairo: Dar Al-Maarif

Hakky, Y (1959) *Um Hashim's Lantern*. Cairo: Dar Alma'arif

Hall, E. T. (1959) *The Silent Language* Garden City: Doubleday co.

Hall, E. T. (1966) *The Hidden Dimension*, New York, Doubleday

Hall, E. T. (1976) *Beyond Culture*, Garden City, New York, Doubleday

Halliday, M A K (1967) 'Notes on Transitivity and Theme in English', Part 2 *Journal of Linguistics*, pp 199-244

Halliday, M A K (1970) 'Language Structure and Language Function' in Lyons, J (ed) *New Horizons in Linguistics*, pp 140-65. Harmondsworth: Penguin

Halliday, M A K (1973) *Explorations in the Functions of Language*. London: Edward Arnold

Halliday, M A K (1974) *Discussion* in Parret, H (ed) *Discussing Language*. The Hague: Mouton

Halliday, M A K (1975) *Learning How to Mean - Explorations in the Development of Language*. London: Edward Arnold

Halliday, M A K (1985a) *An Introduction to Functional Grammar*. London: Edward Arnold

- Halliday, M A K (1985b) *Spoken and Written Language*. Oxford: Oxford University Press
- Halliday, M A K & Hasan, R (1976) *Cohesion in English*. London: Longman
- Halliday, M A K & Hasan, R (1985). *Language, Context and Text: Aspects of Language in a Social Semiotic Perspective* Victoria, Deakin, University Press
- Hamady, S (1970) 'Temperament and Character of the Arabs', in *The Middle East Yesterday and Today*, in Miller, D and Moore, C D (eds). Toronto: Bantam Pathfinder Editions
- Harris, J and Wilkinson, J (1986) *Reading Children's Writing: A Linguistic View*. London: Allen and Unwin
- Hasan, A (1975) *Alnahw Alwa:fi*. Damascus
- Hasan, R (1984) 'Coherence and Cohesive Harmony' in Flood, J (ed) *Understanding Reading Comprehension*. IRA: Newark Delaware
- Hasan, R (1985), 'The Structure of a Text' in Halliday, M.A.K, and Hasan, R. *Language, Context and Text: Aspects of Language in a Social Semiotic Perspective*, Victoria, Deakin, University Press
- Hatim, B and Mason, I (1990) *Discourse and the Translator*. London: Longman
- Hittie, P K (1943) *The Arabs: A Short History*. Princeton
- Hobbs, J (1983) 'Why is Discourse Coherent?' in Fritz Neubauer (ed) *Papers in Textlinguistics Coherence in Natural Language Texts*, Vol 38. Hamburg: Helmut Buske Verlag
- Hoey, M (1983) *On the Surface of Discourse*. London: George Allen and Unwin
- Holes, C (1984) 'Textual Approximation in Teaching Academic Writing to Arab Students: A Contrastive Approach' in Swales, J and Mustafa, H (eds) *English for Specific Purposes in the Arab World*. Birmingham: Language Studies Unit, Aston University
- Hottinger, A (1963) *The Arabs: Their History, Culture and Place in the Modern World*. Berkley and Los Angeles: University of California Press

- Hourany, A (1963) *Arabic Thought in the Liberal Age 1798-1939*. Cambridge: Press Syndicate of the University of Cambridge
- Hunt, K W (1970) 'Recent Measures in Syntactic Development' in Lester, M (ed) *Readings in Applied Transformational Grammar*, pp 179-192. New York: Rinehart and Winston
- Husain, A (1977) *The Art of Rhetoric*. Cairo: Al-Amana Printshop
- Husain, T (1939) *Al-Ayyam*. Cairo: Dar Al-Maa'rif
- Ibn Akeel (1980) *The Excegies of Ibn Akeel on Ibn Malik's One thousand verse*, 20th edition Vol. 1 and 2 Dar Al-Turath, Cairo
- Ibn Jinny, O (1978) *XhaSa:'isu Al-Bala:GHa*. Cairo: Dar Al-Maarif
- Ibrahim, M. H. (1977) 'Diglossia and Foreign Language Teaching' *IRAL*, Vol.XV/2 May 1977
- Imhoof, M and Hudson, H (1975) *From Paragraph to Essay*. London: Longman
- Jacobs, G (1986) 'Quickwriting: a technique for invention in writing', *ELT Journal*, Vol 40/4, October 1986, pp 282-89
- Jain, J L (1986) *A Brief History of Education in Bahrain*. Manama: Ministry of Education
- James, K (1984) 'The Writing of Theses by Speakers of English as a Foreign Language: A Case Study' in Brumfit, C G (ed) *ELT Documents* 117. British Council Publications
- Jarret, D (1984) 'Pragmatic Coherence in an Oral Formulaic Tradition: I Can Read Your Letters / Sure Can't Read Your Mind' in Tannen, D (ed) 1984 *Discourse Processes*, Vol XII. Norwood, NJ: Ablex
- Johnson, K (1981) 'The Four Skills in Communicative Language Teaching' in Johnson, K et al. London: Longman
- Johnson, P (1981) 'Effects on Reading Comprehension of Language Complexity and Cultural Background of a Text' *TESOL Quarterly*, Vol 15, No 2, pp 169-181
- Johnstone, B (1987), 'Parataxis in Arabic: Modification as A Model For Arabic' in *Studies in Language* 114, pp 85-98

- Kachru, B.B. (ed) (1982) *The Other Tongue : English Across Cultures*, Urbana, University of Illinois Press
- Kachru, B.B. (1986) *The Alchemy of English*, Pergamon Press, University of Oxford Press, England
- Kaplan, R B (1966) 'Cultural Thought Patterns in Inter-Cultural Education', *Language Learning*, Vol XVI, 1&2, pp 1-20
- Kaplan, R B (1988) 'Contrastive Rhetoric and Second Language Learning: Notes Toward A Theory of Contrastive Rhetoric', in Purves, A C (ed) *Writing Across Languages and Cultures: Issues in Contrastive Rhetoric*, Vol 2
- Khalil, A (1985) 'Communicative Error Evaluation: Native Speakers' Evaluation and Interpretation of Written Errors of Arab EFL Learners', *TESOL Quarterly*, Vol 19, pp 335-51
- Kharma, N N (1983), 'A Contrastive Analysis of the Use of Verb Forms in English and Arabic Studies Descriptive Linguistics', Vol 10. Heidelberg: Julius Groos Verlag
- Kharma, N N (1985a) Advanced Composition in EFL in Literature and Linguistics Series: *Abhath Al-Yarmouk*, Vol 3, No 2, 1985, pp 7-22
- Kharma, N N (1985b) Problems of Writing Composition in EFL: A Contrastive Rhetoric Approach in *Abhath Al-Yarmouk*, Vol 3, No 1, pp 7-28
- Kharma, N N (1987), 'Arab Students' Problems with the English Relative Clause', *IRAL*, Vol. XXV/3 1987
- Kharma, N N and Hajjaj, A (1989) *Errors in English Among Arabic Speakers: Analysis and Remedy*. London: Longman
- Kinneavy, J (1971) *A Theory of Discourse*. New York: Prentice Hall
- Kintsch, W., and Van Dijk, T.A., (1978) 'Toward a model of discourse comprehension and production' *Psychological Review*, 85, pp 363-394
- Kintsch, W., and Van Dijk, T.A., (1975) 'Recalling and summarizing stories', *Languages* 40, pp 98-116
- Kleine, L.J., (1986) 'Toward A Contrastive New Rhetoric - A Rhetoric of Progress', paper for TESOL 86. Anaheim: California

- Kleine, L. J., (1987), 'The Student as Researcher: An Ethnographic Study of Contrastive Rhetoric', paper presented at the Annual Meeting of the Conference on College Composition and Communication, 38th Atlanta, GA.
- Kluckhohn, C. (1949), *Mirror for Man*, New York, McGraw Hill
- Kluckhohn, F. and Strodtbeck, Fred L () *Variations in Value Orientations*, Westport, Conn: Greenwood Press
- Koch, B J (1981) *Repetition in Cohesion and Persuasion in Arabic*. Unpublished PhD Dissertation, University of Michigan
- Kopple, Vande W J (1986) 'Given and New Information and Some Aspects of the Structures, Semantics and Pragmatics of Written Texts' in Cooper, C R and Greenbaum, S (eds) (1986) *Studying Writing*. London: Sage Publications
- Kristeva, J .(1989) *Language the Unknown: An Initiation into Linguistics*. Translated by Menke, A. London: Harvester
- Kritzeck J (ed) (1964), *Anthology of Islamic Literature*
- Kroll, B M and Shafer, J C (1978) 'Error Analysis and the Teaching of Composition' in Enos, T (ed) *A Sourcebook for Basic Writing Teachers*. New York: Random House
- Kroll, Barry M. (1986) A Developmental study of explanatory writing in *Educational Review*, , vol.38, No.2, 1986 pp 113-125
- Lado, R (1957) 'How to Compare Two Cultures' in Valdes, J M (ed) *Culture Bound: Bridging the Cultural Gap in Language Teaching*. Cambridge: CUP
- Lakoff, R (1974) 'Remarks on this and that' *CLS* 10, pp 345-65
- Larudee, F (ed) 1970 *TEFL in the Middle East*. Cairo: American University in Cairo Press
- Lautamatti, L (1978) 'Observations on the Development of the Topic In Simplified Discourse' in Enkvist, N E and Kohonen, V (eds) *Text Linguistics, Cognitive Learning and Language Teaching*, pp 71-104. Helsinki: Akateeminen Kirjakauppa
- Labov, W. (1972a) *Sociolinguistic Patterns*, Philadelphia: University of Pennsylvania

- Labov, W. (1972b) Rules for ritual insults in Sudnow, D. (ed) *Studies in Social Interaction*: New York, the Free Press.
- Lindeman, E (1982) *A Rhetoric for Writing Teachers*. New York: Oxford University Press
- Longacre, R (1983) 'Vertical Threads of Cohesion in Discourse' in Neubauer, Fritz (ed), *Papers in Textlinguistics Volume 38: Coherence in Natural Language Texts*, 1983. Hamburg: Helmut Buske Verlag
- McCarthy, M (1984) 'A New Look at Vocabulary in EFL' *Applied Linguistics*, Vol 5, No 1, pp 12-21
- Mahfouz, N (1991), *Palace Walk*, translation. Cairo: Cairo Press, first published in Arabic 1957
- Mahfouz, N (1991) *Palace of Desire*, translation. Cairo: Cairo Press, 14th edition 1986
- Mahfouz, N (1991) *Sugar Street*, translation. Cairo: Cairo Press, Arabic edition 1987
- Malaika, N (1960) 'Arab Nationalism and Life' *Al A'adab*, Year 8, No 5, p 1
- Martin, J R (1983), *Conjunction: the logic of English Text*, in Petofi, J S and Sozer, Emel (eds) 1983 *Micro and Macro Connexity of Texts* Hamburg: Buske Verlag
- Martin, J R (1985) *Factual Writing: Exploring and Challenging Social Reality*. Oxford: OUP
- Matar, H (1989) *A Cross-Sectional Error Analysis Study of the Common Writing Errors Made By Adult Arabic-Speaking EFL Learners in Bahrain*. PhD Dissertation, University of East Anglia
- Mendoza, N L (1973) *Arabian Daze and Bedouin Knights: Arabic Rhetoric Theory to 1492*. PhD Dissertation, UMI
- Michaels, S and Collins, J (1984) 'Oral Discourse Styles: Classroom Interaction and the Acquisition of Literacy' in Tannen, Deborah (ed) *Advances in Discourse Processes*. Norwood NJ: Ablex
- Mukattash, L (1981) 'Problems in Error Analysis' in *Papers and Studies in Contrastive Linguistics*, Fisiak (ed), Vol 13, pp 261-74. Washington DC: Centre for Applied Linguistics

- Nelson, C L (1988) 'The Pragmatic Dimension of Creativity in the Other Tongue' *World Englishes*, Vol 7, No 2, pp 173-181
- Neubauer, F (ed) 1983 *Papers in Textlinguistics*, Vol 38, Coherence in Natural Language Texts. Hamburg: Helmut Buske Verlag
- Nutting, A (1964) *The Arabs*. New York: The New American Library
- Nwogu, K N (1990) *Discourse Variation in Medical Texts: Schema, Theme and Cohesion in Professional and Journalistic Accounts*. Monographs in Systemic Linguistics, Vol 2, University of Nottingham
- Odlin, T (1989) *Language Transfer*, Cambridge Applied Linguistic Series. Cambridge: CUP
- Parsons, G (1990) 'Cohesion and Text Coherence: Scientific Texts', A Comparative Study. Monographs in Systemic Linguistics, Vol 1, University of Nottingham Publications
- Patai, R (1973) *The Arab Mind*. New York: Scribners
- Perkins, C. R. B. (1978) 'Towards the More Systematic Teaching of Translation, in *ELT Journal* 32/3, April 1978, pp 236-41
- Paulston, C B (1973) 'Teaching the Culturally Different Pupil'. Allentown, Pennsylvania: The School District of Allentown
- Perfetti, C A & Goldman, S R (1974) 'Thematization and Sentence Retrieval' *Journal of Verbal Learning and Verbal Behaviour* 13: 70-9
- Petofi, J S and Sozer, Emel (eds) 1983 *Micro and Macro Connexity of Texts* Hamburg: Buske Verlag
- Piper, D (1985) 'Contrastive Rhetoric and Reading in Second Language', *Canadian Modern Language Review*, Vol 42 1, pp 34-43
- Purves, A C (ed.) (1988), *Writing Across Languages and Cultures : Issues in Contrastive Rhetoric*, Vol 2
- Pyle, Nancy (1990) 'Harvard sees role in training M E decision makers an interview with Nancy Pyle', Special Assistant for International Affairs of the President of Harvard University, Arab News, Riyadh, Sunday, 18 March

- Raimes, A (1985) 'What Unskilled ESL Students Do as They Write: A Classroom Study of Composing', *TESOL Quarterly*, Vol 19, No 2, pp 229-58
- Raimes, A, (1987) 'Language Proficiency, Writing Ability and Composing Strategies: A study of ESL College Student Writers', *Language Learning*, Vol 37, No 3, pp 439-67
- Regent, O (1985) 'A Comparative Approach to the Learning of Specialized Written Discourse' in Riley, Philip (ed) *Discourse and Learning*, pp 105-20. Longman
- Richards, J et al (1985) *Longman Dictionary of Applied Linguistics*. London: Longman
- Richards J.C. (ed) (1977) *Error Analysis: Perspectives on Second Language Acquisition* London: Longman
- Rida, H. (1975) *Al-Nahu Alwafi*, Maktabat Alsharq, Damascus
- Sa'adeddin, M A (1989) 'Text Development and Arabic English Negative Interference' in *Applied Linguistics*, Vol 10, No 1. OUP
- Samovar, L. and Richard Porter (eds.) (1972) *Intercultural Communication: A Reader*, Belmont, California, Wadsworth
- Santos, T, (1988), 'Professors' Reactions to the Academic Writing of Nonnative -Speaking Students' in *TESOL Quarterly*, Vol 22, No 1, March 1988, pp 69-90
- Sapir, E. (1958) *Culture, Language and Personality*, Berkely: University of California Press, reprinted in 1964
- Scarcella, R C (1984) 'How Writers Orient Their Readers in Expository Essays: A Comparative Study of Native and Non-Native English Writers' in *TESOL Quarterly*, Vol 18, No 4, pp 671-86
- Schank, R C (1975) 'Conceptual Information Processing' in Beach, R & Bridwell, L S (1984): *New Directions in Composition Research*. New York: The Guilford Press
- Scott, M and Tucker, G (1974) 'Error Analysis and English Language Strategies of Arab Students', *Language Learning*, Vol 24, No 1, pp 69-97
- Selinker, L (1983) 'Language Transfer' in Gass, S and Selinker, L, *Language Transfer in Language Learning*. Newbury House: Rowley, Massachusetts

- Sgall, P (1983) 'On the Aspect of Textual Coherence' in Fritz Neubauer (ed) *Papers in Textlinguistics Coherence in Natural-Language Texts*, Vol 38: 1983. Hamburg: Helmut Buske Verlag
- Shaheen, A (1984) 'Errors and the Teaching of Literature', *IRAL*, Vol XXII/4, pp 311-16
- Sharaby, Hisham (1983) *Introduction to a Study of Arab Society*. Beirut: Alahliya for Publications and Distribution (in Arabic)
- Shouby, E. (1951) 'The Influence of the Arabic Language on the Psychology of the Arabs', *Middle East Education* 5, pp 248-302
- Smith, S M (1976) 'A Note on Writing Versus Speech', *ELT Journal* 31/1, 1976, pp 17-19
- Smith, W C (1957) *Islam in Modern History*. New York: Princeton University Press
- Smithies, M (1981) 'Formal Style in an Oral Culture: Problems at the University Level' in *ELT Journal*, Vol 35, No 4, pp 369-72
- Sperper, D. and D. Wilson (1981)' Irony and the Use - Mention Distinction, in P. Cole (ed.) *Radical Pragmatics*, New York, Academic Press
- Stevens, P (1987) 'Cultural Barriers to Language Learning' in Smith, L *Discourse Across Cultures*. London: Prentice Hall
- Swales, J and Mustafa, H (eds) 1984 *English for Specific Purposes in the Arab World*. Birmingham: Language Studies Unit, Aston University
- Tannen, D (ed) 'Coherence in Spoken and Written Discourse', *Advances in Discourse Processes*, Vol XII, 1984. Norwood New Jersey: Ablex
- Taylor B (1981) 'Content and Written Form: A Two-Way Street' *TESOL Quarterly*, Vol 15, No 1, pp 5-13
- Thompson-Panos, Karyn & Thomas-Ruzic, Maria (1983) 'The Least You Should Know about Arabic: Implications for the ESL Writing Instructor' *TESOL*, 7, 4, pp 609-23
- Triandis, H.C., (1972) *The Analysis of Subjective Culture*, New York, Wiley, Interscience

- Trivedi, H C (1978) 'Culture in Language Learning', *ELT Journal* 32/4, Jan 1978, pp 92-97
- Valdes, J M (ed) (1986) *Culture Bound: Bridging the Cultural Gap in Language Teaching*. Cambridge: CUP
- Valentine, T M (1988) 'Developing Discourse Types in Non-native English: Strategies of Gender in Hindi and Indian English', *World Englishes*, Vol 7, No 2, pp 143-58
- Vann, J et al (1984) 'Error Gravity: A Study of Faculty Opinion of ESL Errors', *TESOL Quarterly*, Vol 18, No 3, pp 427-40
- Weissberg, R C (1984) 'Given and New: Paragraph Development Models from Scientific English', *TESOL Quarterly*, Vol 18, No 3, pp 485-500
- White, R V (1980) *Teaching Written English: Practical Language Teaching Series No 3*. London: George Allen and Unwin
- Whorf, B.L. (1956) *Language, Thought, and Reality*, Cambridge, Mass: MIT Press
- Widdowson, H G (1975), *Stylistics and the Teaching of Literature*, London, Longman.
- Widdowson, H G (1978) *Teaching Language as Communication*. Oxford: OUP
- Widdowson, H G (1979) a 'Rules and Procedures in Discourse Analysis' in Myers, (ed) 61-71.
- Widdowson, H G (1979) b *Explorations in Discourse Analysis*, Applied Linguistics London, Oxford University Press
- Wickens, G M (1980) *Arabic Grammar*. Cambridge: Cambridge University Press
- Wilkinson, A M (1986a) 'Introduction: myths about composition', *Educational Review*, Vol 38, No 2, pp 127-37
- Wilkinson, A M (1986b) 'Argument as a Primary Act of Mind', *Educational Review*, Vol 38, No 2, pp 99-111
- Williams, M P (1984) 'A Problem of Cohesion' in Swales, J and Mustafa, H (eds) *English for Specific Purposes in the Arab World*. Birmingham: Language Studies Unit, Aston University

- Witte, S P and Cherry, R D (1986) 'Writing Processes and Written Products in Composition Research' in Cooper, C R and Greenbaum, S (eds) *Studying Writing*. London: Sage Publications
- Witte, S P and Lester Faigely, (1981) 'Coherence, cohesion and writing quality' in *College Composition and Communication*, 32, pp189-204
- Yang, A W (1989) 'Cohesive Chains and Writing Quality' in *Word*, Vol 40, No 1-2, pp 235-54
- Yassin, M and Aziz, F (1978) 'A Contrastive Analysis of Genetival Complex Structures in English and Arabic', *Faculty of Arts Bulletin*, Riyadh University, Vol 5, pp 49-56
- Yorkey, R (1974) 'Practical EFL Techniques for Teaching Arabic-Speaking Students' in *The Human Factors in ESL*, Alatis, James E and Crymes, Ruth (eds). Washington D C: TESOL, pp 57-85
- Zamel, V (1985) 'Responding to Student Writing', *TESOL*, Vol 19, No 1, pp 79-101
- Zughoul, M R (1973) 'Diglossia in Arabic: Investigating Solutions' in *Anthropological Linguistics*, Vol 22, No 5, pp 201-219
- Zughoul, M R (1987), 'Restructuring the English Departments in the Third World Universities: Alternative Approaches for the Teaching of English Literature', *IRAL*, 25, 1987

Appendix 1

Informants' Test for the Arabic Texts

يهدف هذا الاستبيان الى معرفة مدى تناسق وترابط وحدة النص على مستوى الموضوع ككل وينقسم الى جزئين: الأول يتم اعطاء الدرجة من ١-٥٠ حسب توفر عنصر وحدة وترابط وتناسق النص كاملاً .

الجزء الثاني (أ) يتم اعطاء درجة من ٥-١٠ حسب وجود عنصر أو أكثر من عناصر التطوير وهي:

- ١-ارتباط الجملة الموضوعية بالنص كاملاً (٥,٥-٥).
 - ٢-هدف الكاتب واضح (٥,٥-٦).
 - ٣-الموضوع مطور بعمق (٦,٥-٦).
 - ٤-وحدة الأفكار (٥,٦-٧).
 - ٥-وجود علاقة وربط قوي بين الأفكار مع النص (٧,٥-٧).
 - ٦-مراعاة التنظيم والترتيب (٥,٧-٨).
 - ٧-مراعاة الشمولية وعدم حذف أي شئ مهم (٨,٥-٨).
 - ٨-ارتباط الجمل وانسيابها بشكل سلس (٥,٨-٩).
 - ٩-الاستخدام الصحيح لأدوات الربط (٩,٥-٩).
 - ١٠-تناسق وثبات الأفكار والجمل (٥,٩-١٠).
- (ب) يتم اعطاء درجة من (٥,٥-٥) درجات حسب وجود عنصر أو أكثر من عناصر الانحراف وهي:

- ١-عدم وجود ارتباط بين الجملة الموضوعية والنص (٥,٥-٤).
- ٢-موضوع النص مطور بصورة سطحية (٤,٥-٤).
- ٣-موضوع النص غير مكتمل (٤,٥-٣).
- ٤-عدم ترابط الجمل والفكرة غير مناسبة بشكل سليم (٣,٥-٣).
- ٥-عدم ترتيب الأفكار بصورة منطقية (٥,٣-٢).
- ٦-عدم وجود ربط وعلاقة واضحة (٢,٥-٢).
- ٧-هدف الكاتب غير واضح (٥,٢-١).
- ٨-سوء استخدام أدوات الربط (١,٥-١).
- ٩-عدم وجود وحدة الأفكار (٥,١-٠).
- ١٠-وجود تعارض في الأفكار (٥,٠).

يرجى وضع العلامة في المكان المخصص لها عند كل جملة ووضع العلامة العامة في مكانها المخصص وليما يلي المواضيع التي قام الطلاب بكتابتها:

- ١- مزايا ومساوي التلفاز.
- ٢- أسباب وحلول مشكلة البطالة.
- ٣- نبذة عن البحرين بغرض السياحة.

النص ١ - A - 11

في عصرنا هذا ، العصر الذي يطلق عليه عصر القرن العشرين يعتبر جيزاز التلفاز من الأجهزة المهيمة والرئيسية التي تكون كذلك في معظم المنازل الحديثة مع أن هنالك بعض المنازل التي لا تستخدم هذا الجيزاز حاليا ولا في المستقبل () حول هذا الموضوع أود أن أطرح بعض الفوائد والأضرار لهذا الجيزاز () أولا : هذا الجيزاز يمدنا ويزودنا بالمعلومات المفيدة والمهمة () ثانيا : هذا الجيزاز يستخدمياغلبية الناس كأداة ترفيهية في أوقات الفراغ () ثالثا : وفي رأيي انه النقطة الرئيسية في هذا الموضوع وهو أنه اي التلفاز يسمح للذين لا يستطيعون السفر للدول الأخرى أن يشاهدوا العالم والناس عن طريق شاشته الصغيرة () واخيرا يعتبر التلفاز جيزازا مفيدا وذلك لاستخدامه كأداة لتدريس وتسلية الأطفال بشرط أن يكون الوالدين معيهم ()

واقصد من هذا الكلام أي ان يجب على الوالدين معرفة ما يشاهده أطفالهم () وبعد كل هذا الكلام عن فوائد التلفاز أود ان اتحدث عن أضرار هذا الجيزاز () أولا يعتبر هذا الجيزاز من الأشياء المضيعة للوقت () وأقصد من ذلك ان هنالك بعضا من الناس الذين اذا جلسوا لمشاهدة برامج التلفاز لا يتركوا الجيزاز الا اذا جميع برامج التلفاز قد انتهت () لذلك اعتبرت هذه عادة سيئة () فهذه العادة في اغلب الاوقات تسبب الاضرار للناس () ثانيا : هذا الجيزاز يجعل المشاهد له شخصا كسول دائما يبقى امام شاشته لا يعمل شيئا آخر غير مشاهدة البرامج () ثالثا : وفي رأيي انه أسوأ نقطة في الموضوع هو أن بعض الوقت قد يؤدي الى أن الناس قد يتركوا زيارة الاقرباء والاصدقاء () ولذلك يمكننا ان نقول يقطع صلة القرابة بين الناس () وهذه مشكلة كبيرة () وكل هذه الاضرار قد تكون سببا أو اسباب لرفض الناس من ان يكون لديهم جيزاز تلفاز في منازلهم () على كل حال بعد كل هذه المناقشة في رأيي ان هذا الجيزاز سيظل في منازلنا مع انه يسبب الكثير من الاضرار ()

الدرجة العامة لوحدة النص (—)

النص ٢ - A - 9

التلفاز هو احد انجازات الجنس البشري () انه يعني الصوت والصورة والاستماع والرؤية () انه افضل الطرق لقضاء وقت الفراغ () ايضا يعتبر التلفاز مصدر للمعرفة ولذا يزودنا بمعلومات عن جميع انحاء العالم ولذا يمكننا مشاهدة ما يدور او يحدث في اميركا في تلك اللحظة دون تعب أو ملل ولذا فيوفر العناء والتعب () فبإمكاننا الجلوس في بيوتنا ومشاهدة ما نريد من الافلام بدلا من الذهاب الى السينما وتحمل العناء () ويعتبر التلفاز مدرسة داخل بيوتنا حيث انه يبت برامج تعليمية كما انه مصدر ترفيه للأطفال حيث يمكننا مشاهدة المسرحيات المسلية والمتعة بجانب افلام الرسوم المتحركة () ويعتبر التلفاز نعمة ونقمة لأنه بعض الاحيان يكون سببا في تضيق الوقت () كما انه مصدر ازعاج وضوضاء () كما ان بعض الاطرب يميلون دراستهم واعمالهم المدرسية المتعبة فلم أو مسرحية معينة () كما ان التلفاز مصدر مضايقة لبعض الحيران عندما يفتح في منتصف الليل () كما ان التلفاز امداد

انتفاخ مصدر لضعف النظر () ولكن بإمكاننا التغلب على تلك المساويء والعيوب
()
الدرجة العامة لوحدة النص (—)

النص K

البحرين دولة عربية تقع وسط الخليج العربي وتتميز بهذا الموقع الجغرافي
الاستراتيجي الهام في هذه المنطقة مما ساعدها على تبادل التجارة مع الدول المجاورة
ودول العالم وتكوين علاقات تجارية واقتصادية وسياسية وعسكرية معها مما اكسبها شهرة
عالمية وبناء نبيضة عمرانية واسعة () وتمتاز البحرين بجمال سواحلها وكثرة عيون
الماء العذب مثل عين عذاري وعين قصاري () وتشتهر بكثرة النخيل وصيد السمك
واستخراج اللؤلؤ وبها مناطق سياحية تجذب السياح اليها مثل قلعة البحرين وقلعة عراد
ومسجد الخميس ومعابد باربار ومقبرة عالي وكثير من الآثار التي تحكي تراث البحرين
العريق وتاريخها القديم () وتتم ادارة السياحة والآثار بالتنسيق مع الآثار وحفظها .
() وقامت بإنشاء متحف البحرين الوطني ومركز التراث وترميم الآثار باعتبارها رمز
حضارة البحرين وعراقتها () كما اهتمت الهيئة البلدية المركزية بإنشاء العديد من
المرافق السياحية الهامة مثل بلج الجزائر ومحمية العرين والحدائق العامة حيث يجد
السائح بيا المنة والراحة () وهكذا كانت البحرين ولم تزل منطقة هامة جميلة تجذب
السياح من مختلف اقطار العالم ()
الدرجة العامة لوحدة النص (—)

النص رقم B - A M

للبحرين مجموعة من الجزر في الخليج العربي () وتحيطها قطر من الجنوب
والسعودية من الشمال ومساحتها تقريبا ٦٩٢ كم () وعدد سكانها ٤٠٠ ألف شخص
() ومناخها يسوده الحرارة والرطوبة صيفا وفي الشتاء معتدل () وأهم صادراتها
البترول والالمنيوم () وتستورد كل شيء من الخارج () اما عاصمتها فهي المنامة
() وتحتوي على العديد من الامواق () وكل شيء تبحث عنه تجده هناك ()
ومتطلبات الراحة متوفرة من حدائق كحدائق عذاري والمائية والأندلس () والشعب
البحريني عموما يتصف بأنه كريم وطيب () هناك صناعات قديمة وما زالت كصناعة
الفخار والنسيج () وأخيرا عندما تقدم لزيارتنا هنا مستمتع برحلة ممتعة ونطلب من الله
تعالى أن يحفظ بلدنا من كل سوء وبلاء ()
الدرجة العامة لوحدة النص (—)

النص (٥) 15 - A

انما اليك الأنسب للسياحة () انما المنطقة التي تجذب اليها آلاف السياح كل
عام () في البحرين نستطيع ان نزرر العديد من منافذ التاريخ على سبيل المثال
المتحف الوطني الذي يحوي تاريخ البحرين ويعكس حضارة دلمون وتايوس بالإضافة الى
الحضارات الاسلامية وغيرها () ولك أن تستمتع بعيدا عن التاريخ بالشمس المشرقة
والبحر اللطيف بصحبة السواطيء () كل ذلك يحيطه كرم الضيافة المتأصل في أبناء

البحرين () واذا كنت ممن يحبون العيش المرفه تقدم لك مجموعة من أشهر فنادق
الخميس نجوم التي بشتى خدماتها باعطائك حياة غاية في الراحة مدة اقامتك في البحرين
() وحتى لا تنسى الجوانب الاقتصادية فأنك مؤهل لزيارتها مما كان مبلغك
المخصص لهذه الزيارة واخيرا () نقدم لك بعض المعلومات عنها () حكومة
البحرين أميرية وراثية وأميرها هو الشيخ عيسى بن سلمان آل خليفة () تبلغ مساحة
البحرين ٦٦٨ كم التعداد السكاني يبلغ ٤٦٤ الف بمعدل ٧٠٠ واللغة الرسمية فيها هي
اللغة العربية واللغة الثانية هي اللغة الانجليزية () الديانة الرسمية هي الاسلام ()
وبما ٧٪ مسيحيين والمصادر الطبيعية تتمثل في البترول () وأخيرا تذكر اذا أردت
زيارة البحرين لن تنساها مدى حياتك .
الدرجة العامة لوحدة النص (—)

النص رقم 6 - A L

البحرين أرض الخلود عروس الخليج بانتظار السياح الوافدين اليها من جميع
أقطار العالم لتزيم ثوبها الأخضر المكبل بأشجار النخيل والخضرة والفاكهة بشتى أنواعها
لتزيم على وجوه سياحها النعمة والسعادة بما سيرونه من كرم الضيافة البحرينية وبما
سيرونه من مناطق جذابة () سيرون البحرين بشواطئها الخلابة وأسواقها ونواحيها
الترفيهية ومن ثم يتذوقون أشهى وأطيب الأكلات الشعبية والاستطلاع على المقاهي
الشعبية والحرف التقليدية من صنع يد البحرين () هذا ولعشاق التطلع على الآثار
سيجدون الغريب من عظمة تاريخ البحرين وما بها من كثرة المناطق الاثرية كمسجد
الخميس ومعابد باربار وقلعة البرتغال وعزاد () وأكبر ذخيرة تاريخية سيجدون في
متحف البحرين الوطني () كل هذا ستجدونه لدى زيارتكم لدولة البحرين ()
زرها الآن () .
الدرجة العامة لوحدة النص (—)

النص رقم 14 - A N

تعتبر البحرين من أهم الجزر في الخليج العربي اذ لها معالم حضارية تمتدز بها
منذ فجر الاسلام حتى يومنا هذا () لعل من أهم هذه المعالم ما نشاهده في حياتنا من
مباني هندسية ومصانع الخزف والفخار من تركة اسلافنا حيث أنعم أسسوا هذه الحضارة
من مجد توارثوه أبا عن جد () لما نحن نرى البحرين اليوم حيث أنها تستير بمناطقها
السياحية الجذابة () وتعتبر البحرين من أكثر مناطق الخليج العربي رواجاً بالسياح من
مختلف مناطق العالم لأن أغلب سواح العالم يعتبرون زيارة البحرين من أفضل مناطق
الخليج حيث اعتدال درجات الحرارة من الخريف والشتاء والربيع وحتى الصيف بالنسبة
لدول الخليج ووجود كثير من مناطق الاستمتاع بمختلف المناطق حيث توجد المنتزهات
والحدائق والمتاحف والملاعب والنوادي الرياضية () الى جانب ذلك توفر أماكن قضاء
الاجازة براحة تامة وسواقع قريبة من أغلب مناطق البحرين .
الدرجة العامة لوحدة النص (—)

النص J A - 12

لعل أكبر المشكلات التي تعاني منها الحكومات اليوم مشكلة البطالة التي ما زالت تتفاقم وتبحث لنفسها عن حل () وأكبر طبقات المجتمع التي تأثرت بهذه المشكلة هي طبقة الشباب والتي هي طبقة المجتمع () ولكل مشكلة أسباب وحلول () وكذلك مشكلتنا التي نحن بصدد الحديث عنها لها أسباب قد طرحت نفسها على الصاحة وخاصة في منطقة الخليج العربي () ولعل أكبر ما طرح من أسباب هو تفاقم الجيل وسط هذه الطبقة وعدم قدرتها أو كفاءتها على تأدية عمل إداري أو فني وارتفاع رواتب الأيدي العاملة الخليجية () ثم أنت الطامة الكبرى وهي ما قالوه أن الخليجيين لا يقبلون أن يقوموا بأي عمل في المصانع أو التنظيف أو غيرها من الأعمال التي اعتبروها ذات مستوى لا تسمح لهم أنفسهم بالتقيام بها () ولعل الناظر والمعن في أسباب هذه لا يجد لها أية صحة أو دليل () فليس كل الشباب جبال () وليس كلهم من حملة الشهادات العليا () فكثير منهم من حملة الشهادات الثانوية والجامعية () وينادوا ما نجد حاملا لقيادة اتحادية () ثم لو اردنا ان يكونوا كلهم من حملة الشهادات العليا في أي حقل نوفر لبرؤلاء وليس مجتمعنا دون غيره ؟ () أو تلك النقطة الثانية التي قالوا فيها أننا الطامة الكبرى أو أيقبل حامل لقيادة جامعية أن يعمل في تنظيف الشوارع أو ترضى ذلك لنفسك () إذن لماذا التعلم () وما فائدة المعلم () ولعل بعض الفلاسفة يرحمون الشباب بأننا ثقافة أو لو عمل في حقل تنظيف سوف يحتاج إلى أن يتقن نفسه () أمهذه ثقافة () ثم الا يستطيع أن يتقن نفسه بنفسه وهو يعمل ويؤخر على نفسه عمرا وردحا من الزمن يضحيه في مراجعة ومذاكرة وسير انليالي () وبعضها يبيع ذلك الجيد بكل سهولة ونومه بأننا ثقافة () ثم ان رخص رواتب الأيدي العاملة الاجنبية كما يقولون يجعل اصحاب المصانع أو رجال الأعمال ينفرون من الأيدي العاملة المحلية () أو كما يفكر بذلك الأحقق بأنه سوف يكون مضطرا الى توفير سكن ودفع ايجار وفاتورة الكهرباء عنه () وهناك تذكرة للذهاب والاياب كل عام ومشاكل رخصة العمل ودخول البلاد والخروج والمواصلات من السكن الى العمل وغيرها () وكأن مشكلة البطالة وما تسببه من فراغ في الوقت قد يؤدي الى جرائم ومشاكل أخرى كالفساد () .

الدرجة العامة لوحدة النص (—)

النص (A) A - 1

العلم نور () العلم كمشكاة في ظلام الليل () فالإنسان بدون علم في ظلمات البر والبحر لا يدري أين الطريق () الاسلام طريق الخير () الاسلام يحث على طلب العلم () فأول سورة نزلت تحث على طلب العلم () ويرغب أيضا في طلب العلم ولو في ابد الأماكن () البطالة في المجتمع تعني ان الشخص جالس لا يعمل لا يدرس الخ () أي ان وقته كله فراغ () فمن الفراغ تأتي العواقب () والإنسان الذي وقته كله فراغ يتجه الى أين () نراه يتجه الى الظلمات البرية والبحرية () أعني أين يكون الفناء () أين يكون التخراب () هو معه () وهذا يعرض على الاصدقاء () قد يكون من الصالحين فيكون معهم () اذا ان عواقب البطالة تكثر ما وخيمة () واذا انت في المجتمع البطالة فغلب السلام () فتؤدي بالتحسين

الى النزول الى أرقى مراتب الانحطاط أو الرذيلة () حيث ستضيع في المجتمع المنكرات والافساد في الارض () والله لا يحب الفساد ().

ويتمثل هذا لنا واضحا في مخيمات أوروبا حيث البطالة كثيرة هناك () فنرى المنكر والفساد منتشر والجرائم () علينا ان نزيل البطالة من مجتمعاتنا في التعليم والارشاد () والأشخاص الذين فاتهم الركب العلمي فعلى ان نشغلهم في وظائف مناسبة لهم () لكن الغريب على ان الانسان ينهي دراسته الثانوية ولا يجد عملا () فكيف لا نريد ان تكون هناك بطالة () فيجب علينا ان نوفر عملا لهؤلاء حيث قد كثرت البطالة في المجتمع مع انهم كلهم يحملون ثيادات ثانوية () اسأل الله ان يشغل جميع الناس انه سميع الدعاء ()

الدرجة العامة لوحدة النص (—)

النص D

مشكلة البطالة من المشكلات الكثيرة الواسعة في الوقت الحاضر خاصة في المجتمعات النامية () وهذه المشكلة تكمن اساسا في زيادة السكان حيث يولد طفلا كل ثلاث ثواني مما يؤدي الى مضاعفة سكان العالم في يوم ما () هذه الزيادة أصبحت تمثل حملا ثقيلا على الحكومات من الناحية الصحية والتعليمية بل والوظائف فيما بعد () هناك سبب آخر هو ان معظم المزارعين قد تركوا الارض ورحلوا الى المدن املا في الحياة المتحضرة ()

كما ان هناك الكثير لا يفضلون العمل اليدوي ويطمعوا في اعبال المكاتب والوظائف الحكومية () هذا العصر المتجدد المتغير دفع الجميع الى التعليم مما ادى الى ازدياد الجامعات وتخريج الاعداد البائلة من التخصصات والمجالات لا تحتاج اليها () . لحل هذه المشكلة لا بد اولاً من التخطيط الجيد وقبول الاعداد المطلوبة بالجامعات وفتح الكثير من المدارس الفنية لاعداد طبقات من الفنيين والمهنيين () كذلك يجب تشجيع تحديد النسل عن طريق وسائل الاعلام لتخفيف العبء عن الاسرة والدولة وكذلك فتح البجرة لمن يريد املا في تخفيف العبء والضغط وكذلك تشجيع المزارعين على زراعة الارض وتزويدهم بما يريدون () وعلى وسائل الاعلام ان تقوم بهذا الدور الفعال ()

الدرجة العامة لوحدة النص (—)

النص B 8 - A

في عصرنا هذا نرى ان البطالة منتشرة في الكثير من الدول () وفي رأيي انما ظاهرة خطيرة وذلك لان هناك العديد من الناس الذين يعيشون بلا عمل () وهذا في اكثر الاوقات يؤدي الى ان يقوم هؤلاء الأشخاص الى طريق الانحراف واكتساب العادات السيئة مثل شرب الخمر والتدخين () حول هذه المسألة سوف اتحدث عن اسباب البطالة والحلول ()

اولاً: عندما يكون عدد الاجانب الذين يعملون في الدولة في زيادة كل يوم ذلك يعني ان الفرصة للمواطنين تنحصر على عمل سوف تقل ()

ثانيا: ان هناك بعض رجال الاعمال الذين يفضلون توظيف الاجانب وذلك لانهم يعتقدون ان هؤلاء الاجانب اجورهم اقل من اجور المواطنين () وهذا بالطبع خطأ () واعتقد ان هذا تصرف سيء من قبل رجل العمل والمواطنين () .

ثالثا: الكمبيوتر ايضا سبب لبطاله () واقصد من هذه الجملة ان هنالك بعض المصانع والبنوك والمستشفيات التي يديرها الكمبيوتر بدل الانسان () السبب في ذلك هو ان اصحاب المصانع والبنوك والمستشفيات يعتقدون ان الكمبيوتر اسرع في العمل من الانسان وانه اقتصادي حيث ان المالك لا يدفع للكمبيوتر راتبا كل شيركالانسان وغير ذلك من المزايا التي يعتقدون بيا () .

رابعا: هناك بعض من الناس الذين يرفضون الاعمال اليدويه ويجفرونيا مثل الحدادة والنجارة وغيرها وذلك لان هؤلاء المتكبرون يريدون امتلاك مكتب فاخر مع تلفون وكوب شاي وقراءة الجرائد () وهناك الكثير من الاسباب ولكننا لا نستطيع ذكر جميعها الان () والان سوف اتحدث عن الحلول لهذه القضية () .

اولا: على الحكومة التحديد والتقليل من عدد الاجانب في الدولة وذلك لكي يسمح للمواطنين الحصول على فرص للعمل () .

ثانيا: يجب على الحكومة اصدار قانون يأمر رجال الاعمال على توظيف المواطنين بدل الاجانب () .

ثالثا: واعتقد اننا اهم نقطة وهو انه يجب على رجال الاعمال عدم الاعتماد على الكمبيوتر فقط وذلك لانه اله وذلك لانه يخل ويعمل اخطاء () وكذلك هناك ميزة او فرق واضح بين هذا الجباز والانسان وهو ان الانسان يستطيع التفكير اما الكمبيوتر فلا () وفي النيايه اود ان ادعو الاشخاص الذين بلا عمل للعمل حتى ولو كان العمل ليس هو العمل المسمى به ولكن ذلك مؤقتا الى ان يجد العمل الذي يعتقدون انه المناسب والطامحين به () على كل حال اتمنى ان تعالج هذه المشكله عما قريب عن طريق الحكومة الرشيدة () .

الدرجة العامة لوحدة النص (—)

النص H 7-A

هناك اسباب كثيرة تؤدي الى البطاله مثل عدم وجود الوظائف الكافيه لاستيعاب خريجي الجامعات () حيث ان كل سنة يتم تخريج عدد كبير من خريجي الجامعات فلا يجدون الوظائف المناسبه لهم () كما ان عزوف الشباب عن بعض المين وانخفاض المستوى الاقتصادي من العوامل التي تساعد على تفاقم هذه المشكله () وقد حرم الاسلام البطاله وحث الناس على العمل () ويعتبر العمل في الاسلام واجب لانه يجعل الناس يستفيدون من هذا العمل وينفدون المجتمع () ويجب على الحكومة ان تعمل على توفير الوظائف التي تناسب اختصاص خريجي الجامعات في مختلف المجالات () ويجب علينا ان نعمل بما امر به الاسلام () وعلينا ان نعتد على انفسنا () .

الدرجة العامة لوحدة النص (—)

النص H 10-A

يطرح التلفزيون اصحالا وبرامج كثيرة للمشاهدين منها المفيد ومنها الضار () ويعتمد اولا واخيرا على ثقافة المسؤولين واتجاهاتهم ان كانت ترفيبيه فسوف يغلب جانب الترف والغناء على برامجه وما شاكله من برامج () اما اذا كان اتجاهه علمي فسوف يغلب على برامجه الجانب العلمي وهكذا () وتتمثل المشكلة في ان يغلب على التلفزيون الجانب الترفيهي والغناء وتضييع الوقت دون فائدة صحيه او علميه () والملاحظ المتابع للبرامج ان الافلام الخلاعيه الغريبه تتمثل ان لم تكن نسبة ١٠٠٪ فيبي على الاقل ٩٠٪ () وان لم تكن خلاعيه ففيا حركات غير اخلاقيه () وقد زلت اقدام كثير من الشباب الى الباويه وتسببت في كثير من مشاكل اليوم اذ لبا القسطن الاكبر في الانحرافات الجنسيه واخلاقيه واعمال التخريب والمخدرات وشرب الخمر () وجلبت الى مجتمعنا كثيرا من عادات الغرب التي هي تخالف تعاليم الدين الاسلامي الحنيف والتي سيطرت على قلب الامه الاسلاميه اليوم () وانني في هذا المقال المتواضع اطالب المسؤولين بتقليل هذا الترف والغناء من برامج التلفزيون وتعويزيا بافلام علميه ذات فائدة لجميع انطبقات في المجتمع () والناظر الممعن انظر في برامج التلفزيون للاطفال كليا او معظما ذات ليو لا فائدة منه () ويا ليت المصيبة على هذه فقط اذ وراء هذه الافكار افكارا الحاديه تطرحها هذه الرسوم المتدلجه المبرمجه () فيبدو لي ان هذا المجرم لا يفقه هذه الافكار ولو فهمها كيف يقبل ان يتقبل ابنه هذه الافكار الالحاديه () ولست انتل لك ايها القارئ عن نسان احد بل رايت ذلك بام عيني () ومشكلة اخرى هي مشكلة الوقت اذ تبدأ البرامج في وقت متأخر () وليست مشكلة المسؤولين وحدهم بل مشكلة ادارة الاسرة وقدرتها على ادارة امور الاسرة () واثار هذا السبر الصحي وخيمة بالاضافة الى اثره على تادية واجباته وخاصة الذي يكون في امس الحاجة الى الراحة () واود ان يلتفت المسؤولون في اجهزة انتفاز الى هتين النقطتين حتى يؤدي التلفزيون رسالته الاعلاميه في الحياة .

الدرجة العامة لوحدة النص (—)

النص G 4-A

هذه الايام يمكن اعتبار انتفاز فرد من العائلة () لذلك يجب علينا ان نأخذ منه الاشياء الحسنه ونترك الاشياء السيئة () ومن امثلة الاشياء الحسنه الافلام العلميه والقصص الاجتماعيه الحديثه التي توجينا للطريق الصحيح () غير ان هنالك الكثير من البرامج السيئة التي من واجبا تجنبها وذلك لكثرتها وتأثيرها خصوصا على الاطفال () فالبرامج مثل المصارعة الحرة وافلام الرعب بدون شك لبا تأثير سيء على الاطفال () وفي بعض الحالات يقوم الاطفال بتقليد ما يشاهدونه على الشاشة () بالاضافة الى تأثيرها السيء على العين لمشاهدته باستمرار .

الدرجة العامة لوحدة النص (—)

النص F 3-A

التلفزيون سلاح ذو حدين () له اضرار وفوائد عديدة لذلك نستخدمه بحرص لهذا نحيار () فادراك الشخص استخدام اخبار التلفزيون مثل استخدام اخبار

يستفيد من البرامج التثقيفية () ويساعده في تثقيفه والفائدة منه () أما إذا كان
الشخص عاطلاً ليس له أي وظيفة والفراغ والملل تكاد تقضي عليه فإن التلفزيون بمثابة
أداة مدمرة تدمره داخلياً وذلك من خلال البرامج السلبية التي غالباً ما تكون غير صالحة
للمساعدة بالمرء () وغير ذلك تساعد على فساد شخصية الفرد بحيث يكون بلا شخصية
() ولا يستطيع أن يعتمد عليه في شيء () لذا نلاحظ بأن البرامج القائمة باتت تحل
المرتبة الأولى لدى أغلبية الشباب () مما يساعد على تكوين جيل فاسد لا يستطيع
الاعتماد على نفسه بالمرء () .
الدرجة العامة لوحدة النص (—)

Appendix 2

Informants' Test for the English Texts

This test is designed to measure text development and deviation in written compositions. The following is an explanation of the mechanics of the test and the criteria used to guide the informants.

Criteria of Topic Development

Topic development is measured according to the following criteria:

- 1 The sentential topic is well connected to the textual topic. The grade assigned is (5 to 5.5).
- 2 The writer's purpose is stated clearly. The grade assigned is (5.5 to 6).
3. The topic is extended and developed in depth. The grade assigned is (6 to 6.5)
- 4 Unity of thought and ideas is observed. The grade assigned is (6.5 to 7).
- 5 Relevance is clear in the sense that every idea must relate to the topic of the text. The grade assigned is (7 to 7.5)
6. Proper order is attended to. The grade assigned is (7.5 to 8).

- 7 Inclusiveness is observed, i.e., nothing vital to the topic is omitted. The grade assigned is (8 to 8.5).
- 8 Sentences are bound together so that the thought flows smoothly and steadily from the first sentence to the last. The grade assigned is (8.5 to 9).
- 9 Correct use of transitional links. The grade assigned is (9 to 9.5).
- 10 Conformity and consistency of ideas and sentences. The grade assigned is (9.5 to 10).

Criteria for Topic Deviation

Topic deviation is measured according to the following criteria:

1. the sentential topic is loosely connected to the textual topic. The grade assigned is (4.5 to 5)
2. the discourse topic is superficially developed. The grade assigned is (4 to 4.5).
3. the textual topic is lacking in the sense that something vital to the topic is omitted. The grade assigned is (3.5 to 4).
4. sentences are illbound and thought does not flow smoothly and steadily. The grade assigned is (3 to 3.5).
5. Ideas are not arranged in the correct logical or most effective rhetorical order. The grade assigned is (2.5 to 3).

6. The writer slides into irrelevance. The grade assigned is (2 to 2.5).
7. the writer's purpose is unclear. The grade assigned is (1.5 to 2).
8. ill-used transitional links. The grade assigned is (1 to 1.5)
9. disunity of thought and idea is apparent. The grade assigned is (0.5 to 1)
10. there is contradiction of ideas. The grade assigned is (0 to 0.5).

Each text below will be marked twice: the first time the text will be marked for general coherence score and the second time it will be marked for measurement of topic development.

Part One: Marking for General Coherence Score

The text will be marked for coherence, unity and relevance and a score that ranges between (1 to 50) is assigned to each text according to the above mentioned criteria.

Part Two: Marking for Topic Development

The same text will be read sentence by sentence. A score that range between (0.5 to 10) is given for each subtopic or sentence according to its unity, relevance, development and cohesion with the rest of subtopics.

Kindly place the mark for general coherence score in the

space provided below each text and then place the mark for each subtopic between the brackets at the end of each sentence.

The following are the titles of topics that the students wrote about:

- 1 Causes and Solutions for the Problem of Unemployment
- 2 Advantages and Disadvantages of Television
- 3 A Travel Brochure on Bahrain

Text A

TV programs is a good thing if it is useful for the person to see it, and if it is talking about good problems in the world and about something help the person to concentrate his knowledge about the people and the world around him (). In addition, TV programs will be bad and harmful if we use it in a bad way (). If an unemployed sees these bad programs they will be effect in his personality (). So he will be a bad person in his country ().

General Coherence Score = (----)

Text B

Nowadays, the TV may be considered as a member of the family (). So, we should take from it the good things and throw a way the bad things (). The good thing is the scientific films and useful social stories which direct us to the right way of conduct (). However, there are a lot of bad programmes which we should avoid because of their bad effects specially to the children (). The programmes such as wrestling and films of horror will no doubt have bad effects to children (). And in some cases they may tend to imitate what they see on the screen (). Add to all this the bad effect to the eye by continuous watch of the TV ().

General Coherence Score = (----)

Text C

I think there is a problem which we call it unemployment (). The problem of teenagers getting into trouble with the law is mainly caused by unemployment (). Because of the high level of unemployment so many teenagers nowadays leave school and find that they have no chance of getting a job and this obviously makes them feel bored (). And as a result of this, they are much more likely to indulge into drinking and similar bad habits (). It is not strange therefore that you see groups of unemployed teenagers wandering in the streets with nothing to do, which can easily lead to trouble of one sort or another (). Now we are going to suggest Certain solutions for this problem: the social authorities should build more clubs and recreational places (). some restrictions should be

imposed on recruitment of foreigners (). Establishment of professional training center.

General Coherence Score = (----)

Text D

As we know that the TV is the basic thing in every house (). In some houses there are more of one TV (). Most of the people buy their TV and didn't know what are the advantages and disadvantages of television which causes a lot of problems in the house (). In this paragraph I write some of them (). In my opinion the disadvantages is greater than the advantages of television (). That which are shown in this paragraph (). In the opinion of some people, television takes up the free time by seeing its programs (). In this free time the television present some useful and good films so that people derive profit from these films (). Another times in this free time television shows useless films (). So people didn't take any useful knowledge and their free time is useless (). Essence of that words the advantages of television present a good and useful films (). And its disadvantages is in presenting useless films (). The television has a lot of effect on the children who lost their time beside the television (). They see in the television the useful and the useless films at the same time if they didn't have a guidance from their parents (). The children imitate the works which they see in the television (). In some times these imaginary works in the television are changed by the children to reality (actual) works which caused a lot of problems (). So the children must have a guidance by the parents to show them the right way.

General Coherence Score = (----)

Text E

Television is one of the up to date achievements of mankind (). It is a sound and vision, meaning to hear and see (). It is one of the best ways to pass our leisure or free time (). Being a source of information, television helps to get much information about the whole world (). What is taking place in America now, could be seen at the same moment without bothering or troubling (). Instead of going out of doors to watch films we could stay

comfortably and watch what we want (). It is a school inside our homes as it televises educational programmes (). Children could entertain themselves by watching cartoon films or interesting and exciting plays (). But television is a mixed blessing as it wastes our time sometimes (). It is a source of disturbance and noise at homes (). Students may neglect their home works and studies to follow a certain film or play (). Neighbours may be annoyed as it switched on after midnight (). Television may cause short sight (). But we can overcome all these demerits or disadvantages ().

General Coherence Score = (----)

Text F

Unemployment is a serious problem which becomes obvious in developing societies (). It arises as a result of rapid increase in the population (). The world's population is increasing rapidly (). Every second three babies are born (). The world's population will double at any time (). Many problems have become clear such as famines and idleness or unemployment (). The natural resources are not quite enough to satisfy the needs of these enormous numbers (). The age of science atom space and planets is advancing and developing rapidly (). Every one is eager to learn (). Many people do not prefer manual work and hope to work in offices (). Farmers left their land going to cities hoping for better life and good opportunities of work (). To solve this problem we have to encourage birth control to decrease the huge numbers of children (). In this case the government will be able to look after them well and families will be able to breed them up (). Technical schools must be opened and prepare technicians and to lessen and shorten numbers being accepted by universities (). Farmers should be encouraged to take care of their land by providing them with what they need (). The government ought to encourage immigration to let citizens find other places to live in (). Many new factories could be built to increase our national income (). In my opinion this is a serious problem (). We have to participate in solving it (). Television and mass media should help in solving it (). All nations have to co operate to find a solution for this problem ().

General Coherence Score = (----)

Text G

A very saddening truth about our twentieth century world is the unemployment problem in rich countries and the poor ones (). Unemployment is the first problem that countries tried to solve this problem by different methods which they can do

(). Unemployment means that many of young people haven't work and they haven't work center to work in it (). There are many reasons of publication the unemployment in the countries (). Many people refuse the hand jobs and go to office jobs which are not enough in the country for all young people since they had nothing to do with the hand jobs (). Another reason for the problem there are many people who come from outside the country and have work inside it (). So many countries refuse young people to work in jobs which strange people work in these jobs because - as the country say - these strange people have a full knowledge of works (). There are many reasons for unemployment I can't say them because they are a lot and different (). The solutions for this problem are to give seasonable for young people to work and have a knowledge to exchange them with strange workers (). So the strange workers are decrease and in the same time to decrease gradually the unemployment in the country.

General Coherence Score = (----)

Text H

Many persons don't have jobs in the world (). There are many reasons for this problem and the main reason is that many jobs were dependent on machines for example computers is used in many factories for doing many work (). The second reason is that the worker want so much money so the master and servant use many computers to do many works or used workers from poor country (). The second point is that many people didn't want to do work (). For these reasons and many reasons many persons don't have jobs ().

General Coherence Score = (----)

Text I

The television has many advantages and disadvantages, for example, the bad films and singing has many effects on the person who see that film and terrible effect of this film

is on boys and girls (). The second point is that the time where it starts is very late (). So the workers and the students can not do their home work well in the second day (). Also the television has many advantages for example it increase your information and make you think if you see science films (). You can also enjoy with your time without go out (). From this we see that the television has many advantages and disadvantages ().

General Coherence Score = (----)

Text J

Unemployment becomes day by day a bigger problem all over the world and it causes a lot of problems either to governments or to people (). The problem is caused especially by the increase of the population (). And it is caused second by the lack of education and the less amount of salaries (). I think there is no good solutions for this problem because the increases of the population affects badly on the problem (). May be opening some factories will be a sub solution for this problem ().

General Coherence Score = (----)

Text K

Bahrain is the pearl of the gulf, the green island that is surrounded by palm trees and the blue water and the country full of friendly people (). There are many exciting places for the tourists who are visiting Bahrain to see many beautiful things (). The Marina club and the Bapco club these are for sports and recreation (). The Marina club situated on the beach and only for sports in the water (). And the Bapco club is full with equipment for sports and games (). There is Al-Areen zoo for people who want to go like safari (). And there is also Athari park which is rich with green plants (). like many tourists countries Bahrain is full with all things (). You can also go to many shopping areas in the country like the Sheraton complex and Yateem Center (). The restaurants have very delicious food that you like especially the Bahraini traditional dishes (). If you come as a tourist Bahrain will like you and you will like it (). Please come and visit us to our country Bahrain ().

General Coherence Score = (----)

Text L

Bahrain is one of the country in Arabian Gulf and located in the middle of the arabian Gulf (). Bahrain is one of development countries (). In Bahrain there are many things which attract for example there are many gardens in many places (). And there are many ports in it (). There are temples in Bahrain, eg, in A'ali there is archeological graveyard (). The people who lives in Bahrain participate (helpful and are cooperative) to other people who is come from other countries (). And in Bahrain if you like to visit any place you'll find the transportation between (at) your hand (). And if you want to get any information about any th ing you can ask any citizen in Bahrain ().

General Coherence Score = (----)

Text M

Bahrain is a group of islands in the Arabian Gulf, with Qatar to the south and Saudi Arabia to the west (). The area of Bahrain is about 692 square kilometers and the population is about 400,000 people (). The climate is almost very hot and humid in summer and mild in winter (). Bahrain main exports are oil and aluminum (). It imports almost every thing (). The capital of it is called Manama (). There are many different markets in it (). And every thing you want you will find there (). Every thing for rest you would find it like gardens such as Adhari gardens, Water gardens and Al-Andalus garden, cinemas ... etc (). In general people in Bahrain look very friendly and they are familiar (). There are many old industry which are still until now like pottery and textiles (). If you come you will have a very interesting journey.

General Coherence Score = (----)

Text N

I'd like to tell you about the composition to attract tourists to visit me to the Bahrain (). I remember that in last week I visited to the Bahrain National Museum and I saw many ancient things such as addresses of the past and their cooking pots (). And these things took me far away

to think how the past people live (). And I knew a lot of things about their customs (). And I saw many shells which tell us about the pearls trade (). International museum, it has a lot of value traces which tell you something about the history of Bahrain for example you can see the tombs and the old ships (). However ,there are many places in Bahrain for interesting ourself ().

General Coherence Score = (----)

Text 0

Bahrain is an island which located on the middle of the Arabian Gulf (). It is located in the west of the Arabian Gulf (). It is connected with Saudi Arabia by King Fahad bridge which was built in 1987 (). Bahrain is very interesting country because it has a good nation and a beautiful areas (). The weather in Bahrain is very hot in summer but in winter it is very beautiful (). It about 20 degrees celsius (). It has big beaches around it for week end (). And it has a fantastic museum and places which attract tourists to Bahrain ().

General Coherence Score = (----)

Appendix 3

Composition Topics Written by Students

Write a composition on the following topic:

- 1 Advantages and Disadvantages of TV Programmes

Write a composition on the following topic:

- 2 Causes and Solutions to the Problem of Unemployment in Bahrain

Write a composition on the following topic:

- 3 A Short Travel Brochure on Bahrain

Appendix 4

Translation of the Arabic Texts

The Genre of Analysis

Text 1-A

Knowledge is light. Knowledge is like a lantern in the darkness of night. So man without knowledge is in the darkness of land and sea, does not know where is the road. Islam is the road to the good. Islam urges to seek knowledge. And the first verse that came urged to seek knowledge and instigates desire also to seek knowledge even in the farthest places. Unemployment in society means that the person is sitting does not work, does not study, etc. That is his time is all free, and so from free time comes bad consequences. And the human being whose time is all free where shall he go? We see him go towards darkness of land and sea. I mean where is evil? Where is destruction it is with him. And this depends on the friends. He may be from the good ones so he stays with them. So, most of the consequences of unemployment is very bad. And if it spreads in society, the society is finished, therefore it leads the society to the go down to the lowest ranks of vice where evils will spread and vice also and Allah does not like evil. And this is clear to us in the camps in Europe where unemployment is (a lot) spread there, so we see vice and evil spread there and also crimes. Therefore, we have to get rid of unemployment from our societies through education and guidance. And the persons who lost (the carriage of education) the chance of education we have to make them work in jobs that are suitable to them. But it is strange that man finishes his high school study and does not find work. So how don't you (want) think there will be unemployment. Therefore we have to provide jobs to those where unemployment is many in societies although they all (carry) high school certificates. I ask Allah to make all people and to educate them. He is all hearing to invocation.

Text 2-A

The problem of unemployment is one of the problems that are many and clear in this present time especially in the developing societies. And this problem lies basically in the increase of population where one child is born every three minutes which lead to double the number of world population in one day. This increase has become to represent a big and heavy burden for governments educationally and health wise nay but also the jobs later. There is another reason which is that the majority of farmers have left and deserted the lands to go to cities in hope of civilized life. And also there are many who do not prefer manual works and desire to obtain office works and government jobs. This changeable and renewable age pushed all (people) to education which lead to crowded universities and the graduation of huge numbers in many fields (of specialization) and areas that are not needed. To solve this problem it should first be planned well and to admit the numbers that are required by universities ... and opening many technical schools to prepare a class of technicians and professionals. Also it should be encouraged to limit productivity in people (family planning) through mass media in order to decrease the responsibility of the family and the state. And also the encouragement of farmers to cultivate the land and to provide them with what they want. And the mass media must perform this effective role.

Text 7-A

There are many reasons that lead for unemployment like not having enough positions to accommodate the graduates of universities. Whereby every year many big numbers of graduates from universities graduate and they do not find suitable jobs for them. Also the disinclination of youths to work in some professions and the decrease of the economic level are some of the factors that assist to augment this problem. And Islam forbids unemployment and urges for work. And work in Islam is a duty because it makes people benefit from this work and avail the society. And the government must provide positions that suit the specialization of the graduates of universities in various fields. And we must work according to what Islam ordered. And we must depend on ourselves.

Text 8-A

In this our age we see that unemployment is spreading in many countries. And in my opinion it is a dangerous phenomenon because there are many people who live without work. And this in many times leads people to go to deviant paths and acquire bad habits like drinking alcohol and smoking. Around this problem I will discuss the causes and solutions of unemployment. First: when the number of expatriates who work in the country is increasing daily that means the chances for citizens will decrease. Second: there are some business men who prefer the employment of expatriates because they believe that those expatriates their salaries are less than the citizens. And this is of course wrong. And I believe that this is a bad behaviour from the part of the businessmen and the citizens. Third: the computer is also another reason for unemployment. And I mean by this statement that there are some factories and banks and hospitals that are managed by the computer instead of man. The reason for that is that the owners of factories and banks and hospitals believe that the computer is faster in work than the human being and it is economical because the owner does not pay a monthly salary to the computer every month and other advantages that they believe in. Fourth: there are some people who refuse manual work and despise them like being a blacksmith, a carpenter and other professions because those proud people want to own luxurious office with a telephone and a cup of tea and reading the newspapers. And there are many reasons that we can not mention them now. And now I shall speak about the solutions for this problem. First: the government must limit and decrease the number of expatriates in the country in order to allow citizens to fill vacancies. Second: the government must issue a law that orders businessmen to allow employ citizens instead of expatriates. Third: and I believe this is the most important point which is that businessmen should not depend on the computer only because it is a machine that goes wrong makes mistakes. And there is an advantage and a difference between this apparatus and man and that is man can think but the computer can not. And finally, I would like to invite people who are jobless to work even if this work is not what they want and that is temporarily until they find a job that they believe is suitable and what they look for. At any rate I hope this problem will be solved very soon through the wise government.

Text 12-A

May be one of the biggest problems that the governments suffer from today is the problem of unemployment that still increases and augments and searches for a solution for itself. And the biggest classes in the society that are affected by this problem is the youth class which is the class of the society. And there are causes and solutions for every problem. And also our problem that we are discussing it has causes that have forced itself on the field especially in the Arabian Gulf area. And may be one of the biggest causes that have been discussed is the increase of ignorance among this class and its inability or competency to carry out any administrative or technical job and the rise of salaries of the gulf labour. Then came the biggest catastrophe which is what they say that the Gulf people do not like to work in factories or cleaning activities or other jobs that they do not allow themselves to work in. And may be the examiner of these causes will not find these correct or have any proof. As not all the youth are ignorant. And they are not all holders of high degrees. And many of them are holders of the High secondary and Intermediate degrees. Then if we wanted all of them to hold high degrees so what areas shall we provide them with work and that is not only our society. Or the other point that they say it is the biggest catastrophe does any holder of a university degree to work in cleaning streets do you accept this for yourself? Then why there is education? What is the use of education. And may be some philosophers make people believe that this is culture or that if one works in cleaning one needs to educate himself. Is this culture? Can't he educate himself by himself and he works and delays himself some of the time to sacrifice in studying and revising. And some of them sell all these efforts easily and we convince him it is education. Then also the cheap foreign labour as they say make factories owners and businessmen shun the local labour force. Or as that stupid thinks that he is obliged to provide to give housing and pay the rent and electricity bill. And there is the round trip tickets every year and the problem of obtaining permission for foreign labours and entry and exit visas as well as transportation to and from the house. And as if the problem of unemployment and what problems it causes may lead to crimes and other problems like corruption.

The Genre of Argumentation

Text 3-A

TV is a two edged weapon. It has many evils and benefits therefore the user of it submits to this set. Therefore if the user of TV set is educated and understandable to this set will benefit from TV programmes. And will help him in educating him and to get benefit from it. But if the person is unemployed does not have a job and free time and boredom are about to kill him so TV may become as a destructive tool that destroys him internally and that is through passive programmes which in most cases are not suitable to watch at all. And other than that help to destroy his personality. And is not able to depend on it on any thing. Therefore we observe that the impotent (bad) programmes have occupied the first rank for the majority of youths which helped to shape a spoiled generation that is not able to depend on himself at all.

Text 4-A

In these days it is possible to consider TV a member of the family. Therefore we have to take from it the good things and leave the bad things. And the example for good things the scientific films and social purposeful stories which direct us to the right road. But there are many bad programmes which our duty is to avoid them and that is for its danger and its impact especially for children. Therefore (and) the programmes like wrestling and horror films undoubtedly has bad effect on children. And in certain cases children imitate what they see on screen. In addition to their bad impact on the eye by watching it continuously.

Text 9-A

Television is one of the achievements of the human race. It means sound and picture and listening and viewing. It is one of the best methods to spend the free time. And also TV is considered a source of knowledge and therefore it provides us with information about all over the world and therefore we could watch what is going on in America in the same moment without tiredness or feeling bored and it therefore saves time and effort. We can sit at home and watch what we want of films instead of going to the cinema

and bear the efforts. And TV is considered a school in our houses as it televises educational films and it is as well a source of entertainment for children as they can watch interesting plays and in addition to cartoons. And TV is considered a boon and a penalty at the same time because in some cases it is a cause of wasting time. And it is also a source of annoyance. And some students may neglect their studies and homework to follow up a film or a certain play. And TV is also a source of annoyance to some neighbours when it is switched in the middle of the night. And staying in front of TV is a source of short-sightedness. But we can overcome all these disadvantages and evils.

Text 10-A

TV presents works and many programmes that are good and bad for viewers. And it all depends on the education of the officials and their attitudes if they are entertainment then luxury and singing will prevail in all its programmes and others. But if the attitudes are scientific then the prevailing part will be the scientific etc. And the problem is exemplified in the fact that the recreational part prevails and singing and wasting of time without any healthy or scientific benefit. The observer who follows these programmes notices that the bad films represent all if not 90% of the total programmes. If these programmes are not permissive then it must include gestures that are like that. And many youth people's feet went down to the abyss and these programmes caused many problems because they have the greatest share in the deviation of the youth sexually and morally and terrorism and drugs and alcoholic drinking. They brought to our society many Western habits that oppose our Islamic traditions and these traditions prevailed and controlled the heart of the Islamic Nation. And I in this modest article ask all officials to reduce the amount of recreation and singing and compensate them with scientific films that will be useful to all classes in the society. The careful viewer and observer of children's programmes will see that all of them have no use. And I wish the catastrophe could only be on these because behind these ideas are atheist ideas that are presented by these duplicated programmes. And I could understand that this criminal does not understand these ideas and if he does how does he allow his children to accept these atheist ideas. And I do not convey this to you my dear reader from others because I saw this with my two eyes. And another problem which is the problem of time since these programmes start late. And it is not the problem of those officials alone but the problem of the administration of the family and its ability to manage the family affairs. And the effects of

this staying late is extremely bad and in addition to its effect on the individual and his ability to do his job especially when he is in bad need to rest. And I would like the officials in TV programmes to pay attention to these two points in order that the television could perform its media message.

Text 11-A

In this our age which is called the age of the twentieth century the TV set is considered one of the most important and major sets which are like that and are available in all modern houses although there are some houses that do not use this set now or in the future. Around this topic I want to discuss some of the advantages and disadvantages. First: this set provide us and give us with some benefits and bad uses to it. Second: this set is used by the majority of people as an entertainment instrument to entertain people during their free time. Third and this is a very important point and that the TV allows people to use it for those who can not travel to see people and the world through its small screen. And finally TV is considered an important tool because it is used as a teaching tool and to entertain children provided that their parents are with them. And I mean by these words that parents should know what their children watch. And after all these words on the advantages of TV I want to speak about the disadvantages of this instrument. First, this set is considered one of the things that wastes time. And I mean by these words is that some people when they sit to watch TV programmes do not leave it until after all the programmes are finished. Therefore, I consider this a bad habit. As this habit in most times causes evil to people. Second this set makes the person who watches it a lazy person sitting always in front of its screen and doing nothing except watching its programmes. Third and I consider this the worst point which is that sometimes it may lead people to leave the visiting of their relatives and friends. Therefore we could say that it breaks the relation with relatives. And this is a big problem. All these evils may be a cause or causes for some people to refuse to have TV set in their homes. After all and after this discussion in my opinion this set will remain in our houses although it causes many problems.

Text 5-A

Bahrain is an Arab country situated in the middle of the

Arabian Gulf and is distinguished with this important geographical and strategic location in this area which helped her to exchange trades with neighbouring countries and world countries and the establishment of trade and economic and political and tourist and military with her relations which endowed her with great fame and the establishment of wide construction civilization. And Bahrain is distinguished with the beauty of its beaches and the many fresh water springs like Athari and Qasary springs and is famous for the great numbers of palm trees and fishing and pearl diving. And in it there are tourist areas that attract tourists like Bahrain and Arad castles and Al-Khamis mosque and Bar Bar temples and Aali grave yard and many of the relics that speak about the grand Bahraini heritage and its great history. And the Department of tourism and relics looked for the ruins and their preservation and it established Bahrain National Museum and the Heritage center and the preservation and care of ruins as a symbol for civilization in Bahrain and its deep roots in history. And the Central General Municipality established many important tourist facilities like Al-Jazayer beach and Al-Areen wild life park and the public gardens where the tourist finds joy and comfort. So that was how Bahrain and is still an important and beautiful area that attracts tourists from many world areas.

Text 6-A

Bahrain is the land of eternity the bride of the Gulf waiting for coming tourists from all parts of the world in order to show them its green dress broidered with palm trees and vegetables and fruits from all kinds in order to draw on the faces of its tourists smiles and happiness by what they will see from Bahraini hospitality by what they will see from attractive areas. They will see Bahrain with its beautiful beaches and its markets and its recreational clubs. And then they will taste the most delicious and popular meals and seeing the public and traditional cafes and hand crafts made by Bahraini hands. This and for those who desire to see relics they will find many strange things from the greatness of its history and what it has from tourist areas like Al-khamis mosque and Bar-Bar temples and the Portuguese and Araad castles. And the greatest historical background that they will see in the National Museum of Bahrain. All of this you will find when you come to visit Bahrain state. Visit it now.

Text 13-A

Bahrain is a group of islands in the Arabian Gulf. It is surrounded by Qatar from the south and Saudi Arabia from the north and its area is 692 KM. The population of Bahrain is 400,000 people. Its climate is prevailed by hot temperature and humidity during the summer and in the Winter it is moderate. The most important exports of Bahrain is Aluminum and oil. It imports every thing from the outside. And its capital is Manama. It contains many markets And everything you look for you will find it there. And the needs for rest are available like gardens such as Athari and Water and Al-andalus gardens. The people in Bahrain are characterized as good and generous. And there are old crafts like pottery and textiles. And finally when you come to visit us here you will enjoy the good trip and we ask God to protect our country from all evil and predicament.

Text 14-A

Bahrain is considered one of the most important islands in the Arabian Gulf as it has land marks of civilization that distinguishes it since the dawn of Islam and until our time. May be one of the most important landmarks is what we see in our lives such as buildings and factories of pottery and ceramic that were left to us by our forefathers who established this civilization that they inherited from their fathers. There we see Bahrain today as it is famous for its tourist and attractive areas. And Bahrain is considered one of the most visited areas by tourists coming from the different areas in the world because tourists consider the visit to Bahrain as one of the best areas in the Gulf where one finds moderate temperatures in the Autumn and Winter and Spring and even n the Summer compared with the Gulf States and the presence of many entertainment areas in different places where there are parks and gardens and museums and sport clubs. In addition to that the presence of places for spending the holidays in full rest and in areas that are very near in Bahrain.

Text 15-A

It is the most suitable country for tourism. It is the area that attracts thousands of tourists every year. In

Bahrain you can visit many historical sights for example the National Museum which contains the history of Bahrain and reflects the Dilmun and Tylus civilization in addition to Islamic civilizations and others. And you may enjoy far from history with shiny sun and beautiful weather accompanying the beaches. All of that is surrounded by hospitality which is deeply rooted in the Bahraini citizens. And if you love luxurious life we present to you a group of the most famous five star hotels which with its services provides you with many services by giving you a life which is most relaxed during your stay in Bahrain. And in order not to forget the economic sides you are qualified to visit it regardless of your money that is assigned for this visit. And finally we present to you some information about it. The government of Bahrain is emirate and its prince is Shaikh Isa ben Salman Al-Khalifa. The area of Bahrain is 668 KM and the population is 464 thousand people and the official language is Arabic and the second language is English. The official religion in the country is Islam. And in it there are 7% christians and the natural resources is represented by the oil. And finally remember that if you want to visit Bahrain you will never forget it.

Appendix 5

Analysis of the Rest of Texts

1.1.1.0 Text 2-A

Mushkiltu albaTalah mina almushkilati alXati:rah alwadhiHa fi alwaqt alHa:dher Xa:Sah fi almujtama9a:t alnamiyah (1). wa hathihi almushkilah takmunau asasan fi: ziyadati alsuka:n Haythu youladu Tiflon kulla thalathi thawa:ni mima: yua?adi: ila: muDHa9afati sukani al9a:alam fi: yawmen ma: (2). hathihi alziyadha aSbahat tumathilu Himlan thaqi:lan 9ala alHukou:mat mina alnaHiyah asiHhiyaha wa alta9li:miyha bal waal waTHa:?ifi fi:ma: ba9ad (3). hunaka sababon a:xar huwa ana mu9THama almuza:ri9i:n qad tarakou: alarDHa wa raHalou: ila: almudon amalan fi: alHaya:ti almutaHaDHirah (4). kama: ana hunaka alkathi:ra la yufaDHilou al9amala alyadawiya wa yatma9u fi a9ma:li almaka:tib wa alwaza:?ifi alHukoumiyah (5). hatha: al9asru almutajaqid almutaGHyer dafa9a aljami:9a ila: alta9li:m mima: ada: ila: izdiHa:mi alja:mi9a:ti wa taXri:ji ala9da:di alha:?ilah min taXaSSuSa:t wa maja:lat la taHta:ju ilaiha: (6). liHali hathihi almushkilah la: buda awalan mina altaXt:iti aljayed wa qubou:li ala9da:di almatloubah bi alja:mi9a:ti.. wa fatHi alkath:iri mina almada:ris alfaniyah li i9da:di Tabaqaten mina alfaniyi:na wa almihaniyi:na (7). katha:lika yajibu tashji:9u taHdi:di alnasli 9an Tari:qi wasa:?ili ali9la:m litaXfi:fi al9iba?a 9an alusra wa alDawlah (8). wa kathalik fathu alhijrah liman yuri:d amalan fi: taXfi:fi al9iba?a wa alDHaght (9). wa kathalika tashji:9 almuza:ri9i:na 9la: zira:9at alarDH wa tazwi:dihim bima: yuri:doun (10). wa 9ala: wasa:ili ali9la:m an taqou:ma biha:tha aldawri alfa9a:l.

1.1.1.1 Cohesion by Reference

This text employs various cohesive devices to secure cohesion. Among these is the use of reference which includes use of pronouns, demonstratives, and the definite article. Demonstrative pronouns are successfully and naturally employed to focus the attention of the reader. However, there are some examples of faulty cohesion by

pronoun reference such as :

Example 1

hunaka sababon a:xar huwa (there is another reason).

The comparative pronoun another is sudden as the writer did not actually mention any real causes or reasons.

Example 2

taXri:ji ala9da:di alha:ʔilah min taXaSsuSa:t wa maja:lat
la taHta:ju ilaiha:

The reference to ilaiha: is ambiguous if not faulty as the writer may be referring to universities, government or the renewable age.

1.1.1.2 Conjunctions

Examples of Faulty cohesion by conjunctions:

Example 3

la budda an **wa**wa... **katha:lika** **katha:lika**

The conjunction **wa** may substitute the two conjunctions *katha:lika* in order to allow for economy and symmetry to be achieved.

1.1.1.3 Lexical cohesion

The amount of repeated lexical items here is less than texts 1-A and 13-A. However, there are some instances of ambiguous, faulty and general words that may cause problems

to the processing of the text.

Example 4

- a. fi: yawmen ma: (one day) should be in *the future*
- b. tumathilu (represent) should be tushakilu (form)
- c. fathu alhijrah liman yuri:d (to allow everybody to emigrate)

The last statement (c) is general and does not bear a meaningful purpose for whom and why should immigration be allowed. For a summary of the frequency of cohesive devices see table (1.1).

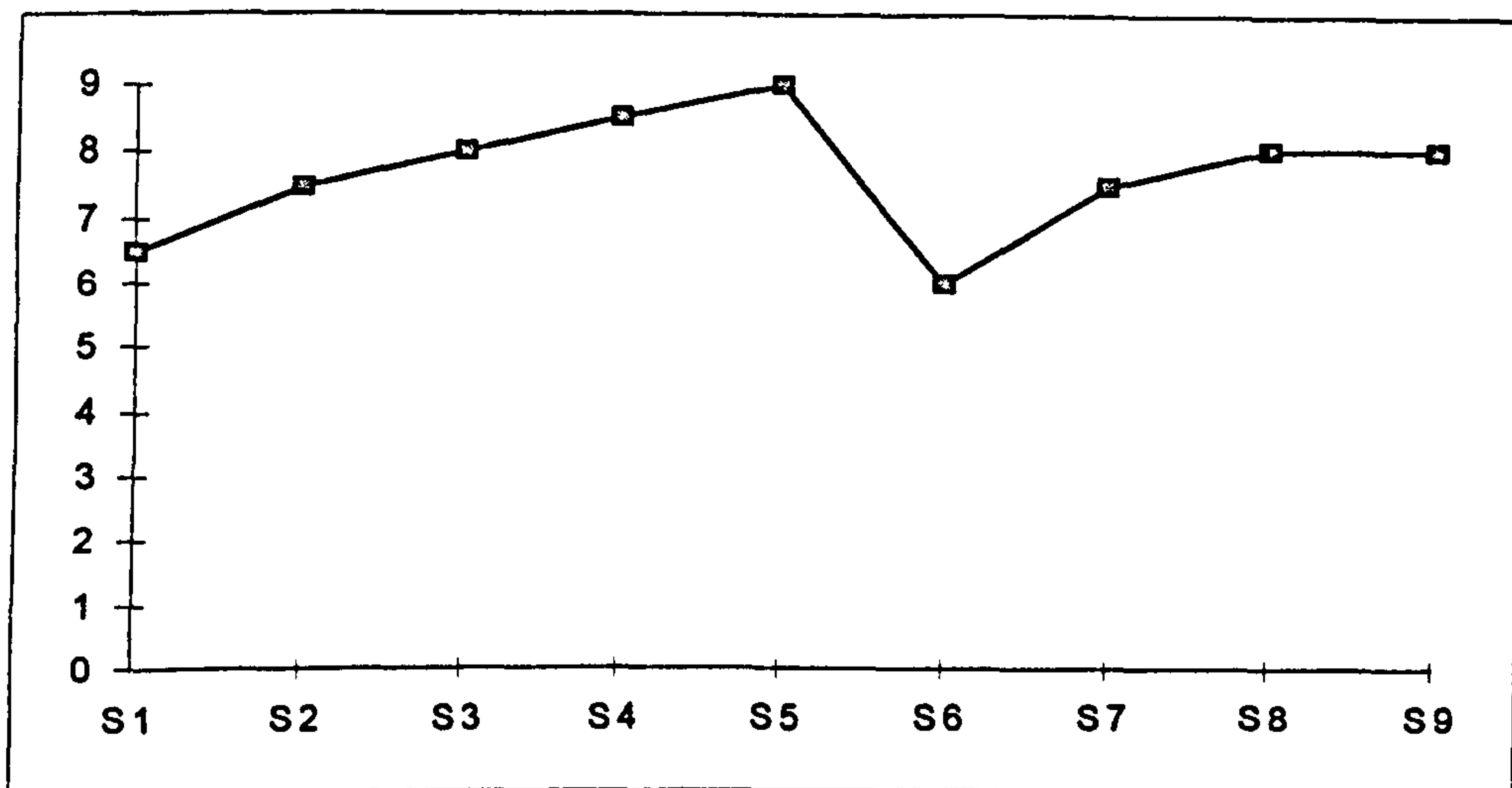
1.1.1.4 Topic Development in Text 2-A

This text is more organized than text 1-A in terms of logical ordering of subtopics. For example, it opens with a thesis statement that builds a logical relationship with other sentences. The middle of the text is composed of a series of hortatory statements. The sentences are long due to the number of coordinate conjunctions, relative clauses and the number of embedded sentences. There is no trace of element of paragraphing which helps as a visual means of text organization and structure. There are no topic shifts compared with text 1-A and therefore the degree of text coherence is greater . The text develops in a natural and logical manner as to introduction, body and conclusion. In terms of structure, the text as a whole shows that the writer has a moderate awareness of the analytical genre. Almost all subtopics relate to the main line of argument except the reference to this renewable age in sentence five.

In the following section the line of argument in the text is graphically displayed.

Graph 1.1

TEXT 2A



The graph clearly shows where the actual deviation has occurred at sentence six. It also shows that the writer is aware of his or her topic in terms of development as a whole.

The text is an example of the strategy of repetition and parallelism employed to develop, tie, structure and organize texts. The following examples show the amount of parallel and cognate nouns used in the text and lead to repetition:

Example 6

Mushkila mina almushkila:t (A problem of problems)

hatihi almushkila/hathihi alziya:da

(This problem/This increase)

taraku:/wa rahalu: (They left/and they deserted)

Hunaka asbabon kathi:rah tu?adi ila: albaTa:lah mithla
 9adami wuju:di al watha:?ifi alka:fiyah listi:9a:bi
 Xiri:ji: alja:mi9a:t Haythu ana kula sanah yatimu taXri:ju
 9adaden kabi:ren mina Xiri:ji: alja:mi9a:t fa al: yajidouna
 alwaTHa:?ifa almuna:sibati lahom (1). ka ma: ana 9uzou:fa
 alshaba:b 9an ba9DHi almihan wa inXifa:DH almustawa:
 aliqtisa:di: mina al9awa:mili alati: tusa:9idu 9ala:
 tafa:qumi ha:thihi almushkilah (2). wa qad Hama
 alisla:mu albaTa:lah. wa Hatha alna:sa 9ala: al9amal (3).
 wa yu9tabaru al9amalu fi: alisla:mi wa:jib li anahu yaj9alu
 alna:sa yastafi:douna min ha:tha: al9mal wa yufi:douna
 almujtama9 (4). wa yajibu 9ala: alhukou:mah an ta9mala
 9ala: tawfi:ri alwaTHa:?ifi alati tuna:sibu iXtiSa:Sa
 Xiri:ji: alja:mi9a:t fi: muXtalafi almaja:la:t (5). wa
 yajibu 9alayna: an na9mala bima: amara bihi alisla:m (6).
 wa 9alayna: an na9tamida 9ala: anfusina:.

1.1.2.1 Cohesion by Reference

The definite article *al* (the) is used more than any other cohesive device by reference which is due to syntactic constraint in Arabic.

1.1.2.2 Conjunctions

The conjunctions used in this text are mostly the *wa* conjunction which is also a syntactic constraint in Arabic as it substitutes the punctuation marks and serves as a continuation to the topic.

1.1.2.3 Lexical Cohesion

The text is full of same repeated lexical items such as :
Xiri:ji: alja:mi9a:t (university graduates) which has been
 repeated 3 times in lines 2, 3, 4, and 13, *almihan*,
al9amal, *al9amalu*, *alwaTHa:?ifi* which are repeated 5 times

in lines 6, 9, 10, 11, and 12, and *islam* has been repeated 3 times in lines, 8, 10, and 15.

The text is also abundant with repetitious words and use of cognate couplets which add more to repetition as in the following sentences:

Example 7

wa yajibu 9ala: alhukou:mah an ta9mala 9ala:

(The government must work to)

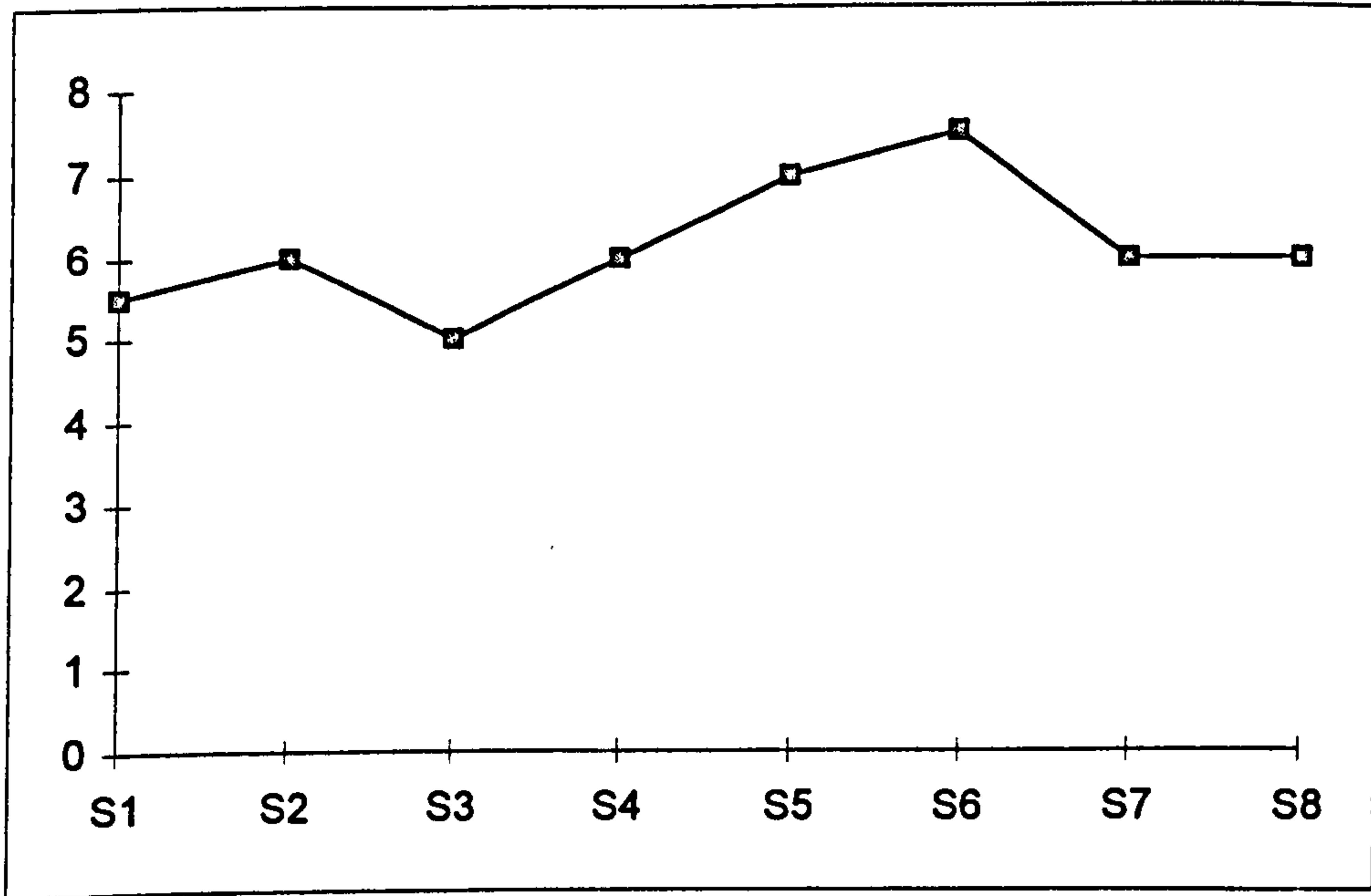
wa yajibu 9alayna: an na9mala (We must work to)

1.1.2.4 Topic Development in Text 7-A

Text 7-A shows certain weaknesses in terms of topic development. Criteria 1 and 2 (see 3.2.5.1 and 3.2.5.2) are totally missing as topic sentence is not clearly stated and the writer's purpose is unclear. In addition, the topic is extended but not developed in depth because of repetition of same lexical items. Ideas do not show clear unity. The text is rapidly produced and it is unrevised. In terms of genre appropriateness, the direct shifts employed in the text do not show depth which is characteristic to the genre of analysis. In terms of structuring the text shows no real conceptual structuring as the number of shifts affected the basic design of the text and rendered it a piece of hortatory statement. In addition, no elements of traditional structuring devices are noticeable in the text such as introduction, body and conclusion.

TEXT 7A

Graph 1.2



1.1.3

Text 8-A

Fi 9aSrīna hatha nara ana albaTalah muntashira fi alkatheer mina alduwal (1). wa fi ra?ayi: anaha THa:hirah XaTi:ra wa thalika li?ana hunalika al9adeeda mina alnas alalheena ya9i:shouna bila: 9amal (2). wa hatha fi: akthari alawqat yuadi ila an yaqouda ha:'ula'i alashkhas ila: Tari:qi alinhiraf wa iktisabi al9a:dati alsayia?a mithla shurbi alXamri wa altadkhi:n (3). Hawla hathihi almushkilah sawfa atahadathu 9an asba:b albaTalah wa alHulou:l almunasibah laha (4). awwalan : 9indama yakounu 9adadu alaja:nib alathi:na ya9malouna fi aldawlah fi: ziya:daten kula yawm thalika ya9ni: ana alfursata lilmuwatini:n lil Husouli 9ala: 9amal sawfa taqilu (5). thaniyan ana hunaka ba9da rija:l al a9m:al alathi:na yufaDHilouna tawTHi:fa alaja:nib wa thalika li?anahum ya9taqidouna ana ha?ula:i alaja:nib ujouruhom aqalu min ujouri almuwa:Tini:n wa hatha: bilTab9i Xata?a (6). wa a9taqidu ana hatha taSarufon sayi?a min qibal rijulu ala9ma:l lilmuwatini:n (7). thalithan

alkumbyoutar ayDHan sababon lilbaTalah (8). wa 'aqsidu min
 ha:thihi aljumlah ana hunalika ba9DHda almas:ni9 wa
 albunouk wa almustashfaya:t alati yudi:ruha: alkumbyoutar
 badala alinsa:n (9). wa asababu fi: thalika huwa ana
 asHa:ba almaSa:ni9 walbunouk walmustashfaya:t ya9taqidouna
 ana alkumbyoutar asra9u fi al9amali mina alinsa:n (10). wa
 anahu iqtisa:di Haythu ana almalika la: yadfa9u
 lilikumbyoutar ratiban kula shahr ka alinsa:n wa GHayru
 thalika mina almazaya: alati: ya9taqidouna biha: (11).
 ra:bi9an hunalika ba9Dhu mina alna:s alathi:na yarfuDHouna
 ala9mala alyadawiyya wa yuHaqirounaha: mithla alHidadah wa
 alzira:9ah wa alnija:rah wa GHyriha: (12). wa thalika
 lia?na ha?ula:? almutakabiroun yuridu:na imtilaka maktab
 fa:Xir ma9a talifo:n wa koub sha:y wa qira:at aljara:?id
 (13). wa hunaka alkathi:r min alasba:b wa lakinana la
 nastati9u thikra jami:9iha: ala'a:n (14). wa ala'an sawfa
 ataHadathu 9an alHloul li hathi alqaDHya (15). awalan
 9ala: alHukoumah tahdi:d wa altaqli:l min 9adadi alaja:nib
 fi alqawlah (16). wa thalika likay yasmaha lilmuwaTini:na
 alHusoul 9ala: furas lil9amal (17). thaniyan yajibu 9ala:
 alHukoumah iSdaru qa:noun ya?muru rijala ala9mal 9ala
 tawTHifi almuwa:Tini:n badala alaja:nib (18). thalithan wa
 a9taqidu anahu ahamu nuqTah wa huwa anahu yajibu 9ala:
 rijali ala9mal 9adamu al i9tima:di 9ala: alkumbyoutar faqaT
 wa thalika li anahu a:lah wa thalika lianahu yaXtala wa
 ya9mala aXTa:a wa katha:lika hunaka mi:zah aw farq waDHiha
 bayna hatha: aljiha:z wa alinsa:n wa huwa ana alinsa:n
 yastaTi:9u altafki:ra ama alkumbyoutar fala (19). wa fi:
 alnihayah awadu an ad9u: alashXasa alathi:na bila: 9amal
 lil9amal hata walaw kana al9amal laysa huwa al9amal
 almutamana: bihi (20). wa lakina thalika muagatan ila: an
 yajidou al9amala alathi: ya9taqidouna anahu almuna:sib wa
 alTa:mihi:na bihi (21). 9ala: kuli Ha:l atamana: an
 tu9alaja hathihi almushkilata 9ama: qari:b 9an tari:qi
 alhukouma alrashi:da.

1.1.3.1 Cohesion by Reference

The text is full of personal pronouns (30) occurrences,
 demonstrative pronouns (20) occurrences and definite
 article al (75). The amount of demonstratives is unnatural
 and adds more to the element of repetition in the text
 since the demonstrative must define the thing that is being
 focussed on.

1.1.3.2 Cohesion by conjunctions

There are 38 occurrences for the additive conjunction **wa** (and) and 6 occurrences for the adversative and causative conjunctions. The additive conjunctions are more present due to their function as a cohesive device and as an alternative to punctuation marks.

1.1.3.3 Cohesion by lexis

The writer manipulated lexis effectively as he or she avoided repeating same lexical items. This could be clearly seen through the extension of the word unemployment into a phenomenon then to a problem. However, there is one instance where it is possible for the writer to reduce the text through more precise wording of the idea (see lines 4, 44 and 45 where the word 9amal has been repeated five times in one sentence and see the example below).

Example 8

wa hatha fi: akthari alawqa:at yuadi ila an ha:'ula'i
alashkhas ila: Tari:qi

The whole sentence could be reduced into the following

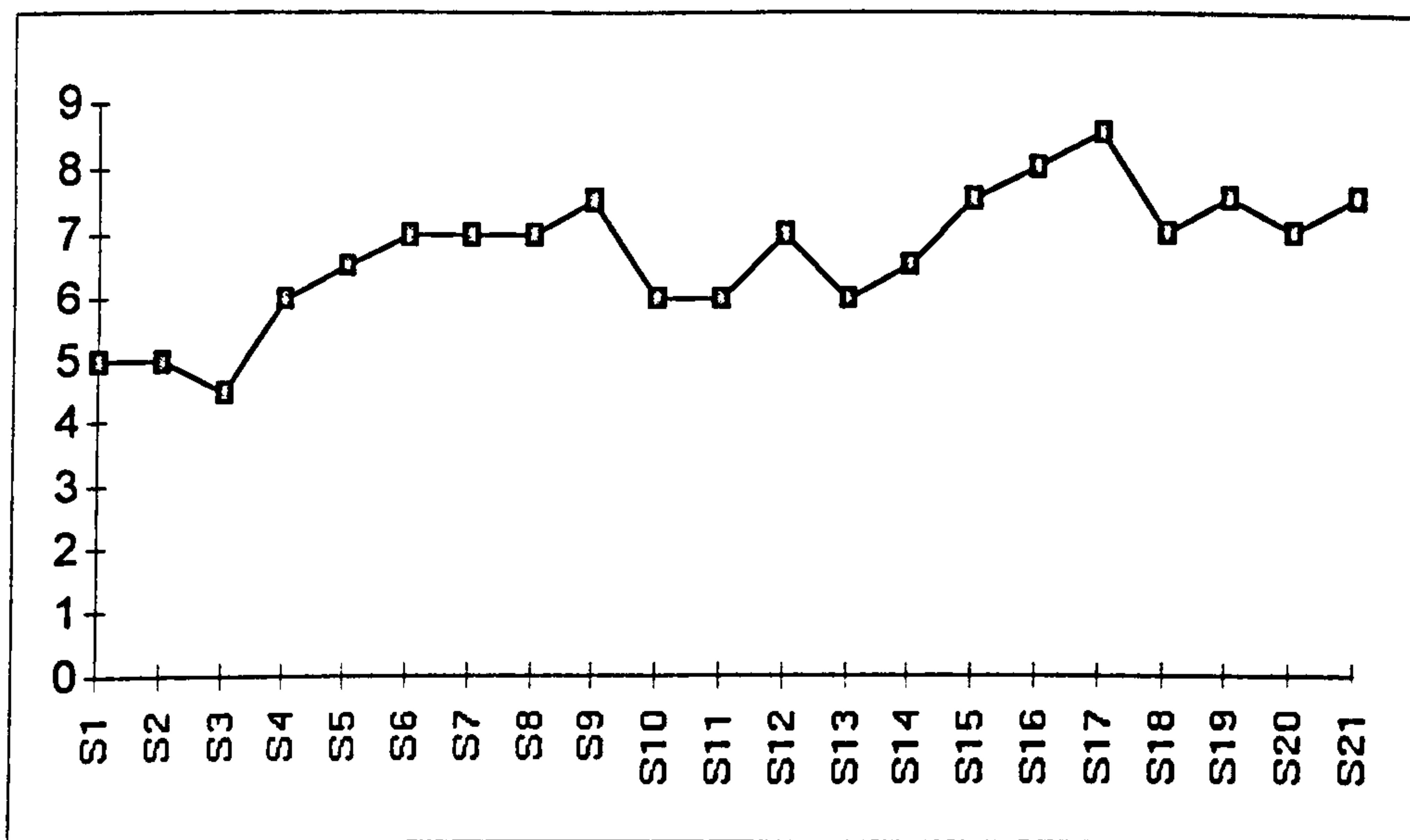
mimma yua'ddi: ila alinhira:f

1.1.3.4 Topic Development in Text 8-A

The text develops in a natural and logical manner as to introduction, body and conclusion. The development of text indicates that the writer has a modest perception of the genre of analysis. The following is a graphical presentation of the development of the main line of argument in the text.

Graph 1.3

TEXT 8A



In terms of structure, the writer shows awareness of structural devices that correspond with the genre of text. The organization of subtopics in terms of numbering of ideas, ie, first, second and third, and the division of the text in terms of causes and solutions appear to match the spirit of this genre and provide a sound framework for text organization.

1.1.4

Text 12-A

la9ala akbari al mushkila:ti alati: tu9a:ni: minha:
 alhukou:ma:t alyawm mushkila:tu albata:lah alati: ma za:lat
 tatafa:qamu wa tabhathu linafsiha: 9an Hal. wa akbaru
 tabaqati almujtama:9 alati: ta'aththarat biha:thihi
 almushkilah hiya tabaqatu alshaba:b alati: hiya tabaqatu
 almujtama:9. wa likuli mushkilah asba:b wa hulou:l wa
 katha:lika mushkila:tuna: alati: nahnu biSaDaDi alhadi:thi
 9anha: laha: asba:b qad tarahat nafsaha: 9ala: alsa:ha wa

Xaṣah fi: mantiqati alḤali:ji alʿarabi: wa laʿala akbara
 ma: turiha min asba:b huwa tafa:qumu aljahl wasaTa ha:thihi
 altabaqa wa ʿadami qudratiha: aw kafa?'atiha: ʿala:
 ta'diyati ʿamalin ida:riyen aw fanīy wa irtifa:ʿ rawa:tibi
 al aydi: alʿa:milah alḤali:jiyyah thuma atat alta:matu
 alkubra: wa hiya ma: qa:luouhu ana alḤali:jiyina la
 yaqbalou:na an yaqou:mou bi ay ʿamal fi: almas:niʿ aw
 altanthi:f aw ghayriha: mina alaʿma:li alti iʿtabarou:ha:
 thati mustawa: la: tasmaHu lahum anfusuhom bilqiya:mi
 biha:. wa laʿalaalna:thira wal mumʿina fi: asba:bi
 ha:thihi la yajidu laha: ayyatu SiḤah aw dali:l. falaysa
 kulu alshaba:b juhal wa laysa kuluhom min hamalati
 alshaha:dat alʿulya: fa kathi:ron minhom min Hamalati
 alshaha:dati altha:nawiyyah wal ja:miʿiyyah wa na:diran
 ma: najidu Ha:milan lishaha:datin iʿda:diyyah. thuma law
 aradna: an yakou:nou: kuluhom min Hamalati alshaha:dat
 alʿulya: fi: ayi Haqli ʿamal nuwafiru liha:ula:a' wa laysa
 mujtama:ʿ muḫtalifon ʿan Ghayrihi aw tilka alnuqtatu
 altha:niyah alati: qa:lou fi:ha: inaha: alta:matu alkubra:
 aw ayaqbalu Ha:milon lishaha:dat alja:miʿiyyah an yaʿmala
 fi: tanthi:fi alshawa:riʿ aw a tardha: linafsika tha:lik ?
 ithan lima:tha altaʿalum wa ma: fa:idatu almuʿalim wa
 laʿala baʿʿa alfala:sifah you:himouna alshshaba:b bianaha:
 thaqa:fah aw law ʿamila fi: Haqli tanthi:fen sawfa yaḤta:ju
 ila: an yuthaqa:fah nafsah a' ha:thih thaqa:fah thuma
 ala: yastati:ʿu an yuthaqa:fa nafsah binafseh wa huwa
 yamalu wa yua?Xiru ʿala: nafsih ʿumran wa radHan mina
 alzaman yudhayyiʿuhu fi: mura:jaʿah wa mutha:karah wa sahar
 alaya:li: wa baʿdaha yabi:ʿu thalika aljuhd bi kuli
 suhoulah wa nouhimuhu bi anaha: thaqa:fah . thuma ina
 ruXsa rawa:tibi alaydi: alʿa:milah alajnabiyya kama:
 yaqou:loun yajʿalu asHa:ba almasa:niʿ aw rijalu alaʿma:l
 yanfirouna mina alaydi: alʿa:milah almahaliyyah. aw kama:
 yufakiru thalika alaḤmaq bi anahu sawfa yakounu mudhtaran
 ila: tawfi:ri sakan wa dafʿi i:ja:r wa fa:touratu
 alkahraba:'a ʿanhu wa hunaka tathkaratu lithiha:b wal
 iya:b kula ʿa:m wa masha:kili ruXsati alʿamal wa duXoul
 albila:d waallXourou:j wal almuwa:Sala:t mina almalkan
 ila: alʿamal wa ghayriha: wa ka ana mushkila:t albata:lah
 wa ma: tusabibuhu min fara:gh fi: alwaqt wa alathi: qad
 yua'adi: ila: jara:im wa masha:kil uXra: kalfasa:d

1.1.4.1 Text Cohesion

1.1.4.2 Cohesion by Reference

The text is full of personal pronouns (29) occurrences, demonstrative pronouns (1) occurrence and the definite article al (58) occurrences.

1.1.4.3 Cohesion by conjunctions

There are 40 occurrences for the additive conjunction wa (and) and 1 occurrence for the causative conjunction.

1.1.4.4 Lexical Ties

The writer used many repeated lexical items such as lishaha:dati (5) occurrences thaqafa (5) occurrences (see lines 32-38) and alna:thira wal mum9ina (seeing and meditating) as well as mura:ja9ah wa mutha:karah (revision and studying). He also used a lot of antonyms and that increased the rate of repetition in the text.

Example 9

lithiha:b wal iya:b (going and coming) duXoul albila:d walXourou:j (entering the countries and going outside)

The text is also full of repetition and use of cognate couplets and parallel constructions that added more to repetition of lexical items.

1.1.4.5 Use of Cognate Couplets

Example 10

mushkila min almushkila:t (Problem of problems)

Tabaqa:t almujtama9, Tabaqat alshaba:b
(Classes in society, the youth class)

1.1.4.6 Use of Parallel Constructions

Example 11

falaysa kulu alshaba:bi juhal wa laysa kuluhom min hamalati
alshaha:dat al9ulya: (not all youths are ignorant and not
all of them are degree holders)
thuma atat alta:matu alkubra: wa hiya...
thuma law aradna: an yakou:nou: kuluhom
thuma ina ruXsa rawa:tibi alaydi: al9a:milah

1.1.4.7 Topic Development in Text 12-A

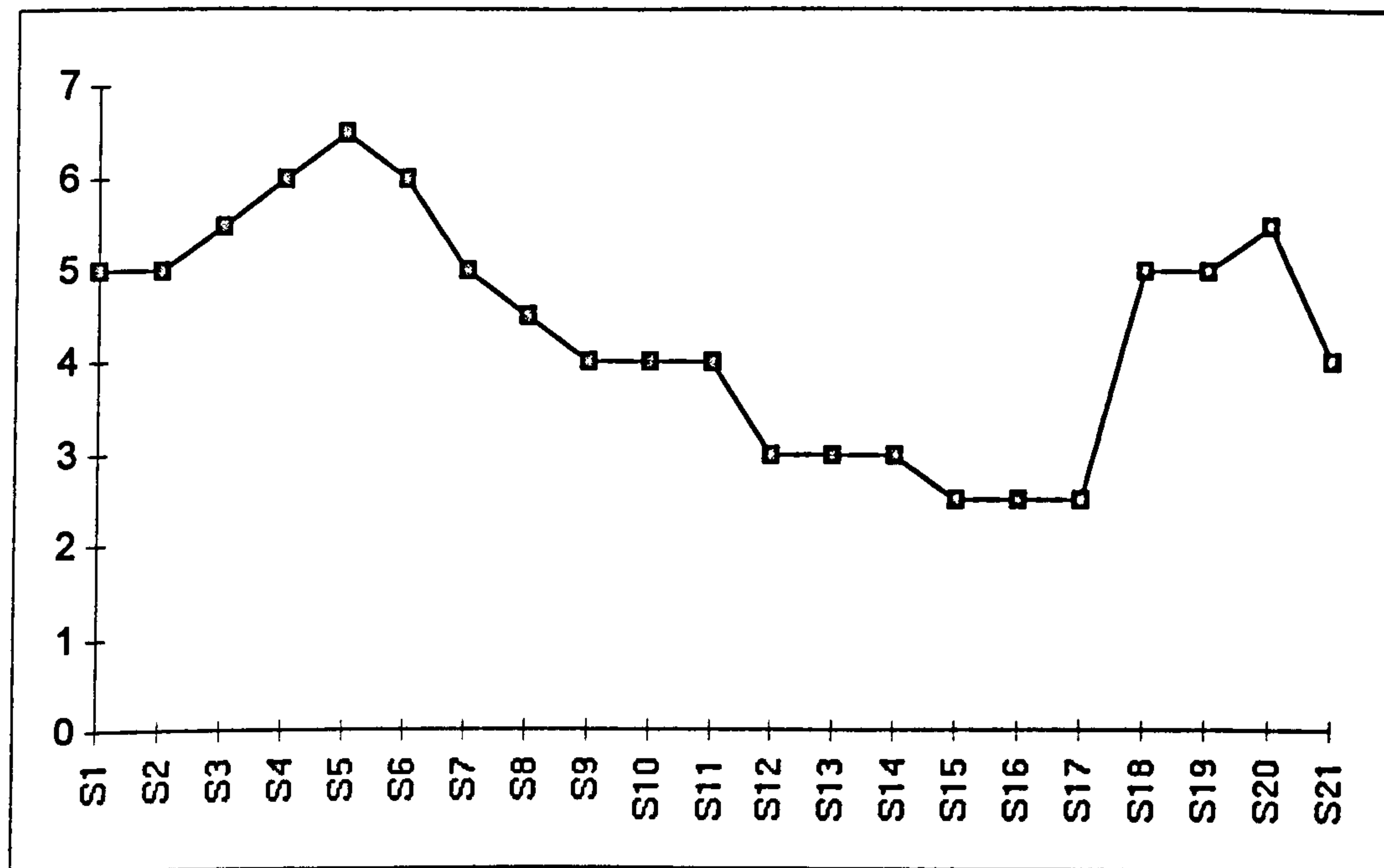
There are around thirteen subtopics that are not related to the main line of argument in the text. They do not handle the subject matter of each of them properly and persuasively. One reason for misemployment of subtopics is the length of each sentence. It is very clear that once the sentence is too long it tends to exhibit too many details or subtopics. The other obvious reason is lack of a clear plan in the mind of the writer for topic development. A third reason is the overuse of reference to too many things in the sentence. The following sentence may clarify the point easily:

Example 12

And some of them (or) it sell that effort easily and we make him believe that it is culture and education.
la9ala akbara ma: turiha min asba:b huwa tafa:qumu aljahl
wasata ha:thihi altabaqa wa 9adami qudratiha: aw
kafa'atiha: 9ala: ta'diyati 9amalin ida:riyyen aw faniy wa
irtifa:9 rawa:tibi al aydi: al9a:milah alXali:jiyyah
May be one of the great problems is the increase of
ignorance among this class of people and its inability or
adequacy to perform any administrative or technical job and
the rise of salaries of Gulf labour force.

The following graph represents the line of argument in the text.

Graph 1.4
Text 12A



The falling and rising lines in this text indicate the sudden movement of subtopics. The graph represents instability of the discourse topic due to weakness in the subtopic.

The Genre of Argumentation

The following texts represent the genre of analysis in Arabic: Texts 3-A, 4-A, 9-A, 10-A and 11-A.

1.1.5 Text 3-A

altilfizyown sila:H thu: haḡayn (1). lahu aDHra:r wa fawa:īduhu 9adi:dah (2). litha: fainna almustaXdim yaXha9u lihatha: aljiha:z (3). 'fa itha: kana alshaXsu almustaXdima

li jiha:z altilfizyown muthaqaf mutafahim lihatha: aljiha:z yastafi:du min allalbara:miji altilfizyownya wa yusa:9iduhu fi: tathqi:fihi wa alfa:aidah minhu (4). amma itha kana alshaXsu laysa lahu ayu waTHi:fah wa alfara:a:Ghu wa almalal taka:du taqDHi: 9alaihi fa inna altilfizyowna yakounu bimatha:abati ada:h mudamirah tudamiruhu da:Xiliyan wa tha:lika min Xila:l albara:miji al salbiyaha alati: GHaliban ma: takounu GHayara Sa:liha lilmusha:hadati bilmarrah (5). wa GHayra tha:lika tusa:9idu 9ala: fasa:di shaXsiyahti alfardi biHaythu yaku:nu bila: shaXsiyah (6). wa la: yastaDhi:9u an ya9tamida 9ala nafsihi fi: shaya? (7). litha: nula:Hithu anna albar:mija al9aqi:mah ba:tat taHtallu almartabah al?u:la: lada: aGhlabyati alshaba:b (8). mima sa:9ada 9ala: takwi:ni ji:len fa:sid la: yastaTD:9u al i9tima:da 9ala: nafsihi bil marrah.

1.1.5.1 Cohesion by Reference

The text employs referential pronouns successfully though the demonstrative pronoun *hatha* is unsuccessfully used as it is repetitive and unneeded in the first place. The definite article has 22 occurrences due to syntactic constraints in Arabic. Noticeably, this text uses less personal pronouns (only one in sentence eight) which makes it more appropriate to the genre.

1.1.5.2 Conjunctions

The text varied between additive and adversative conjunctions but was dominated by the additive conjunction *wa*. The other types of conjunctions were successfully manipulated.

1.1.5.3 Lexical Ties

The writer used various lexical ties such as collocation as in *sila:H thu: hadayn* (two edged weapon), *taHtallu almartabah* (occupies the step), *alfara:a:Ghu wa almalal*

(free and bored) antonyms as in aDHra:r wa fawa:id (evil and good), repetition of same lexical items as in shaXsiyahti (personality) and jiha:z (set) to create cohesion. In addition, the writer used the absolute verbs in Arabic which added the amount of repetition of lexis as in the following example:

Example 13

ada:h mudamirah tudamiruhu (a destructive tool that destroys him).

The text is unsuccessful in sustaining the reader's interaction due to the generality of the lexis used and indecisive nature of the statements, ie, the statements are hypothetical due to the use of conditional clauses. In addition, the long sentences (five and six in particular) added to this failure (see the example below).

Example 14

amma itha kana alshaXsu laysa lahu .ayu waTHi:fah wa alfara:a:Ghu wa almalal taka:du taqDHi: 9alaihi fa inna altilfizyowna yakounu bimatha:abati ada:h mudamirah tudamiruhu da:Xiliyan wa tha:lika min Xila:l albara:miji al salbiyaha alati: GHaliban ma: takounu GHayara Sa:liha lilmusha:hadati bilmarrah

But if the person does not have any job and bordeom is about to kill him so TV becomes a tool that may destroy him internally and that is through the negative programmes which in most cases are not good at all.

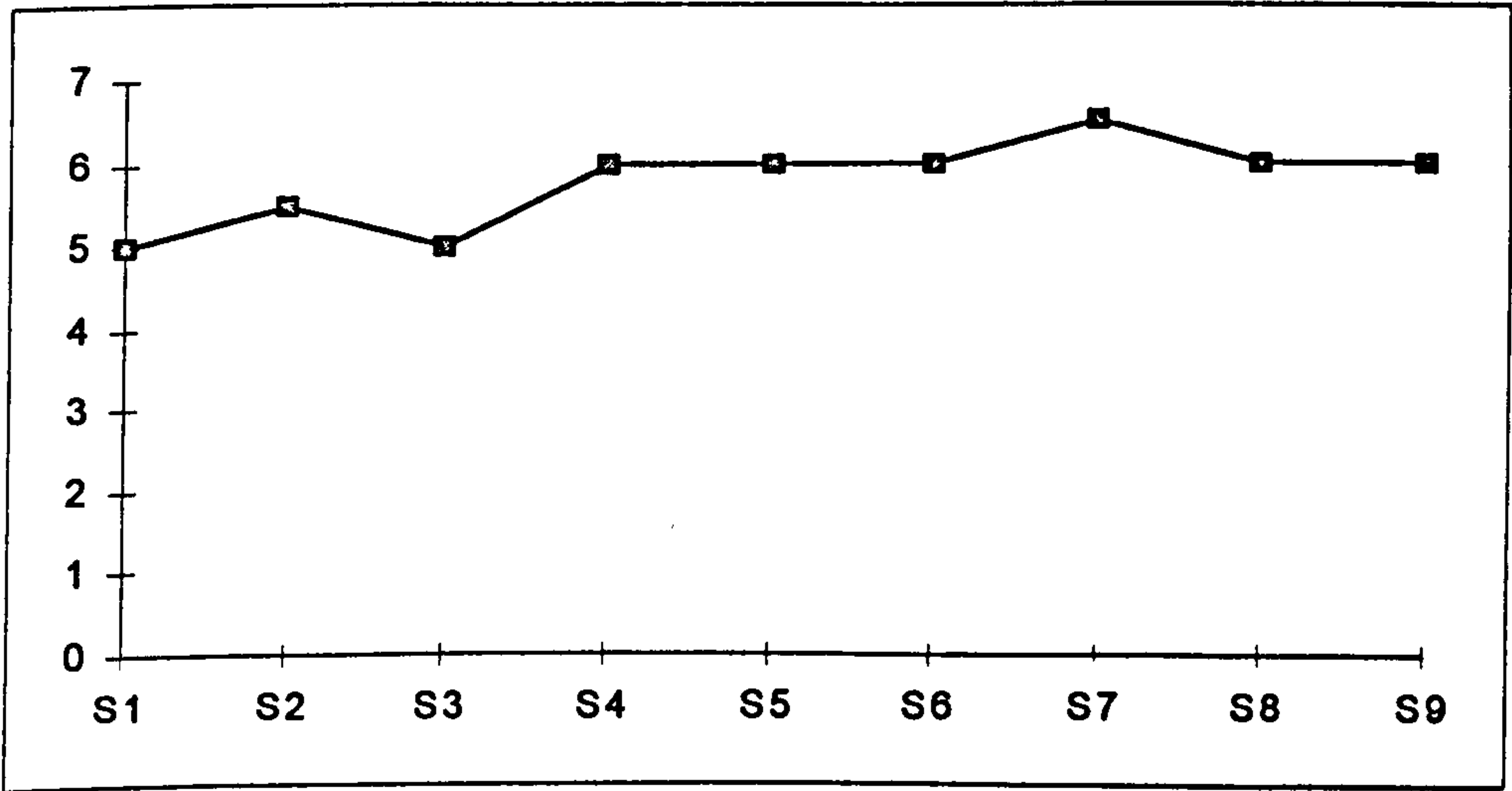
1.1.5.4 Topic Development in the Text

Almost six subtopics do not relate to the main line of argument. This makes up 60% of the total subtopics. The weakness in the development of this text results from usage of general and unspecific lexical items. For example, TV is a two edged weapon, TV user, Person, individual's

personality, standing programmes. Weakness is also reflected by the use of conditional statements which indicate the writer's inability to be decisive. Notice sentences three, four, five, and six. In the following section the line of argument of the text is represented graphically.

Graph 1.5

Text 3A



In the above graph the line of argument in the text has a forceful start but after the presentation of unsuccessful detail it continues at the same level. One noticeable remark in this text and this applies to many other texts is that in almost all texts except text 1-A the writer controls the introduction and the conclusion but is swept away in the middle. This is logical as the writer usually attempts to confine himself or herself to the title of the discourse topic and then after drifting away from the main

line of argument, he or she remembers to conclude the argument.

1.1.6 Text 4-A

fi: hathihi alayam yumkinu i9tiba:ru al tilfa:z fardon mina al9a:ʔilah (1). litha:lika yajibu 9alaina: ʔn naʔaXutha minhu al ʔashya:a' alhasana wa natruku al ʔashya:aʔ alsayyiaʔa (2). wa min amthilati ʔashya:aʔ alhasana alʔaflama al9ilmiyah wa alqasas alijtima:9iyah alha:difah alati: tuwajihuna: li alʔari:qi alsaHi:h (3). Ghayra anna hunalika alkathi:ra mina albara:miji alsayyiaʔa wa alati: min wajibina: tajaʔubaha: wa tha:lika liXuTu:ratiha: wa taʔathi:riha: Xusou:san 9ala: al aTfa:l (4). fa albara:mij mithla almuSa:ra9ah alHurah wa afla:m alru9b bidou:ni shak laha: taʔ'thi:ron sayie'a 9ala: alaTfa:l (5). wa fi: ba9DHi alHa:la:t yaqou:mu alaTfa:lu bitaqli:di ma yushahidounahu 9ala: alshasha (6). bilidhafa: laha: taʔ'thi:ruha: alsayyi'a 9ala: al9ayn bimusha:hadatihi bistimra:r

1.1.6.1 Analysis of Text Cohesion

1.1.6.2 Reference

There are 25 occurrences for the definite article *al* (the), and 17 occurrences for the personal pronouns. The problem with reference in this text is the overuse of the first plural personal pronoun which takes for granted the submission of the reader to the writer's judgement.

1.1.6.3 Conjunctions

This text has greater variation in terms of conjunctions. There are 8 occurrences for the additive conjunction *wa* and 1 resultative, 1 causative and 1 adversative. All of these have been successfully manipulated.

1.1.6.4 Lexical Ties

The writer used repetition of same lexical items as in the following examples:

Example 16

al ?ashya:a' alhasana wa natraku al ?ashya:a? alsayyia?a
wa min amthilati alashya:?a alhasanah al?aflama

He also used superordinates as cohesive ties as in the following example:

Example 17

fardon mina al9a:?ilah, (a family member) alaTfa:lu
(children) albara:miji, (programmes), afla:m, (films)
alshasha and (screen)

Sentences are rather long in the text and such length allows for the presence of multiple subtopics which are not even harmonious with the rest of the sentence.

1.1.6.5 Topic Development in Text 4-A

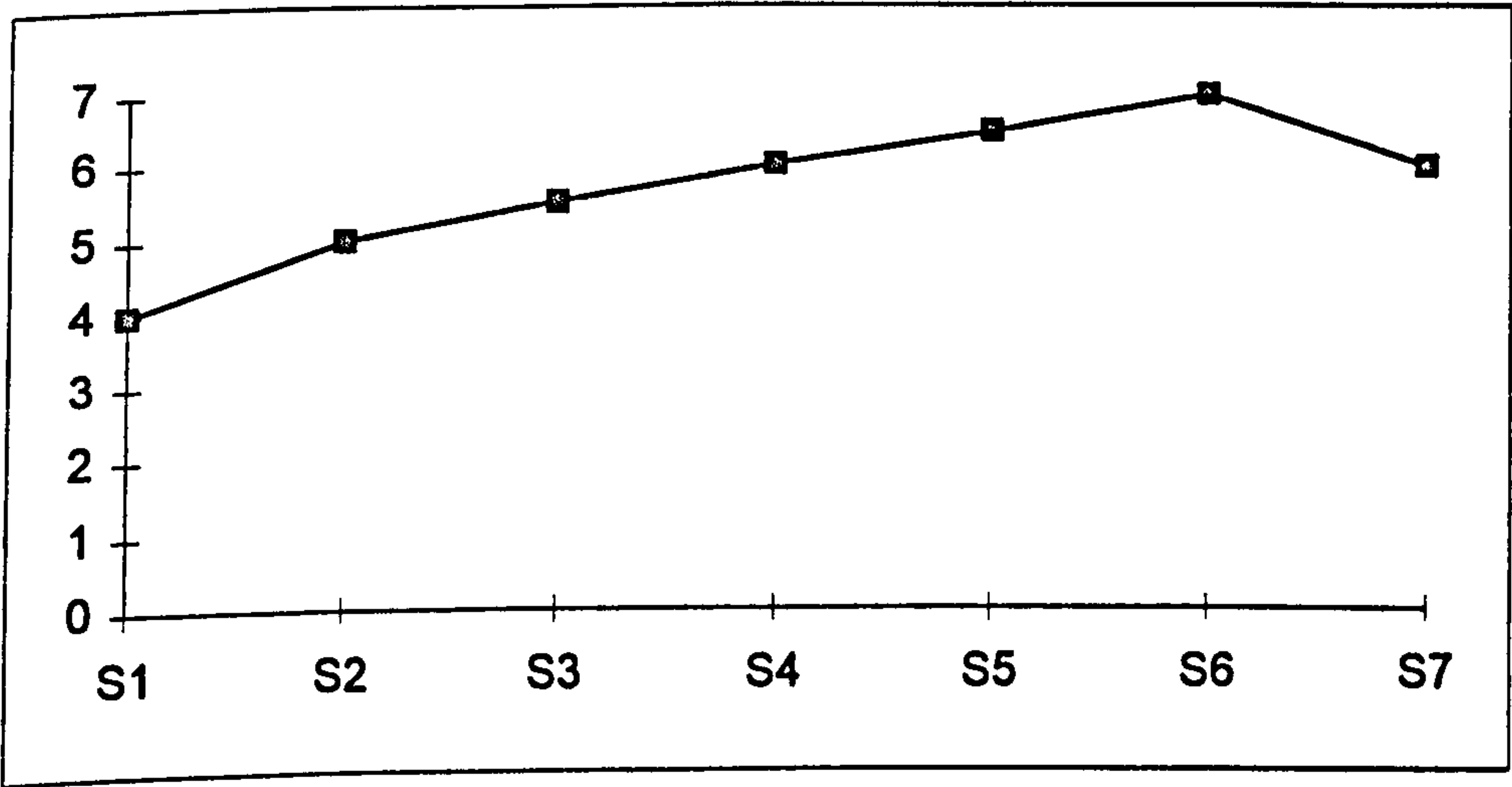
This text is unsuccessful in terms of topic development. It presents various topics within the same line of argument. There is no depth in the content of the text. There is no symmetry in presentation of subtopics. The text organization is unstructured and lacks a frame. Supporting details, furthermore, are unconvincing and lacks logical reasoning.

The following graph shows some shifts from one topic to another. The graph shows the weakness in sustaining topic continuity and arriving at a sound conclusion.

The text fails to sustain the reader's attention because of continuous shifting and irrelevant synthesis of details.

At one level, the writer uses a statement and then enforces his judgement in another. In addition, he or she shifts the attention from TV, to audience, to examples of what is good and what is bad and then to children and finally to the effect on eyes. This does not seem to be logical as the reader should be guided in a smooth manner from one point to another. This is, the researcher believes, one of the areas where it seems that students have neglected or have not been well trained in. Consequently, some topics may seem to have a sound argument but fail to win the reader's approval due to the tendency to intrude on the reader's judgmental values. This failure is noticed through the swinging lines between the introduction and the conclusion.

Graph 1.6
Text 4A



1.1.7 **Text 9-A**

altilfa:z huwa aHadu injaza:t aljins albashari: alhadi:tha
(1). inahu ya9ni: alsawt wa aSourah aw alistima9 wa

alru'ayah (2). inahu afDHalu alTuroq liqaDHa:a waqt
alfara:gh (3). aydhan yu9tabaru altilfa:z maSdar
lilma9rifah. wa lihatha: yuzawiduna: bima9loumat 9an
jami:9 anha:a al9a:lam wa lihatha:a Yumkinuna mushahadatu
ma: yadouru aw yahdoth fi: amri:ka: fi: tilka alahtha douna
ta9ab aw mal .wa lihatha: fahuwa youwafiru al9ana:a wa
alalta9ab. fa bi imka:nina: aljulousu fi: buyoutina: wa
mushahadatu ma: nuri:du mina al afla:m badalan mina
althaha:bi lisi:nama: wa taHamuli al 9ana:a. wa yu9tabaru
altilfa:z madrasah fi: daXili buyoutina: haythu anahu
yabuthu bara:mija ta9li:miyyah kama: anahu masdaru
tasliyaten lilatfa:al haythu yumkinuhom mushahadatu
almasrahiyyat almusaliyah wa almumti?aha bija:nibi afla:m
alrusoum almutaharikah. wa yu9tabaru altilfa:z ni9mah wa
naqmah li anahu ba9du alahya:n yakounu sababan fi:
tadhyi9ati alwaqt. kama: anahu masdaru iz9a:jen wa dawda:a
kama: ana ba9da alTulabi yuhmilouna dirasatahom wa
a9malahom al madrasiyyah limutaba9ati filmen aw masrahiyyah
mu9ayyanah. kama: ana altilfa:z masdara mudhayaqaten
liba9di alji:ra:n 9indama: yaftahu limuntasafi alayli.
kama: ana albaqa:a ama:ma altilfa:z masdaron lidha9fi
alnazar. wa la:kin bi imka:nina: altaghalob ?ala: hathihi
almasa:wia wal9uyoub.

1.1.7.1 Analysis of Text Cohesion

1.1.7.2 Reference

The frequency of the same repeated lexical items has affected the frequency of the definite article in the text. There are 35 definite articles and 18 referential pronouns in the text. However, the writer did not show great usage of demonstratives as in Text A-1 and A-2.

1.1.7.3 Conjunctions

The number of resultative conjunctions has led to the expansion of sentences in this text. In sentence 4, for example, the writer used the resultative conjunction *therefore* three times in the same place. This has led to more parallel constructions (see in particular lines 4, 6,

7, and 8). The additive conjunction is also used but in different form. This time the writer used **kama ana** (and also) instead of **wa** which has also led to more parallel construction (see in particular lines 17 and 20).

1.1.7.4 Lexical Ties

The text is full of repetition of same lexical items, superordinates, antonyms and cognate couplets, for example:

Example 19

ma: yadouru aw yaHdoth fi: amri:ka:
 altilfa:z ni9mah wa naqmah kama: anahu maSdaru iza9:jen wa
 DawDa:a lilma9rifah, bima9loumat. ta9ab aw malal al9ana:'a
 wa al9a9ab maSdar. (has been repeated 6 times)
 What is happening and what is taking place in America.
 It is a source of noise and disturbance. It saves efforts
 and trouble/ TV is a bounty and a penalty. knowledge and
 information tiredness and boredom, exhaustion and tiredness
 source.

The text is full of parallel constructions that are most noticeable in the repetition of certain lexical items:

Example 20

ayDHan yu9tabaru altilfa:z maSdar lilma9rifah. wa yu9tabaru
 altilfa:zu madrasah fi: daXili buyou0tina: wa yu9tabaru
 altilfa:z ni9mah wa naqmah kama: anahu masdaru iza9:jen wa
 DawDa:a kama: ana ba9da alTulabi yuhmilouna Kama ana
 altilfaza maSdara, Also TV is considered (S3) And TV is
 considered (S5) / And TV is considered (S6) And also it is
 (S7) / And also some (S8) / And also TV (S9) And also
 staying (S10)

1.1.7.5 Topic Development in Text 9-A

The writer exhibited a superficial treatment of the discourse topic. He overexplains what is known and is common sense. The subtopics are presented in parallel lines and add nothing to make them substantially effective.

The text is packed with subtopics in the same sentence. This is most noticeable in sentence four where there are three resultative conjunctions used for one detail.

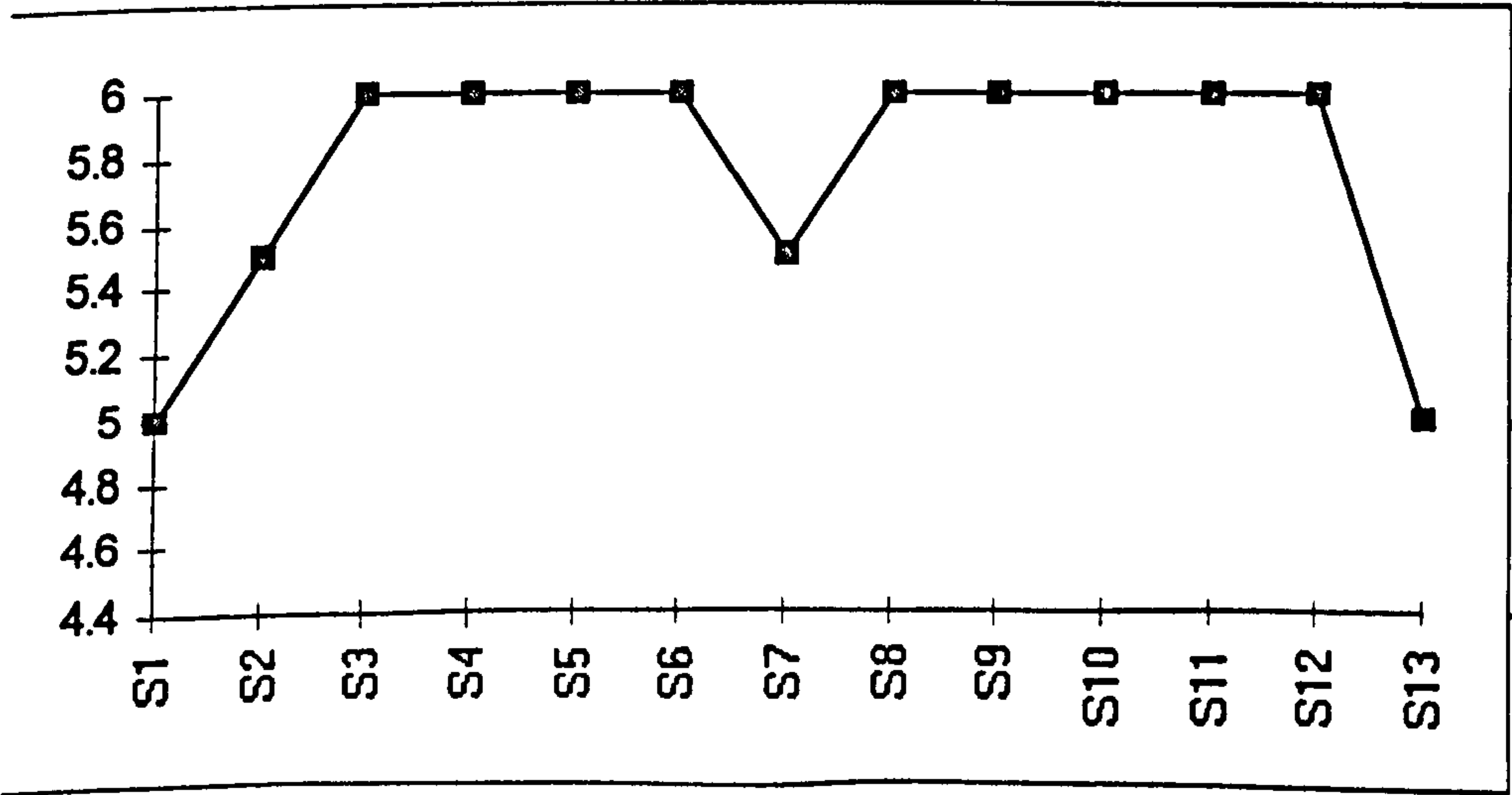
Example 21

ayDHan yu9tabaru altilfa:z maSdar lilma9rifah. wa lihatha: yuzawiduna: bima9loumat 9an jami:9 anha:a al9a:lam wa lihatha Yumkinuna mushahadatu ma: yadouru aw yahdoth fi: amri:ka: fi: tilka alahtha douna ta9ab aw malal. wa lihatha: fahuwa youwafiru al9ana:a wa alta9ab
Also TV is considered a source of knowledge and therefore it provides us with information about all the world and therefore we can see what goes on in the USA in that moment without boredom or tiredness and therefore it saves our efforts.

The line of argument in the text lacks concentration and continues to divert as more explanations of the nature of TV is presented. The writer shows little success in organizing the subtopics and text structuring and organization. The following graph represents the main line of argument in the text.

Graph 1.7

TEXT 9A



yatraHu altilfizyouna a9malan wa bara:mija kathi:rah
 lilmusha:hidi:n minha: almufi:d wa minha: alDha:r. wa
 ya9tamidu awalan wa aXi:ran ala; thaqa:fati almasaou:li:n
 wa itijaha:tihem in kanat tarfi:hiyah fasawfa yaghlibu
 ja:nibu altarfi wa allghina:a 9ala: bara:mijihi wa
 ma:shakalahu min bara:mij .ama: itha: kana itija:hahu 9ilmi
 fasawfa yaghlibu 9ala: bara:mijihi alja:niba al9ilmiy wa
 ha:katha:. .wa tatamaththalu almushkilah fi: an yaghliba
 9ala: altilfizyouna alja:niba altarfi:hiy wa allghina:a wa
 tadhyi:9u alwaqti douna fa:idah siHiyah aw 9amaliyah. wa
 lmula:hathu almutabi?u lilbara:mij ana alafla:ma
 alXila9iyyah algharbiyaha tumathilu in lam takun nisbatu
 mia'ah bilmia'ah fahiya 9ala: alaqa: tis9i:na fi almi'ah wa
 in lam takon (alafla:mu) Xala:9iyah fafi:ha: Haraka:t
 ghayra aXla:qiyyah qad zalat aqdamu kathi:ren mina
 alshaba:b ila: alha:wiyyah wa (alafla:mu) tasababat fi:
 kathi:ren min masha:kili alyawm ith laha: alqistu alakbaru
 fi: alinHira:fati aljinsiyaha wa walXuluqiyaha wa a9ma:li
 altaXri:b wa lmaluXadara:t wa shurbi alXamri . wa jalabat
 ila: mujtama9ina: kathi:ran min 9a:da:ti algharbi alati
 hiya tuXa:lifu ta9a:li:ma alqi:ni alisla:mi alHani:f walati
 SaiTarat 9ala: qalbi alumati alisla:miyati alyawma. wa
 inani: fi: hatha: almaqa:al almutawa:dhi9 uta:libu
 almasou:li:na bitaqli:li hatha: altarafa walghina:a min
 bara:miji altilfizyouna wa ta9wi:Dhiha: bia"fla:ma 9ilmiyah
 thati fa:idaten lijami:9i Tabaqa:ati almujtama9 . wa
 allna:thiru almum9inu fi: bara:miji altilfizyouna lilatfa:l
 kuluha: aw mu9thamuha: thati lahwen la fa:idata minhu wa
 ya: layata almuSi:btu 9ala: ha:thihi faqaT . ith wara:a'a
 ha:thihi alafka:r afka:ran ilHa:diyah tatraHuha: ha:thihi
 alrusou:mu almudablajah almubarmajah wa yabdou: li: ana
 ha:thihi almutarjimu la: yafqahu ha:thihi alafka:ar wa law
 fahima kayfa yaqbalu an yataqabala ibnahu ha:thihi
 alafka:ra al ilha:diyah wa lastu anqulu laka ayyuha:
 alqa:ri'au 9an lisa:ni aHad bal ra?aytu tha:lika bi ?umi
 9ayni: . wa mushkilah uXra: hiya mushkilah alwaqt ith
 tabdau' albara:miji fi waqten mubaker wa tantahi:
 albara:miji fi: waqten muta'aXer wa laysat mushkilah
 almasou:li:na wahdahom bal mushkilah ida:rati alusrah wa
 qudratuha: ala: ida:rati umou:ri alusrah . wa a:tha:ru
 hatha: alsahar alsiHi: waXi:mah bil idha:fah ila: atharihi
 9la: ta'adiyati wa:jiba:tihi wa Xa:Sah alathi: yakou:nu fi:
 amasi alaHa:jah ila: alra:Hah. wa awadu an yaltafita
 almasou:li:na fi: ajhizati altilfaza ila: ha:tayni
 alnuqtatayni Haqa: yu?adi: altilfizyoun risa:latahu
 al9ilmiyyah fi: alHaya:h.

1.1.8.1 Text Cohesion

1.1.8.2 Reference

The text shows too much referencing through personal pronouns and demonstratives as well as relative pronouns. The lavish use of pronouns overcharged the text with too many references. This troubles the reader and makes him lose interest and control of topic. In addition, the reader may not be able to process all the information presented to him or her. Furthermore, recoverability of individual subtopics becomes more difficult as more information is presented.

1.1.8.3 Conjunctions

Table 1.1 (Text 10-A) indicates an incredible rate of conjunctions compared with other texts. There are around 33 additive conjunction *wa* in 16 sentences. The text also shows an average of longer sentences than other texts.

1.1.8.4 Lexical Ties

There is too much repetition of same lexical items as in the following examples:

Example 22

mushkila (6) occurrences, *bara:mij* (9) occurrences
*altilfizyoy*n (5) occurrences

This is in addition to the various lexical ties such as superordinates, antonyms and the class of general nouns .

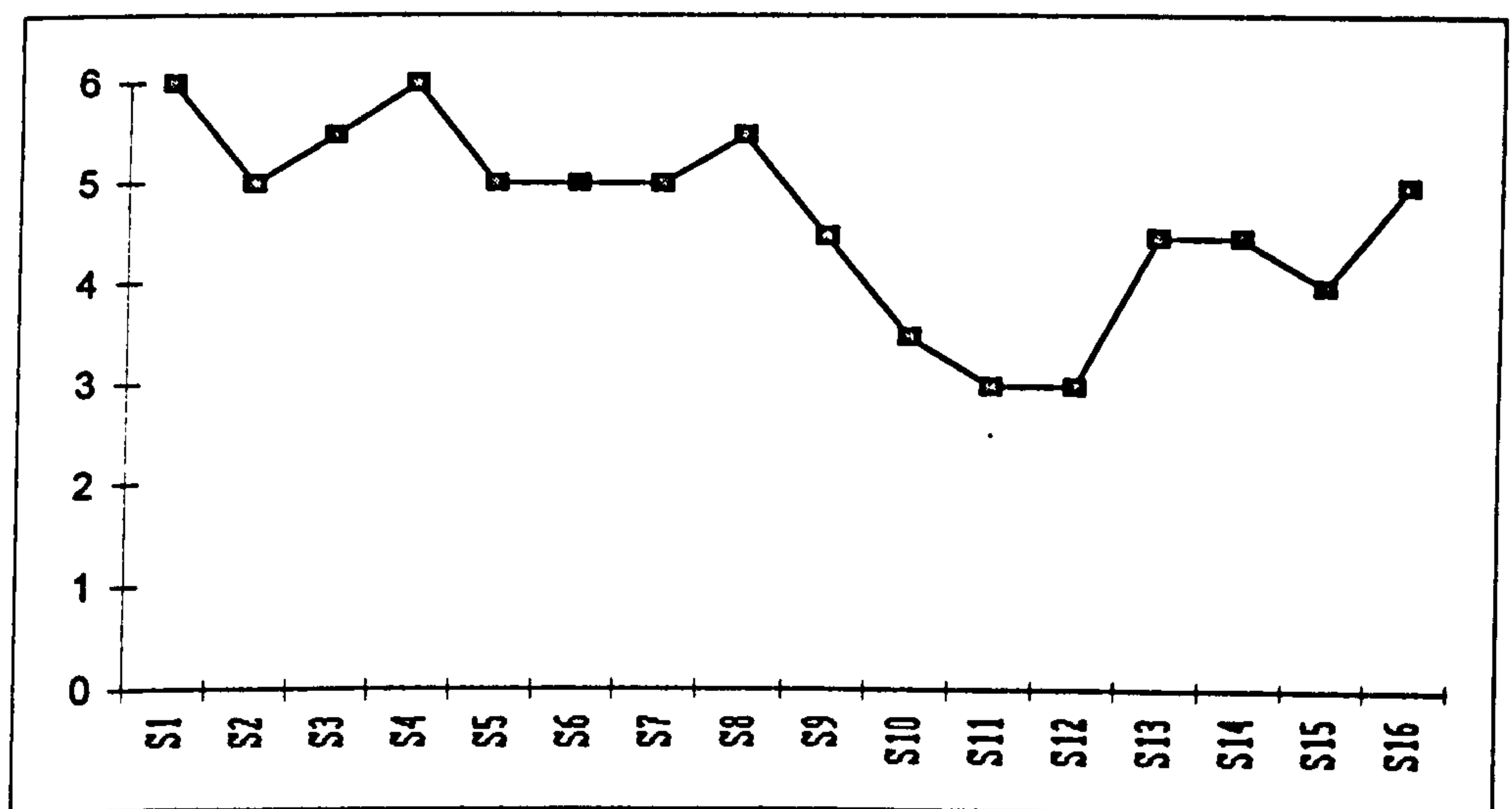
1.1.8.5 Topic Development in Text 10-A

The textual topic is weakened by the illogical shifts from opinion to facts and use of hortatory statements. The text is also affected by the generality of lexical items and the indecisive tone of the text. The writer does not show awareness of the argumentative genre. He or she lumps irrelevant information and comments on personal experience that indicates the superficiality of his or her argument.

The following graph represents the main line of argument:

Graph 1.8

TEXT 10A



The basic feature in this text shows the tendency towards deviation. The text fails to sustain the reader's interaction or response due to the writer's superficial argument. The writer also uses some typically Arabic rhetorical styles to draw the reader's sympathy but fails to do so because the argument he or she presents appeals to emotions.

The Genre of the Travel Brochure

The following texts represent the genre of analysis in Arabic: Texts 5-A, 6-A, 13-A, 14-A and 15-A.

1.1.9

Text 5-A

albaHrainu dawlaton 9arabiyah (1). taqa9u fi: waSati alalXali:ji al9arabi: (2). wa tatamayazu bihatha: almawqi9i aljaGHra:fi: alistra:ti:ji: alha:m fi: ha:thihi almantiqa mima sa:9adaha: 9ala: tabadol alti:ja:rah ma9a alduwali almuja:wirah wa duwali al9a:lam wa takwi:ni 9ala:qa:tin ti:ja:riyah wa iqtisa:diyah wa siya:siyah wa 9askariyah ma9aha: mima aksabaha: shuhratan 9a:lamiyah wa bina:?a nahDha 9imra:niyah wa:si9ah (3). wa tamta:zu albaHrainu bijama:li sawa:Hiliha: wa kathrati 9uyou:ni alma:?a al9athb mithla 9aini 9atha:ri: wa 9aini qasa:ri: (4). wa tashtahiru bikathratialnaXi:l wa Saidi alsamak wa istiXra:ji alu?'lu? (5). wa biha: mana:tiqa siya:Hiyyah tajthibu alsuyaHa ilaiha: mithla qal9ati albaHrainu wa qal9ati 9ara:d wa masjidial alXami:s wa ma9a:bidi bar bar wa maqbarati 9a:li: wa kathi:rin mina ala?a:thaa:r alati: taHki: tura:tha albaHrainu al9ari:q wa ta:ri:Xiha: al9ali:d (6). wa tahtamu idaratu alsiya:Ha wa ala:tha:r biltanqi:b 9an al?a:tha:r wa Hifthiha: (7). wa qa:mat bi insha:a? matHaf albaHrainu alwatani: wa markaz al9ura:th wa tarmi:m ala:tha:r bi9tiba:riha: ramzu hadharati albaHrainu wa 9ara:qatiha: (8). kama: ihtammata alhai?a albaladiya almarkaziya bi insha:a? al9adi:di mina almara:fiqi alsiya:Hiyah alha:mah mithla bila:j aljaza:yer wa maHmiyati al9ari:n wa alHada:iqi al9a:mah Haythu yajidu alsa:?iHu biha: almut9ah wa alra:ha (9). wa ha:katha: ka:nat albaHrainu wa lam tazal mantiqatan hamah jami:lah tajthibu alsuyaHa min muXtalafi aqta:ri al9a:lam.

1.1.9.1 Text Cohesion

1.1.9.2 Reference

Reference is mainly achieved through pronouns and

demonstratives and definite articles. It is successfully employed except when the writer shifts from Bahrain to the tourist corporation and then to the Municipality .

1.1.9.3 Conjunctions

The conjunctions are successful and appropriate to the genre of text as they are all additive except the concluding conjunction in the last sentence which is resultative.

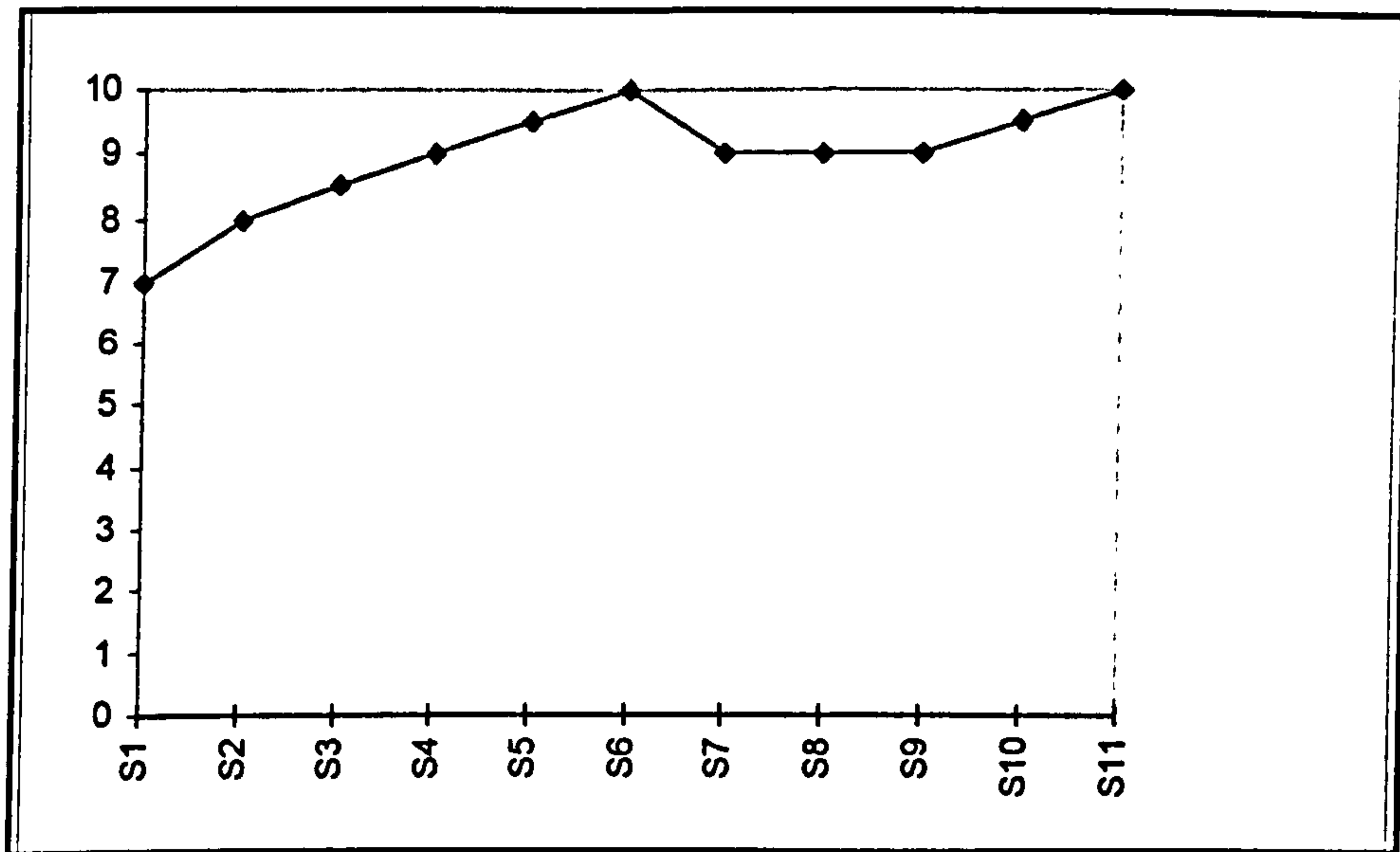
1.1.9.4 Lexical Ties

Repetition of same lexical items is minimized and lexical ties mostly consist of superordinates, class of general nouns *9ala:qa:tin tija:riyah wa iqtisa:diyah wa siya:siyah wa 9askariyah* (trade and economic and political and tourist and military relations) and repetition of same word as *Bahrain* which is repeated seven times in the text.

1.1.9.5 Topic Development in Text 5-A

There are no major shifts in this text. The only departure or semi shift is the unsuccessful movement from reference to the general setting and locations to the achievements of institutions which does not correlate with the preceding information. This text shows natural development of subtopics into a unified discourse topic. The line of argument moves smoothly and naturally. Except for unsuccessful presentation of supporting details, the text is highly developed. Unlike texts of the genre of analysis and argumentation, this text shows no oscillating lines and the introduction and conclusion are progressing towards the end (see Graph 1.9).

Graph 1.9
TEXT 5A



The choice of verbs in the present tense has also helped in building a semi tour around the topic (see Brostoff (1982:279) and Bamberg (1983:427)). This device makes the reader well oriented, and the presence of the writer is inherently felt.

The structure of text 5-A is more cohesive and coherent than other texts. The sentences are well structured and tied together. As in other texts, it is full of parallel constructions and noun couplets (see the following examples).

Example 23

tura:th al9ari:q wa ta:ri:X tali:d (ancient heritage and great history)
ka:nat albahrain wa lam tazal (Bahrain was and has been)

It should be noted here that the mellifluous nature of Arabic words encourages the tendency to use cognate and parallel constructions to create certain effects in the reader's mind. Manipulation of such devices is considered a great oratorical talent in the part of writers and poets (see Patai 1973:41-73 and 4.2.1.1).

The writer shows awareness of structure and organization. This is created by the nature of geographical information. What has also assisted the writer in creating a sense of structure and organization of text is the presence of information slots that refer to geographical location as well as historical places which are in themselves inherently organized.

1.1.10

Text 6-A

albahrainu ardhu alXulou:d 9arousu alXali:ji bintiTHa:ri
alsuyaH alwa:fidi:na ilayha: min jami:9i aqta:ri al9a:lam
lituriyahom thawbaha: alaXDHara almukahala bi'ashja:ri
al9aXi:l wa lXuDHrah walfa:kiha bishata: anwa:9iha:
litarsuma 9ala: wujou:hi suya:Hiha: albasmata wa al9a9a:dah
bima: sayarawnahu min karami alDHiya:fah albahrainiyah wa
bima: sayarawnahu min mana:Tiqa jatha:bah (1). sayarawna
albahrain bishawa:ti?iha: alXalabah wa aswa:qiha: wa
nawa:di:ha: al9arfi:hiyah (3). wa min thamma
yatathawaqou:na ashha: wa aTyabi alakla:t alsha9biyah wa l
istitla:9 9ala: almaqa:hi: alsha9biyah walHirafi
altaqli:diyah min Sun9i yadi albahraini: (4). hatha: wa
li9usha:qi al9aTalu9 9ala: ala:tha:r sayajidouna
alGHari:ba min 9aTHamati ta:ri:Xi albahrain wa ma: biha:
min kathrati almana:Tiqi alathariyah ka masjidi alXami:s
wa ma9a:bidib barbar wa qal9atay alburtuGHa:l wa 9ara:d (5).
wa akbari thaXi:ra ta:ri:Xiyyah sayajidou:naha fi: matHafi
albahrain alwatani: (6). kullu ha:tha satajidou:nahu lada:
ziyaratikum lidawlati albahrain. zurha: ala':an.

1.1.10.1 Analysis of Text Cohesion

1.1.10.2 Conjunctions

This text has fewer conjunctions than other texts especially at sentence initials. This may be attributed to the writer's ability to orient the reader through presentation of various sceneries.

1.1.10.3 Reference

The writer in this text shows success in use of reference as a cohesive device. This is manifested in his or her personal disengagement by use of vocative pronouns and third person pronouns. Such usage is successful because it suits the genre of travel brochure.

1.1.10.4 Lexical Ties

The lexical ties employed in the text are repetition of same lexical items; *Bahrain* is repeated seven times, superordinates ; *ashja:ri alnaXi:l walXuDHrah walfa:kiha bishaṭa: anwa:9iha: .* The text is also full of parallel constructions that added more repetition to certain lexical items such as *sayarawnahu, sayarawn, and sayarawna.*

1.1.10.5 Topic Development in Text 6-A

Text 6-A is a typical example of the tendency to use very long, overloaded sentences. Sentence one, for example, can be divided into at least four independent sentences. The whole text is connected with a series of parallel sentences and couplets that are used as a connecting device as in the

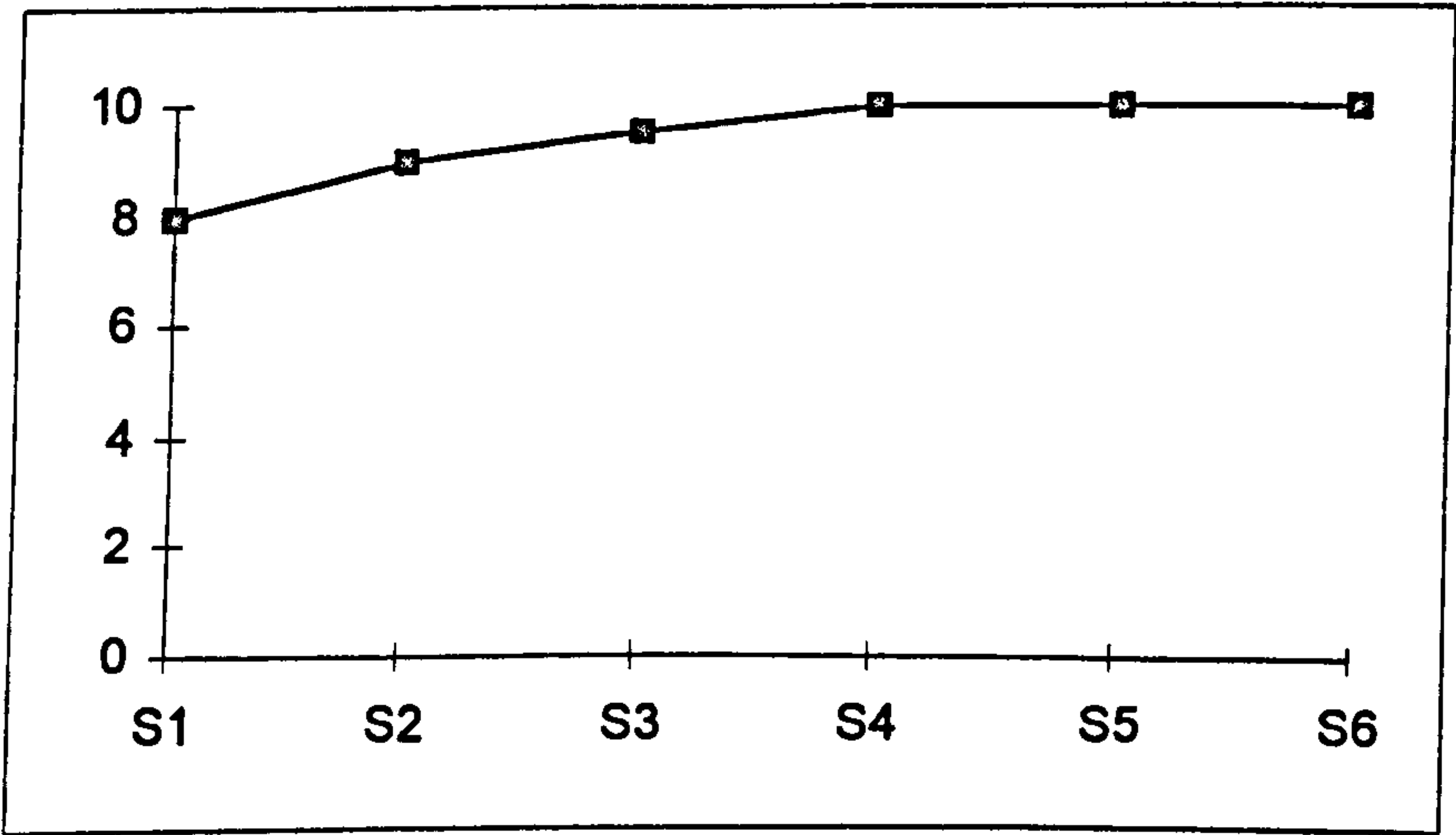
following examples:

Example 24

basma wa sa9a:da a smile and happiness sayajidouna ...wa sayajidouna .. satajidounahu (They will find ... and they will find ... and you will find) mana:tiq jatha:ba ... wa shawa:ti' khallaba (attractive areas ... and very beautiful beaches)

Graph 1.10

TEXT 6A



Like Text 5-A this text shows no deviation and shifts from the main line of argument (see Graph 1.10). The introduction and the conclusion are maintained on the same line.

It could be felt from this text that there is inherent ordering and organization despite the bulk of packed information. Choice of lexical items is appropriate to the genre. The sentences are mostly nominal sentences. The writer adopts a formal approach in the first and second

sentences but tries to be informal at the end in order to cope with the spirit of the writing brochure. A final word should be said about the use of the passive voice in this text. Unlike English, Arabic has the ability to build the passive on the semantic relation and meaning. The verbs *taqa9* (is situated) *tashtahir* (is made famous), *tatamayyazu* (is characterized with), are treated as simple declaratives in Arabic while it is in the passive voice in English.

1.1.11 Text 14-A

Tu9tabaru albaHrain min ahami aljuzor fi: alXali:ji alarabi: ith ana laha: ma9a:lima hadha:riyyah tamta:zu biha: munthu fajri alisla:m Haṭa: yawmina: hatha:. la9ala min ahami ha:thihi alma9a:lim ma: nussha:hiduhu fi: haya:tina: min maba:ni: handasiyyah wa masa:ni9a alXazaf wa alfaXa:r min tirkati asla:fiṇa: haythu anahum asasou: ha:thihi alhadha:rah min majdin tawa:rathou:hu aban 9an jad. ha: naHnu nara: albaHrain alyawma Haythu anaha: tashtahiru bimana:tiqiḥa: alsiya:hiyyah aljatha:bah. wa tu9tabaru albaHrain min akthari mana:tiqi alXali:ji al9arabiy rawa:jan bi lsuwa:h min muXtalafi mana:tiqi al9a:lam li ana aghlaba suwwahi al9a:lam ya9tabirouna ziyarata albaHrain min afDhali mana:tiqi alXali:j haythu i9tida:l daraja:tu alHara:rah mina alXari:f wa ashita:a'a wa alrabi:9 wa Haṭa: alSayf bi nisbati li duwali alxali:j wa wujou:du kathi:ren min mana:tiqi alistimta:9 bimuxtalafi almana:tiq haythu tou:jadu almntazaha:t wal Hada:'iq wa lmata:Hif wa lmala:9ib wa alnawa:di: alriya:diyha. ila: ja:nibi tha:lika tawafuru ama:kina qadha:a ali ja:zah bira:Ha ta:maha wa bimawa:qia qari:bah min aghlabi mana:tiqi albaHrain.

1.1.11.1 Analysis of Text Cohesion

1.1.11.2 Reference

The text has less reference pronouns and demonstratives but more definite articles. This is attributed to the employment of more usage of lexical items than reference.

1.1.11.3 Conjunctions

Use of conjunctions is very limited compared with other texts. The conjunction *wa* is used as a substitute for the comma in all sentences.

1.1.11.4 Lexical Ties

The writer employed same repeated lexical items many times such as *ma9a:lim* (landmarks), *Bahrain* (five times) *mana:tiqi* (7) occurrences etc. This repetition usually comes at the expense of referential pronouns and it naturally increases the number of definite articles. The writer also used superordinate items and class of general nouns as in *fajr*(dawn) *yawm* (day) *Hhdhara* (civilization) and *tirkat asla:f* (heritage of predecessors).

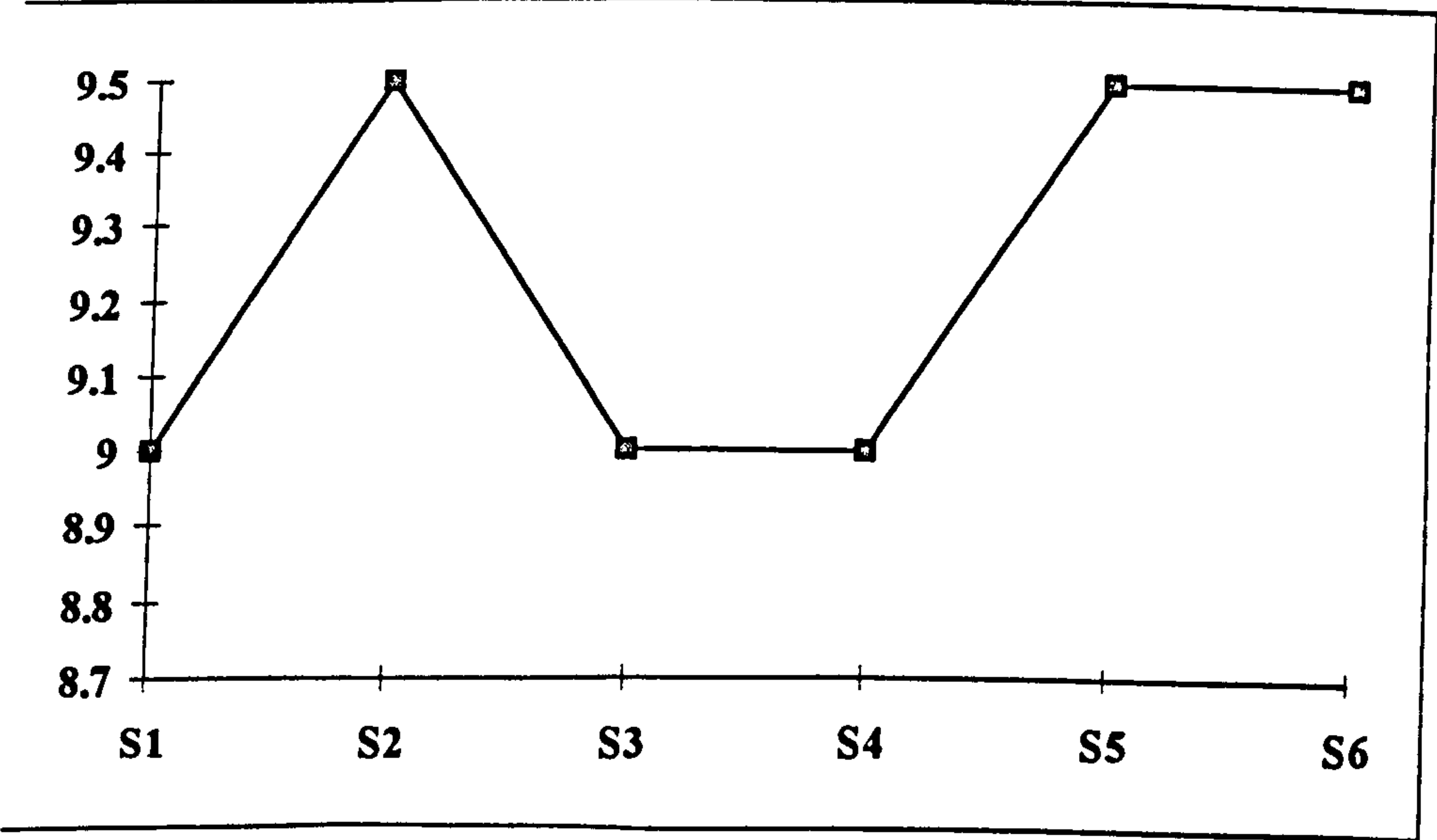
1.1.11.5 Parallel construction

The text also employs parallel constructions such as the presence of *haythu* in lines 6,8,13 and 16 and *tu9tabaru* line 1 and 10.

1.1.11.6 Topic Development in Text 14-A

The writer succeeded in enumerating the various tourist areas but was redundant in many places. There is no depth in the development of the text which could be reflected in stating the number of tourists or how much the economy is dependent on tourism. Some of the sentences could be economically reduced such as sentence 4. The writer managed to tour the reader around from past to present. Another factor that weakens the text is the long sentences, especially sentences two and four: the average sentence length is 33 words. Graph 1.11 shows a slight tendency towards discussing another subtopic as in SS 3 and 4

Graph 1.11
TEXT 14A



inaha: albaladu, alansabu, lisiya:Ha, inaha:, almantiqatu,
 alati: tajtathibu ilaiha: a:la:f alsuyyah kula 9a:m. fi:
 albahrain tastati:9u an tazura al9adi:da min mana:fithi
 alta:ri:X 9ala: sabi:li almitha:l almathaf alwatani:
 alathi: yahwi: ta:ri:xa albaHrain wa ya9kisu hadha:rata
 dilmon wa taylos bilidha:fati ila: alhadHa:rati
 alisla:miyah wa ghayra almatHaf al9adi:di mina alqila:9 wa
 ala:taha:r. wa laka an tastamti9a ba9i:dan 9an alta:ri:X
 bil shamsi almushriqah wa aljaww alati:f bisuhbati ajmali
 alshawa:ti'a kulu tha:lika yuhi:tuhu karamu aldhiya:fah
 almuta?asil fi: abna:'a albaHrain. wa itha: kunta miman
 yuhibu al9aisha almuraafa nuqadimu laka majmou:9atan mina
 ashhari fana:diqi alXamsi nujou:m alati: bisha:ta:
 Xadama:tiha: bi i9ta:'ika haya:tan ghayatan fi: alra:ha
 mudata iqa:matika fi: albahrain. wa Hata la: nansa:
 aljawa:niba aliqtisa:diyyah fa inaka mu'ahhalon
 liziya:ratiha: mahma: kana mablaghuka almuXasasi liha:thihi
 alziya:rah. wa a?Xi:ran nuqadimu laka ba9dha alma9louma:t
 9anha: hukou:matu albahraini ami:riyyah wira:thiyya wa
 ami:ruha: huwa alshaiX 9isa: ben salma:n a'a:l khali:fah
 tablughu masa:hatu albahraini 668 kilow miter alti9da:d
 alsuka:ni yablogHu 464,000 bimu9adal 700 shaXs fi
 alki:lowmiter almura9a9 alwa:hid 9a:simatu albahrain hiya
 almana:mah wa allugha alrasmiyyah fi:ha: hiya alugha
 al9arabiyyah wa alugha altha:niyah hiya alugha
 alingli:ziyyah aldiya:natu alrasmiyyah hiya alisla:m wa
 biha: 7% masi:hiyi:n walmas:diru aTabi:9iyya tatamaththalu
 fi: albatrowl wa aXi:ran tathakar itha: aradta ziyarata
 albahrain fa lan tansa:ha mada: haya:tik.

1.1.12.1 Analysis of Text Cohesion

1.1.12.2 Reference

One weak point in the manipulation of cohesive devices in this text is the use of reference. The writer becomes emotionally involved through use of vocative pronouns and first person plural pronoun. This indicates a tendency to use conversational mood in presentation which might be acceptable if used to a lesser degree.

1.1.12.3 Conjunctions

Use of conjunctions is very limited compared with other texts in other genres. The text is similar to text 14-A in terms of manipulation of the conjunction *wa* which is used as a substitute for the comma in all sentences.

1.1.12.4 Lexical Ties

The writer repeated same lexical items such as Bahrain (8) occurrences, class of general nouns such as *albalad*, *almantiqa*, *albahrain*, *shams*, *jaw*, *tari:X hadhara*, etc., collocations such as *karamu aldhiya:fah* etc.

One unsuccessful attempt in cohesion in this text is the lumping of information and use of parallel constructions as in lines 1 (*inaha: albaladu, inaha:, almantiqatu*), 12 and (*wa a?Xi:ran nuqadimu*, and line 17 (*wa aXi:ran tathakar*)

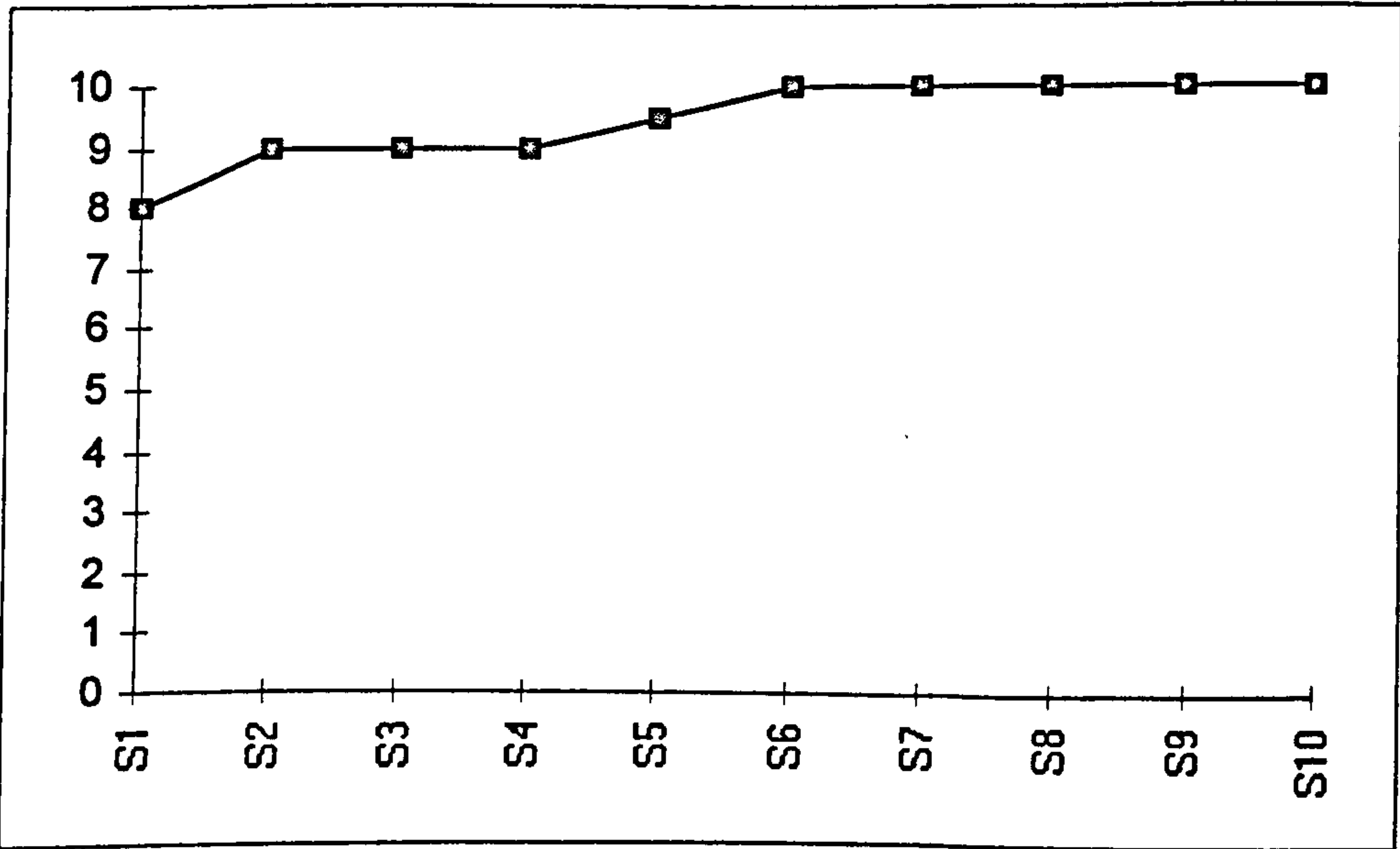
Lexis is successfully used and sentence length as could be seen from Table 1.1 Text 15-A is quite reasonable.

1.1.12.5 Topic Development in Text 15-A

Graph 1.12 indicates the writer's awareness of the genre of travel brochure. This is manifested by the movement of the main line of argument in a progressive manner. The writer shows some awareness of the genre in terms of lexis and information presented. Furthermore, the writer seems emotionally stimulated and becomes personally involved in the presentation of details but is unaware of the sweeping generalizations that he or she is making. For example, sentence six invites tourists to visit the country regardless of the amount of money they have. This seems far too much and unconvincing to a tourist coming from

distant areas.

Graph 1.12
Text 15A



Part Two Analysis of English Texts

Genre of Analysis

The following texts are written in the genre of analysis:
Texts 3-E, 4-E, 9-E, 10-E, and 12-E.

1.2.1 Text 3-E

i think there is a problem which we call it unemployment
(1). The problem of teenagers getting into trouble with

the law is mainly caused by unemployment (2). **Because of** the high level of unemployment so many teenagers nowadays leave school and find that they have no chance of getting a job **and** this obviously makes them feel bored (3). **And as a result of this**, they are much more likely to indulge into drinking **and** similar bad habits (4). It is not strange **therefore** that you see groups of unemployed teenagers wandering in the streets with nothing to do, which can easily lead to trouble of one sort or another (5). Now we are going to suggest certain solutions for **this problem** the social authorities should build more clubs **and** recreational places (6). Some restrictions should be imposed on recruitment of foreigners (7). Establishment of professional training centre.

1.2.1.1 **Analysis of Text Cohesion**

1.2.1.2 **Reference**

The definite article *the* is less used in these texts than Arabic texts due to the fact that English is free from the syntactic constraint imposed in Arabic. Noticeably, the personal pronouns are also less employed due to their independence and their treatment as a separate entity in English.

1.2.1.3 **Conjunctions**

Although additive conjunctions are less observed here than the Arabic texts, their presence is also unneeded specifically the underlined *and this* in line 6. The writer successfully used the causative and resultative conjunctions but there is no depth in the argument.

1.2.1.4 **Lexical Ties**

Cohesive devices employed in the text are varied and text connexity is built around the repetition of certain lexical

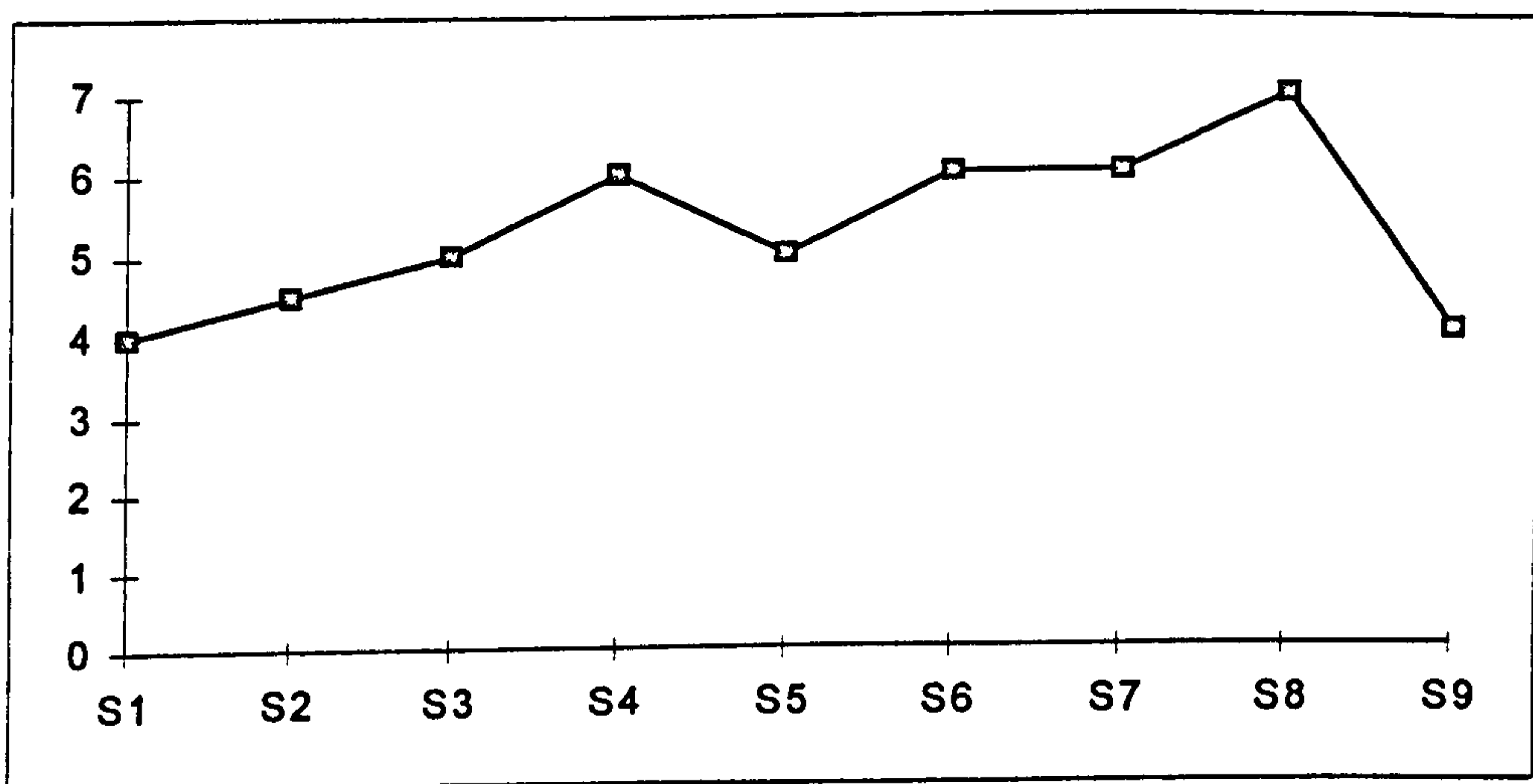
items, specifically *unemployment, problem, teenagers*. Repetition here is less observed than in Arabic texts. In addition, sentences in this text are shorter than Arabic sentences.

1.2.1.5 **Topic Development in Text 3-E**

Text 3-E is a clear example of how topic shifts affect the degree of text coherence. The topic is shifted from the main line of argument to discuss a subsidiary and irrelevant issue. It is composed of a series of opinions rather than facts or analytically based issues. The shift in one subtopic is followed by another faulty detail and faulty supporting detail and conclusion. The text is purely conversational in tone. The writer is influenced by Arabic style and, therefore, he or she overuses first personal pronouns which renders the text totally subjective. The writer shows no awareness of the genre of analysis. The graph below (1.13) indicates the weakness in the development of topic but at one point it shows the writer's realization of the structural frame of the text (see in particular sentences five and six).

Graph 1.13

Text 3E



1.2.2

Text 9-E

Unemployment is a serious problem which becomes obvious in developing societies. It arises as a result of rapid increase in the population. The world's population is increasing rapidly. Every second three babies are born. The world's population will double at any time. Many problems have become clear such as famines and idleness or Unemployment. The natural resources are not quite enough to satisfy the needs of these enormous numbers. The age of science atom space and planets is advancing and developing rapidly. Everyone is eager to learn. Many people do not prefer manual work and hope to work in offices. Farmers left their land going to cities hoping for better life and good opportunities of work. To solve this problem we have to encourage birth control to decrease the huge numbers of children. In this case the government will be able to look after them well and families will be able to breed them up. Technical schools must be opened and prepare technicians and to lessen and shorten numbers being accepted by universities. Farmers should be encouraged to take care of their land by providing them with what they need. The government ought to encourage immigration to let citizens find other places to live in. Many new factories could be built to increase our national income. In my opinion this is a serious problem. We have to participate in solving it.

it. Television and mass media should help in solving it. All nations have to co operate to find a solution for this problem.

1.2.2.1 Analysis of Text Cohesion

1.2.2.2 Reference

The text uses less personal pronouns and definite articles compared with Arabic texts in the same genre. Demonstratives are employed correctly and meant to focus the reader's attention.

1.2.2.3 Conjunctions

This text does not employ many conjunctions. Most additive conjunctions are substitutes for commas. The text is made more cohesive through lexical ties and referencing.

1.2.2.4 Lexical Ties

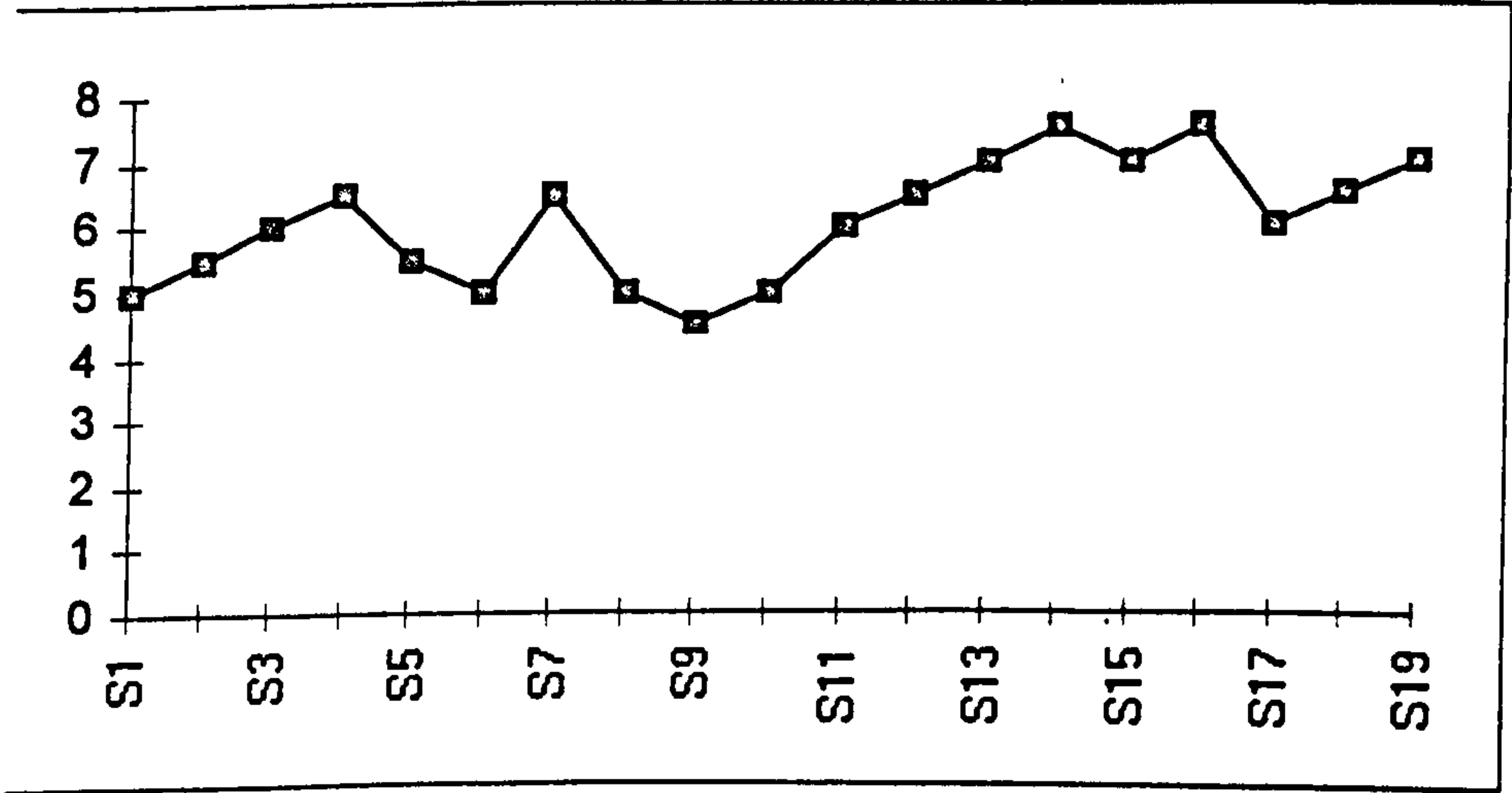
The writer used same repeated lexical items as in *problems, encourage, developing, unemployment* etc., superordinates such as *science atom space and planets*, antonyms such as *increase, decrease, lessen left and going* etc.

1.2.2.5 Topic Development in Text 9-E

This text seems to be better than some texts in terms of syntactic ability. It reveals direct and concise sentences. However, topic shifts seem to arise because of disorganized information. The text shows some awareness to the genre of analysis but it is distorted due to lumping of

information and details in the whole text. In previous texts lumping of information occurred at the sentence level but here it occurred at the discourse topic. By this it is meant that the subtopics are not well organized and this is observed from the slight shifts in Graph 1.14 In addition, the introduction and the conclusion seem to go in parallel lines in terms of effectiveness in text. The body reflects the whole weakness in text development.

Graph 1.14
TEXT 9E



In addition, the writer shows some awareness of text organization and structure but is unable to control it due to the imperative statements with the modals must and should. Such an authoritatarian tone weakens the whole argument.

1.2.3 Text 10-E

Many persons don't have jobs in the world. There are many reasons for this problem and the main reasons is that many

jobs were dependent on *machines* for example *computers* is used in *many factories* for doing *many work*. The second reason is that the worker want so much money so the master **and** servant use *many computers* to do *many works* or used workers from poor country. The second point is that *many people* didn't want to do work. For these reasons **and** *many reasons* *many persons* don't have jobs.

1.2.3.1 Text Cohesion

1.2.3.2 Reference

The text is very poor in terms of cohesion through reference. There are two demonstratives and 6 definite articles. Although there are many repeated lexical items, it seems that this has not affected the number of definite articles. The other noticeable thing is that the repetition of the quantifier *many* is overwhelmingly used.

1.2.3.3 Conjunctions

The text lacks effective use of conjunctions of different kinds, There are only three additive conjunctions in the text. This may suggest the presence of weakness in cohesive devices and cohesion of the text at this level.

1.2.3.4 Lexical Ties

The text is boringly repetitious with many unfunctional lexical items (see the italicized words). The writer used class of general nouns and superordinates but was unsuccessful in creating proper lexical ties as in the following example:

Example 26

machines, factories, computers master and servant

The writer seems to be aware of the analytical nature of the genre but due to linguistic and conceptual handicaps was not able to utilize this awareness. The subtopics are presented in such a way as to say nothing. In addition, it seems that the writer is influenced by first language in piling many details for one subtopic and use of rather long sentences as in the following example:

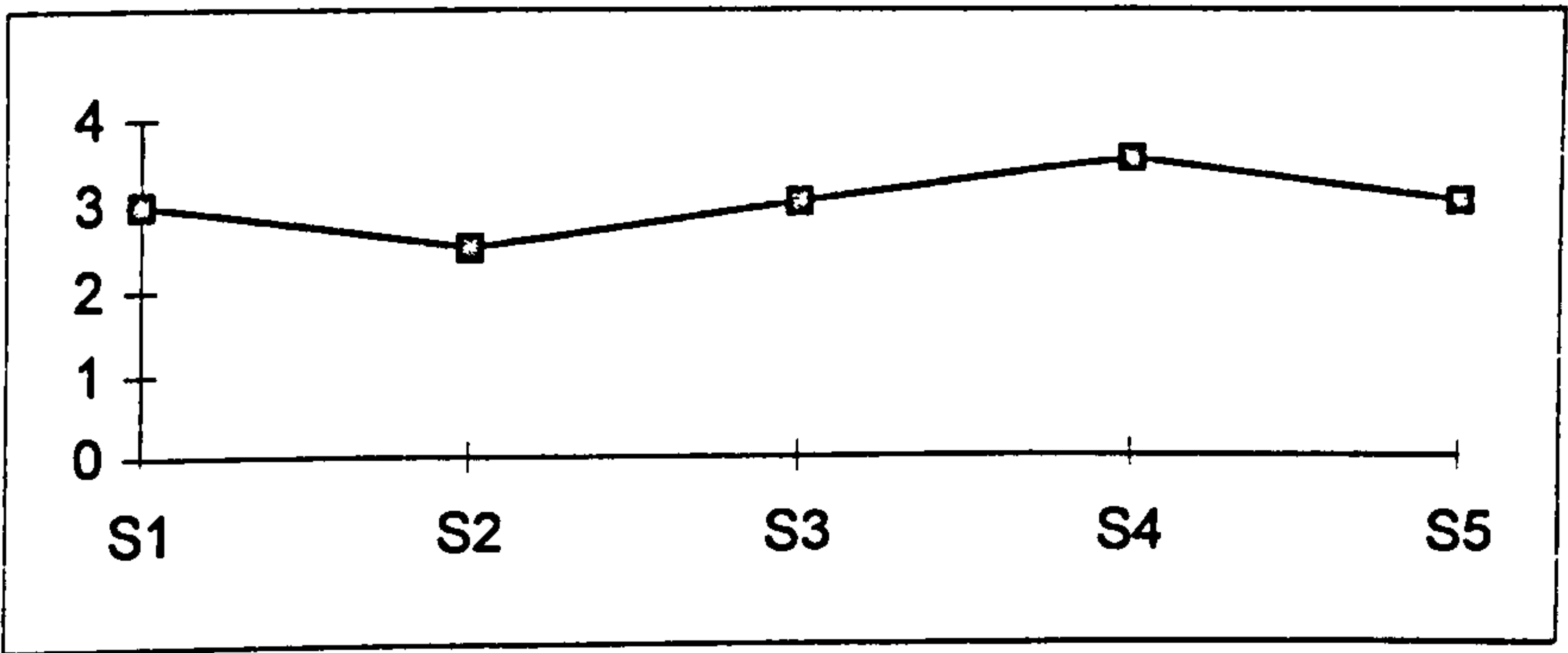
Example 27

The second reason is that the worker want so much money so the master and servant use many computers to do many works or used workers from poor country.

As Graph 1.15 shows, topic deviation in this particular text is caused by repetition of lexical items, piling of information in one subtopic and linguistic barrier and weakness. The result is the presence of rather long sentences. The graph also shows how the line of argument is deteriorating. In other texts (see texts 3-E, 4-E and 9-E), the introduction and conclusion showed rather similar and equally intact lines, but in this text they are both unsubstantial.

Graph 1.15

TEXT 10E



1.2.4 Text 12-E

Unemployment becomes day by day a bigger problem all over the world and it causes a lot of problems either to governments or to people. The problem is caused especially by the increase of the population. And it is caused second by the lack of education and the less amount of salaries. I think there is no good solutions for this problem because the increase of the population affects badly on the problem. May be opening some factories will be a sub solution for this problem.

1.2.4.1 Analysis of Text Cohesion

1.2.4.2 Reference

The text is poorly cohesive in terms of reference. There are only two demonstrative pronouns in the reference to

this problem lines 6 and 8 and three personal pronouns. In many instances, the definite article is unnecessarily used as in *the increases of the population* which could be deleted.

1.2.4.3 Conjunctions

The text is poorly cohesive in terms of conjunctions. The additive conjunction **and** predominates and in two instances it is superfluous.

1.2.4.4 Lexical Ties

This text is full of repetition of same lexical items that made the whole text lack depth. It shows that the writer is revolving around the topic without tackling it. The writer uses repetition of same lexical items as in *problem, solution, increases, second and causes* etc.

1.2.4.5 Topic Development in Text 12-E

The argument presented in the text shows shallow ideational elements and inability to concentrate or be decisive. The introduction, though relevant to the main line of argument, is not impressive and is repetitive. The body, as Graph 1.16 reveals, is marked by a declining line that reflects the weak conceptual ability. The conclusion is abrupt and totally irrelevant and degenerating. Therefore, lack of organizational plan must lead to incoherence and topic deviation. In addition, there is no sense of awareness of the spirit of the genre.

Using rather long sentences in the text played a major role in creating confusion and deviation. The writer was further influenced by Arabic through use of parallel

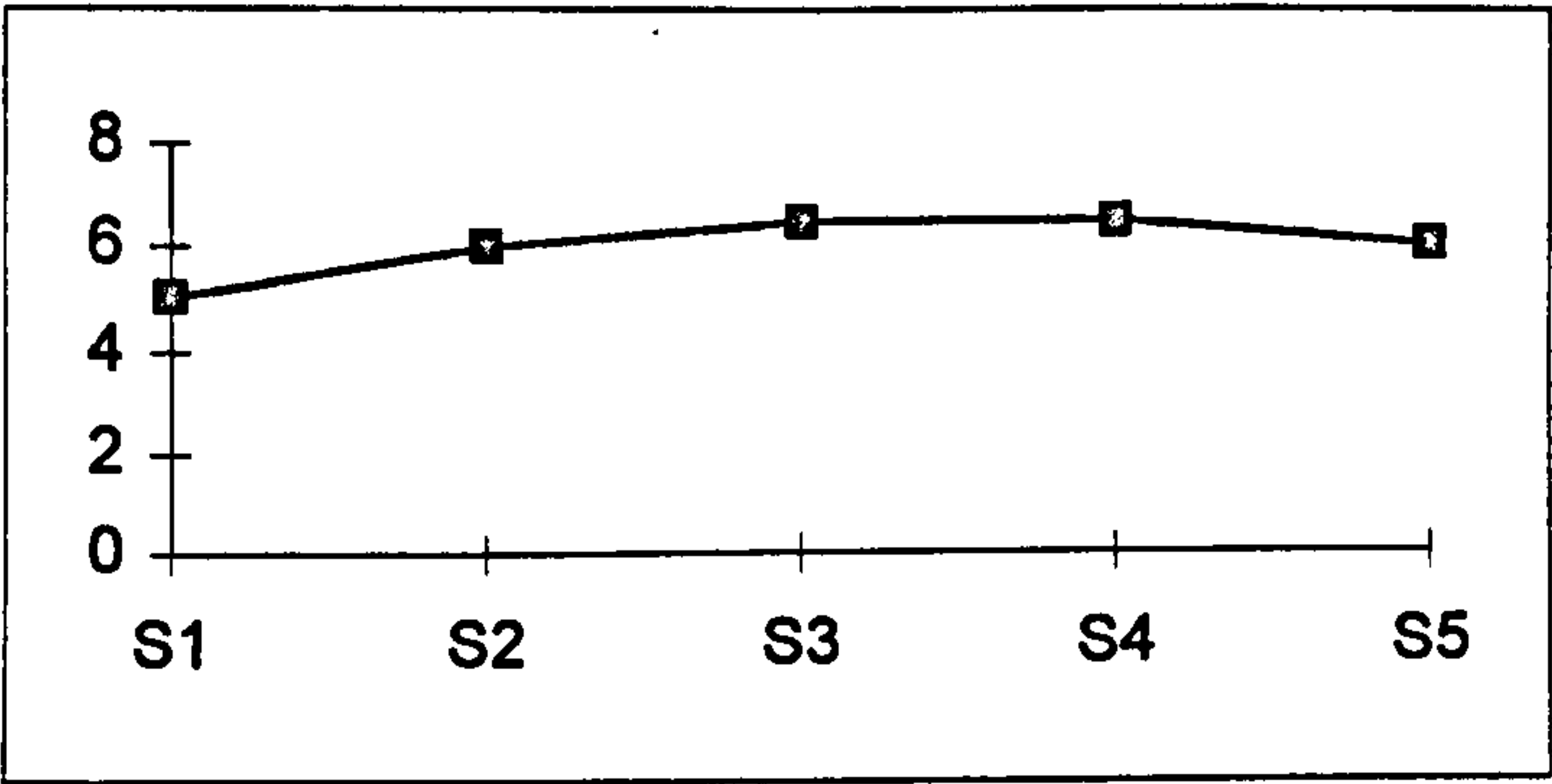
construction as in the following examples:

Example 28

And it causes a lot of problems/ The problem is caused especially/ And it is caused second

The following graph reveals the continual declining and shifting line of argument in the text:

Graph 1.16
Text 12E



The text shows neither tangible plan of organization or structure, nor genre awareness.

Genre of Analysis

The following texts represent the genre of analysis: Texts 1-E, 2-E, 7-E, 8-E and 11-E.

1.2.5 **Text 1-E**

TV programs is a good thing if it is useful for the person to see it, and if it is talking about good problems in the world and about something help the person to concentrate his knowledge about the people and the world around him. In addition, *TV programs* will be bad and harmful if we use it in a bad way. If an unemployed sees these bad programs they will be effect in his personality. So he will be a bad person in his country.

1.2.5.1 **Analysis of Text Cohesion**

This text is presented as a sample analysis in chapter seven (see in particular 7.2.7.2.1).

1.2.5.2 **Topic Development in Text 1-E**

Text 1-E is formed of three long sentences within which there are nine embedded sentences. Graph 1.17 reveals the tendency in the shifts from TV to programmes, to viewer to a person to people and the world and then to an unemployed viewer. These shifts should have been smooth and logically linked in order to sustain the reader's attention. Such shifts are caused by the number of embedded sentences and the erroneous use of cohesive devices. In addition, the text does not bear any sign of sound ordering and organization at any level. Thus the logical relations between different issues is extraneous. The text also seems to be more conversational than formal. Choice of lexical items has no effect on text structure due to its weakness at the syntactic level. Ultimately, the text is loose and disjointed.

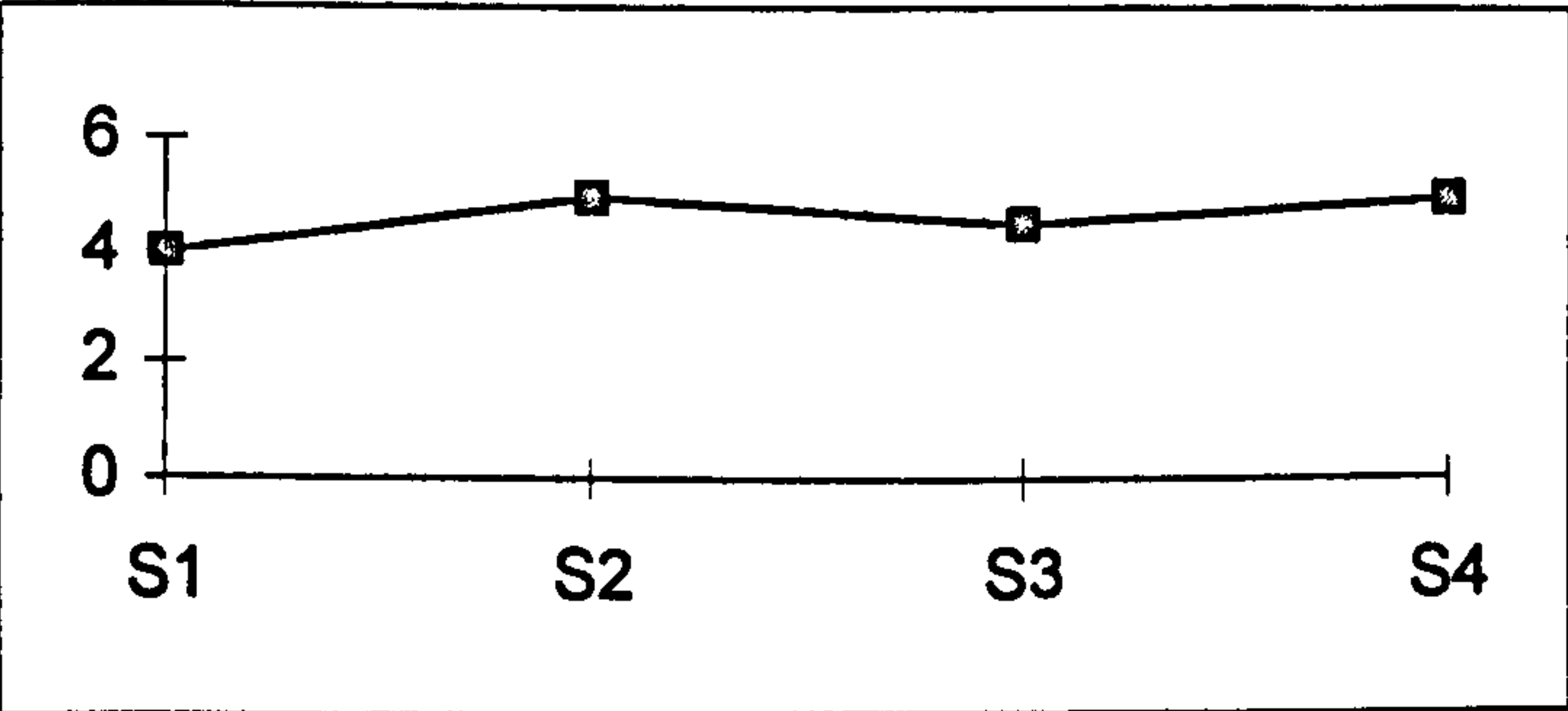
The examples below indicate the use of parallel constructions and couplets in the text.

Example 28

If it is useful \ and if it talking about good problems \ and about something \ and about the people TV programs will be bad \ and harmful \ in a bad way. Those bad programs ... \ will be a bad person.

Graph 1.17

TEXT 1E



1.2.6 Text 2-E

As we know that the TV is the basic thing in every house (1). In some houses there are more of one TV (2). Most of the people buy their TV and didn't know what are the advantages and disadvantages of television which causes a lot of problems in the house (3). In this paragraph I write some of them (4). In my opinion the disadvantages is greater than the advantages of television (5). That which are shown in this paragraph (6). In the opinion of some people, television takes up the free time by seeing its programs (7). In this free time the television present some useful and good films so that people derive profit from these films (8). Another times in this free time television shows useless films (9). So people didn't take any useful knowledge and their free time is useless (10). Essence of that words the advantages of television present a good and useful films (11). And its disadvantages is in presenting useless films (12). The television has a lot of

effect on the children who lost their time beside the television (13). They see in the television the useful and the useless films at the same time if they didn't have a guidance from their parents (14). The children imitate the works which they see in the television (15). In some times these imaginary works in the television are changed by the children to reality (actual) works which caused a lot of problems (16). So the children must have a guidance by the parents to show them the right way.

1.2.6.1 Analysis of Text Cohesion

1.2.6.2 Reference

Reference in this text is ambiguous due to various reference particles used. The shift of focus from one pronoun to another sidetracks the reader's attention. For example, the shift from *it*, to *some houses*, *most people*, *this paragraph*, *my opinion* etc., all these references overburden the reader's attention. The writer also used a lot of repetition of demonstratives to emphasize his point. The definite articles are also unsuccessful due to erroneous use and due to language transfer as in the following example:

Example 29

As we know that **the** TV is **the** basic thing

1.2.6.3 Conjunctions

Conjunctions do not play any significant role in text cohesion in this particular text. They are few and the writer used and referred to many items and redundant ideas through lexical repetition.

1.2.6.4 Lexical Ties

The text is full of repeated lexical items and that makes it completely difficult to follow up the writer's intentions and the main line of argument. The word *television* has 11 occurrences and *films* 6 and *advantages and disadvantages* are repeated six times, the antonym *useful and useless* are repeated 8 times without any rhetorical purpose.

The text is full of cognate couplets and parallel constructions which indicates interference of mother tongue as in the following examples:

Example 30

They didn't have a guidance from their parents So the children must have, guidance from their parents,/ In this free time,/ Another times in this free time, and their free time/ They see in the television the useful and the useless films at the same time, they see in the television

Sentences are shorter but due to syntactic incompetence they do not represent continually and logically developed text. The writer, furthermore, does not show genre awareness.

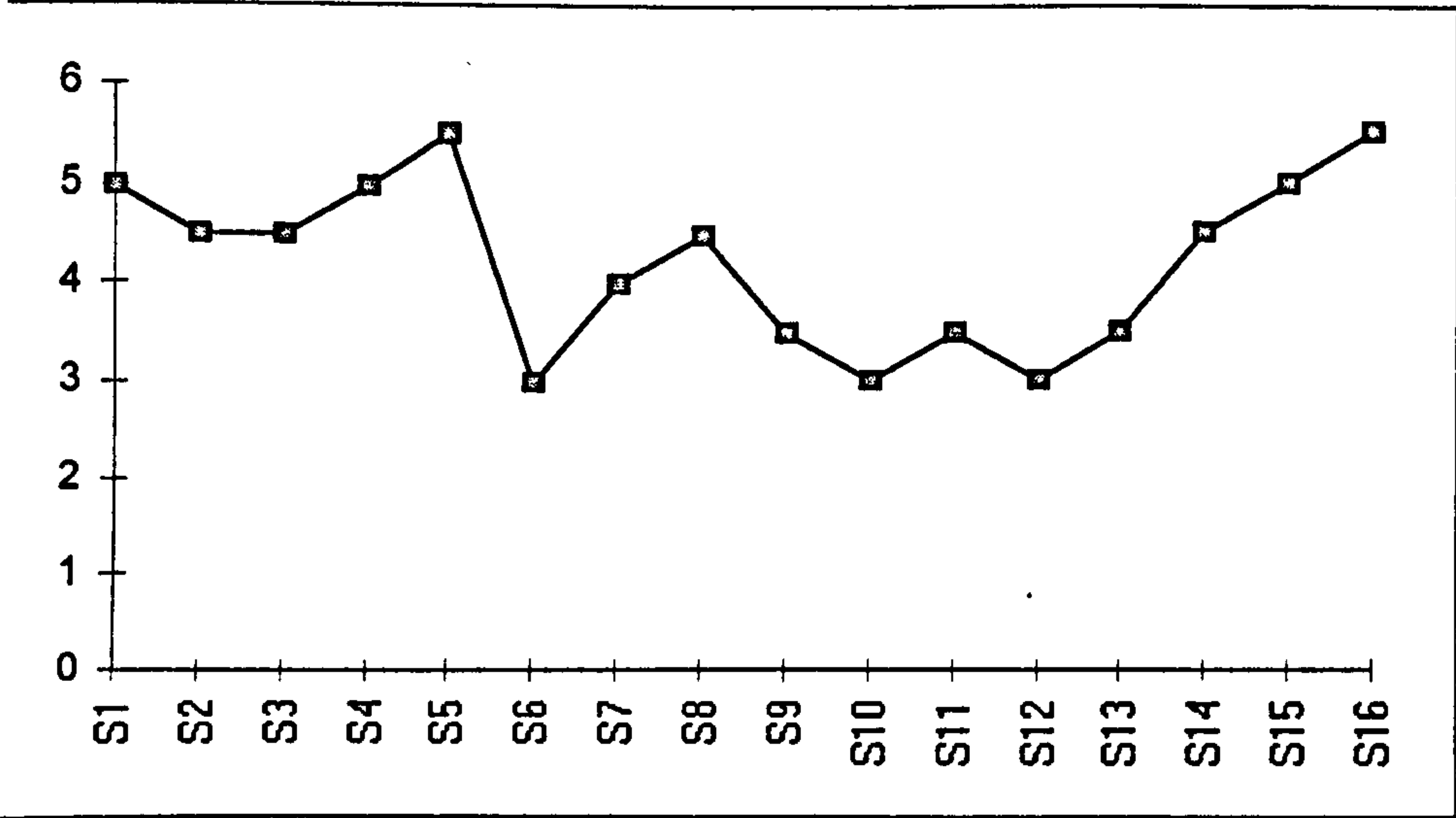
1.2.6.5 Topic Development in Text 2-E

Text 2-E is a clear example of the impact of topic shifts on text coherence and structure. The writer uses direct presentation and orientation strategies which make the text seem more personal. Choice of lexical items does not indicate the existence of a planned strategy of development at the lexical level. This is caused by the weak and illogical relations at the sentence and text level. The

influence of the mother tongue could be clearly observed in the writing of long sentences. Graph 1.18 displays the number of shifts in topics which exhibit the sharpness of deviation from the main line of argument.

Graph 1.18

TEXT 2E



The text is also conversational in nature and is far from formal. The hortatory statements which are observed in the Arabic texts are absent from this text and text 1-E except for the last sentence which marks a conclusion. The text can be viewed as a series of superficially connected sentences at the surface level but illogical at the deep level.

1.2.7 **Text 8-E**

Television is one of the up to date achievements of mankind. It is a *sound and vision, meaning to hear and see*. It is one of the best ways to pass our leisure or free time. Being a source of information, television helps to get much information about the whole world. What is taking place in America now, could be seen at the same moment without *bothering or troubling*. Instead of going out of doors to watch films we could stay comfortably and watch what we want. It is a school inside our homes as it *televises educational programmes*. Children could entertain themselves by watching cartoon films or interesting and exciting plays. But television is a *mixed blessing* as it wastes our time sometimes. It is a *source of disturbance and noise at homes*. Students may neglect their home works and studies to follow a certain film or play. Neighbours may be annoyed as it switched on after midnight. Television may cause short sight. But we can overcome all these demerits or disadvantages.

1.2.7.1 **Reference**

The writer was successful in using referential pronouns to build cohesion. This success is reflected in less topic shifts and continued reference to the main line of argument. In addition, the writer does not show elements of transfer of employment of the definite article which is successfully used four times only.

1.2.7.2 **Conjunctions**

Conjunctions are successfully used in the text although they are not as abundant as other texts. There are only 8 additive conjunctions in the text.

1.2.7.3 **Lexical Ties**

Repetition of lexical items is minimized and can be felt through the use of different and new lexical items in the

beginning of each subtopic. The writer used synonyms and antonyms to create cohesion as in the following examples:

Example 31

bothering or troubling, Instead of going out of doors to watch films we could stay comfortably, and watch ... interesting and exciting

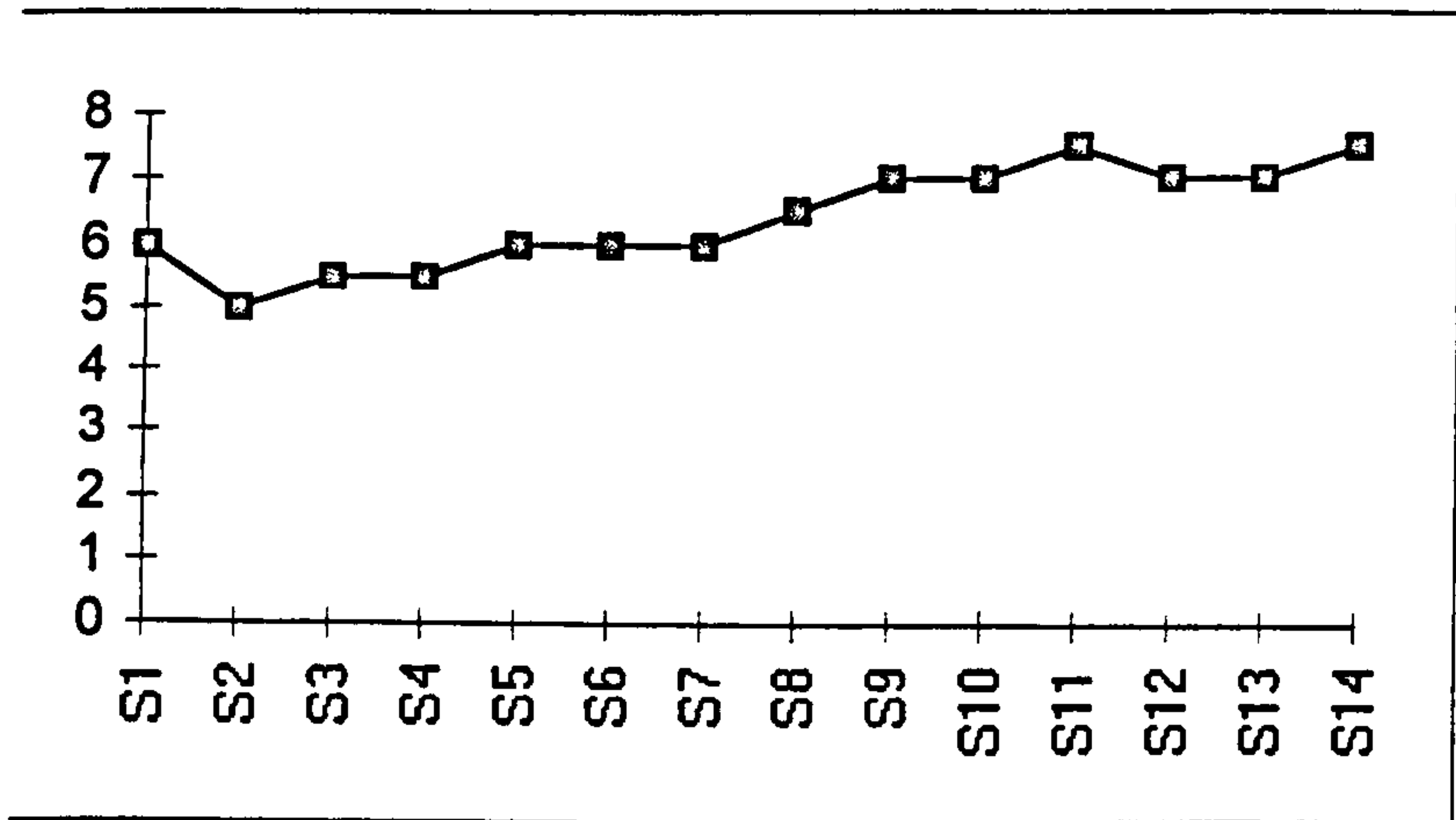
Unlike other texts, (see texts 1-E, 2-E and 7-E), this text discloses an analytical sense and awareness of genre. This awareness is further strengthened by syntactic effectiveness through successful grammatical constructions. In addition, no traces of parallelism or cognate couplets are observed.

1.2.7.4 Topic Development in Text 8-E

This text reveals a sense of development which is reflected in the proper use of lexical items, short sentences and less personal involvement. In addition, the writer manages to balance the analysis of contents by presenting a comprehensive picture. The only drawback in the text is the abrupt conclusion as it can be seen from Graph 1.19 The line of argument in the graph reveals sound progression except for the repetitive element in the second sentence which overexplicates the meaning.

Graph 1.19

TEXT 8E



1.2.8 **Analysis of Text 11-E**

The television has many advantages and disadvantages, for example the bad films and singing has many effects on the person who see that film and terrible effects of this film is on boys and girls. The second point is that the time where it starts is very late. So the workers and the students can not do their home work well in the second day. Also the television has many advantages for example it increase your information and make you think if you see science films. You can also enjoy with your time without go out. From this we see that the television has many advantages and disadvantages.

1.2.8.1 **Analysis of Text Cohesion**

1.2.8.2 **Reference**

Reference is not successful in this text due to the inclusion of various items in one sentence. For example, the pronoun it in line four is not known whether it refers to TV or films. The shifts to the second personal pronoun

is also unsuccessful as the writer uses the conversational mode in writing. The writer also seems to be affected by Arabic through the transfer of the definite article *the* in 8 instances and in many of these it is unneeded as in the first and last sentences.

1.2.8.3 Conjunctions

The additive conjunction prevails in the text but does not add any depth to cohesion and topic development . Lines 6 and 9 reflect transfer from Arabic to the additive conjunction **also** in the beginning of each of the sentences where it occurs.

1.2.8.4 Lexical Ties

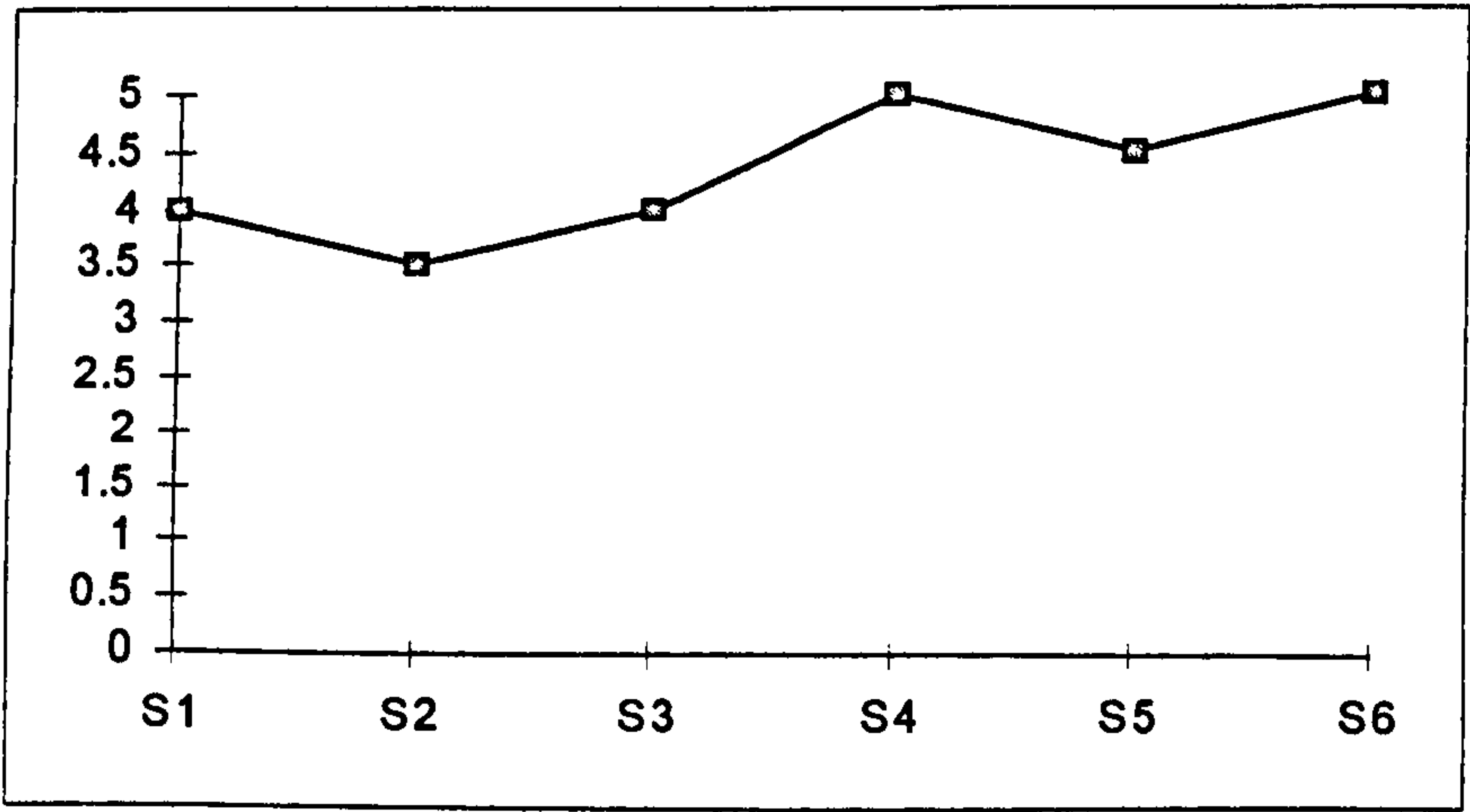
The writer relies on repetition of lexical items to create cohesion. This is unsuccessful because of the presence of unneeded explanation as well as presentation of already known information. The repetition of *advantages* and *disadvantages* (five times) in such a short text indicates the writer's inability to render the text lexically effective.

1.2.8.5 Topic Development in Text 11-E

This text is a good example of how the main line of argument degenerates due to the piling of details and information as well as repetition and sentence length. Graph 1.20 displays the deviation line clearly and indicates total unawareness of the genre of analysis.

Graph 1.20

TEXT 11E



Inability to control sentence length and syntactic inadequacy as well as repetition lead to such deviation, as in the following example:

Example 32

The television has many advantages and disadvantages, for example the bad films and singing has many effects on the person who see that film and terrible effect of this film is on boys and girls.

The writer further uses parallel construction to create a sense of balance but is unsuccessful because this usage comes direct and repetetive as in the following example:

Example 33

The television has many advantages and disadvantages, for example, Also the television has many advantages, for example,

The Genre of the Travel Brochure

The following texts are written in the genre of travel brochure: Text 5-E, 6-E, 13-E, 14-E, and 15-E.

1.2.9 Text 5-E

Bahrain is a group of islands in the Arabian Gulf, with Qatar to the south and Saudi Arabia to the west (1). The area of Bahrain is about 692 square kilometers and the population is about 400,000 people (2). The climate is almost very hot and humid in summer and mild in winter (3). Bahrain main exports are oil and aluminum (4). It imports almost every thing (5). The capital of it is called Manama (6). There are many different markets in it (7). And every thing you want you will find there (8). Every thing for rest you would find it like gardens such as Adhari gardens, Water gardens and Al-Andalus garden, cinemas ...etc (9). In general people in Bahrain look very friendly and they are familiar (10). There are many old industry which are still until now like pottery and textiles (11). If you come you will have a very interesting journey.

1.2.9.1 Analysis of Cohesion in the Text

1.2.9.2 Reference

the text shows successful manipulation of personal pronoun reference. The shifts made by referential pronouns are smooth and natural. The definite articles are successfully used too.

1.2.9.3 Conjunctions

The text is dominated with additive conjunctions which seem to be successful except for sentence 8 which is a transfer from Arabic.

1.2.9.4 Lexical Ties

The writer used repetition of same lexical items to create

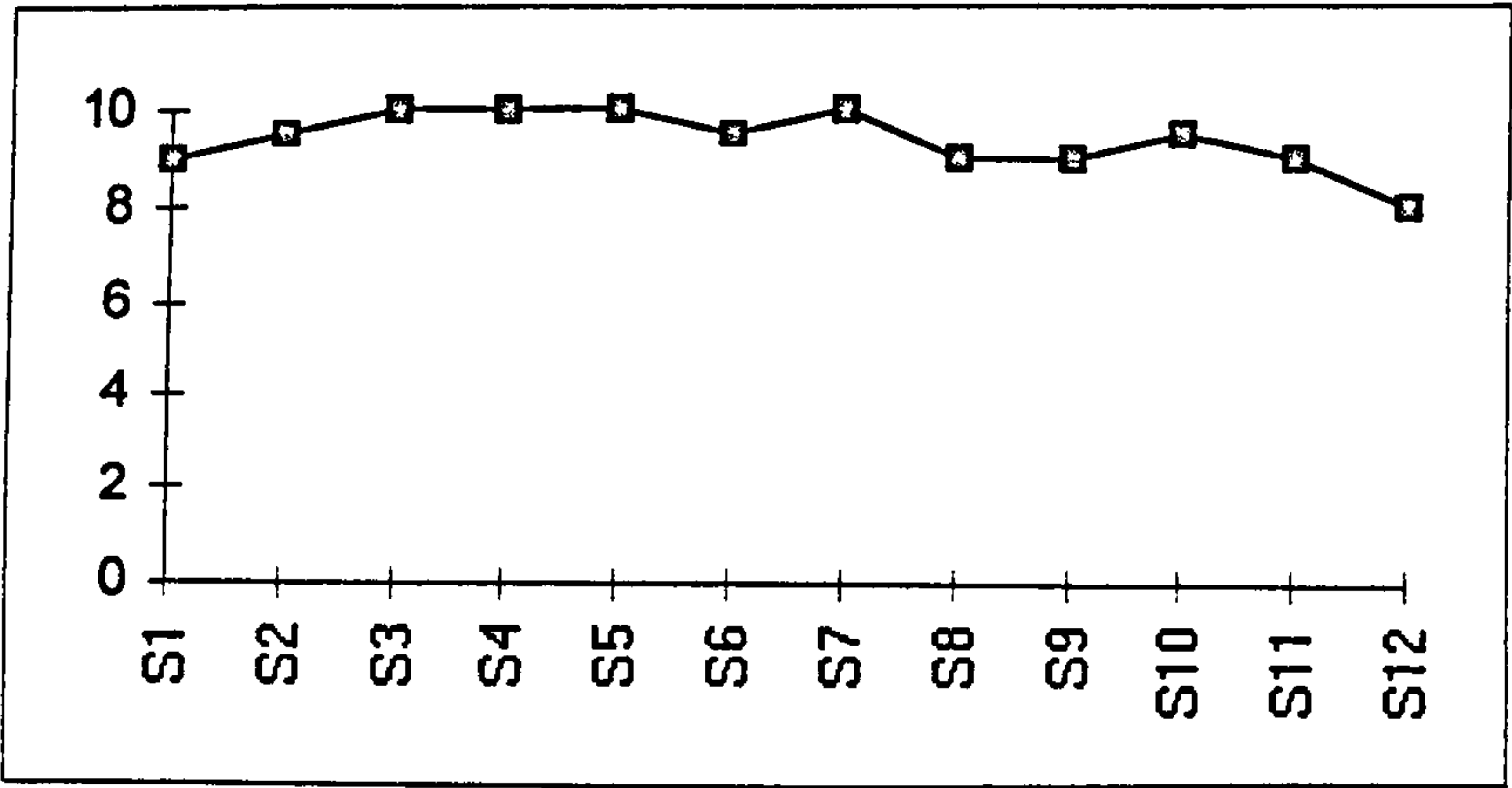
cohesion as in lines 6, 8 and 9 and the word *gardens* has 3 occurrences in line 9. There is also successful variation of lexical ties through superordinates and class of general nouns as in lines 1, 2, and 3 about geographical locations. Sentences are rather shorter than sentences in other texts. This aspect must have added to the clarity and confinement of the topic.

Text structure resembles a geographical tour (see Bamberg 1983:279). The text's cohesion and coherence is built through semantic and syntactic relations; anaphoric references are established on super ordinate and general lexical referencing.

1.2.9.5 Topic Development in Text 5-E

Text 5-E is well organized and structured. It has a sense of continuity and development in a very logical manner. In addition, there are no topic shifts because of the inherent structuring devices which are appropriate to the genre of travel brochure (see graph 1.21). The text develops logically because the semantic relation between major topic and subtopics is clear. The text presentation is also logical for the inherent orientation plan. Unlike other texts, this text is characterized with total absence of parallelism and repetition. The text seems more scientific in its approach. There are three embedded sentences in the whole text. As a whole, the text is successful in terms of coherence, structure and development.

Graph 1.21
TEXT 5E



1.2.10 **Text 6-E**

I'd like to tell you about the composition to attract tourists to visit me to the Bahrain (1). I remember that in last week I visited to the Bahrain National Museum and I saw many ancient things such as addresses of the past and their cooking pots (2). And these things took me far away to think how the past people live (3). And I knew a lot of things about their customs (4). And I saw many shells which tell us about the pearls trade (5). International museum, it has a lot of value traces which tell you something about the history of Bahrain for example you can see the tombs and the old ships (6). However, there are many places in Bahrain for interesting ourself.

1.2.10.1 **Analysis of Text Cohesion**

1.2.10.2 **Reference**

The text employs personal pronouns and definite articles as cohesive ties by reference. The use of pronouns in this text is not successful due to its inappropriateness to the genre. The writer refers more to himself than to the

topic. The definite articles are also misused as in lines 2, 3, 5, 8, and 10. This is attributed to language transfer.

1.2.10.3 Conjunctions

Lines 5, 6 and 7 typically exhibit transfer of the additive conjunction **and**. In the three instances the conjunction is superfluous.

1.2.10.4 Lexical Ties

The writer is unsuccessful in the use of lexical ties. Most of these ties create a false sense of cohesion through redundancy and repetition of same lexical items. (see the reference to the national museum in lines 3 and 8 as well as the erroneous use of certain lexical items such as the word addresses instead of dress.

The length of sentences and the number of embedding in each sentence have led to the weakness of text structure. There are seven embedded sentences in the text. In addition, the use of parallel constructions betrays the influence of Arabic as in the following examples:

Example 34

To visit me to the Bahrain \ I visited to the Bahrain.
And I saw many ancient \ and I saw many shells.

1.2.10.4 Topic Development in Text 6-E

This text is a good example of topic deviation and incoherence. These two elements are created by the multiplicity of subtopics in one sentence, inappropriate mode of orientation and personal and subjective involvement

in text. In addition, deficiency of syntactic ability aggravates the problem. The writer shifts from one subtopic in the same sentence to discuss or to refer to another as in the following example:

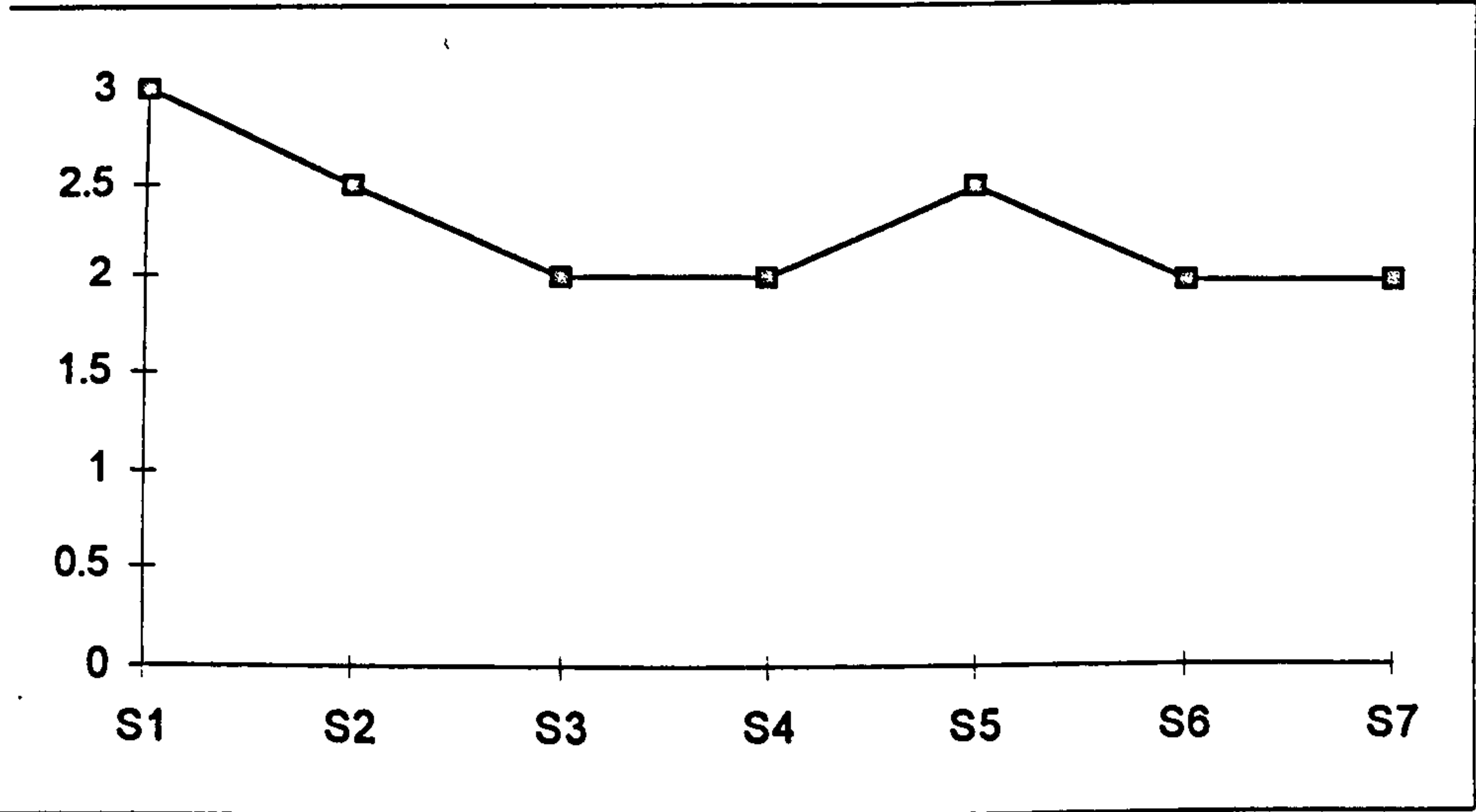
Example 35

I'd like to tell you about the composition to attract tourists to visit me to the Bahrain.

The text shows too much personal involvement which creates confusion as to what the writer really intends to say. The reader may wonder whether the writer's intention is to discuss tourism in Bahrain or personal memories and experience. In addition, the text shows no genre awareness on the part of the writer. Organization is also weakened by the presentation of too many topics at the same time. Graph 1.22 indicates the declining line of the main argument.

Graph 1.22

TEXT 6E



Unlike other texts, Text 6-E shows unsuccessful introduction, body and conclusion.

1.2.11 Text 13-E

Bahrain is the pearl of the gulf, the green island that is surrounded by palm trees and the blue water and the country full of friendly people. There are many exciting places for the tourists who are visiting Bahrain to see many beautiful things. The Marina club and the Bapco club these are for sports and recreation. The Marina club situated on the beach and only for sports in the water. And the Bapco club is full with equipment for sports and games. There is Al-Areen zoo for people who want to go like safari. And there is also Athari park which is rich with green plants. like many tourists countries Bahrain is full with all things. You can also go to many shopping areas in the country like the Sheraton complex and Yateem Centre. The restaurants have very delicious food that you like especially the Bahraini traditional dishes. If you come as a tourist Bahrain will like you and you will like it.

Please come **and** visit us to our country Bahrain.

1.2.11.1 Analysis of Text Cohesion

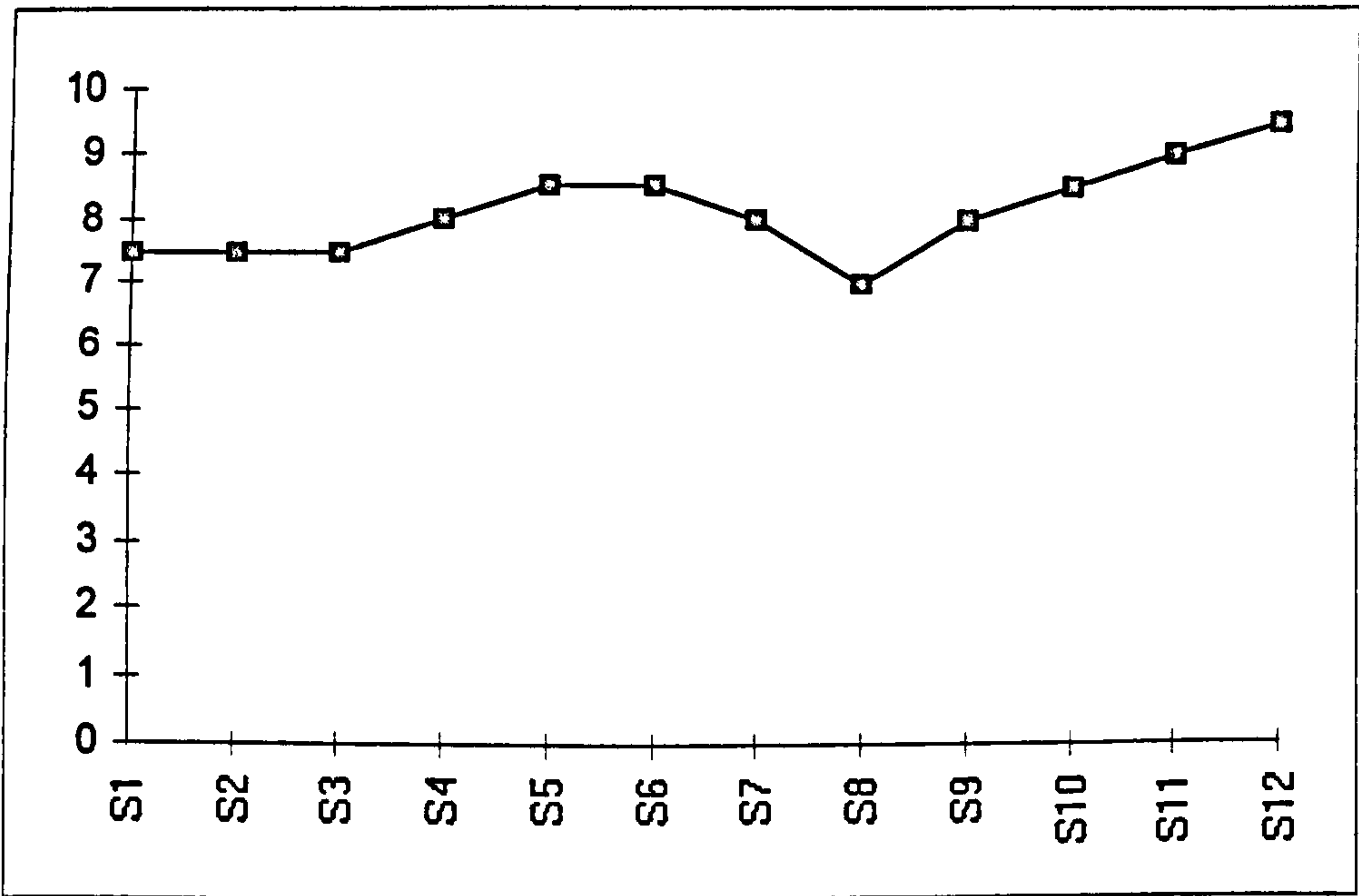
Table 1.1 (Text 13-E) indicates a balance in the use of cohesive devices. This balance is established through proper and proportionate use of lexis, reference and conjunctions. There is not much repetition in the text due to presentation of various but related features imposed by the genre.

In addition, there is a slight feature of use of parallelism in the text reflected in the use of locatives and expletives.

1.2.11.2 Topic Development in Text 13-E

This text is a good example of a student's ability to create development in text through awareness of the genre of the travel brochure, an impersonalized tone, and a sensible manner of presentation. However, organization of information is slightly disturbed by the length of sentences. In addition, the text shows some weakness at the syntactic level which is due to long sentences and weak references. The text creates a feeling of sensible structuring in the introduction, body and conclusion. The sudden shifts represented in Graph 1.23 are caused by the shift from the impersonalized to the personalized tone.

Graph 1.23
TEXT .13E



1.2.12 **Analysis of Text 15-E**

Bahrain is an island which located on the middle of the Arabian Gulf. It is located in the west of the Arabian Gulf. It is connected with Saudi Arabia by King Fahad bridge which was built in 1987. Bahrain is very interesting country because it has a good nation and a beautiful areas. The weather in Bahrain is very hot in summer but in winter It is very beautiful. It about 20 degrees Celsius. It has big beaches around it for week end. And It has a fantastic museum and places which attract tourists to Bahrain.

1.2.12.1 **Analysis of Text Cohesion**

Table 1.1 (Text 15-E) reveals balanced distribution of cohesive devices yet the text is weakened by syntactic and organizational deficiencies. Reference is slightly misused by repeated use of the third personal pronoun it for

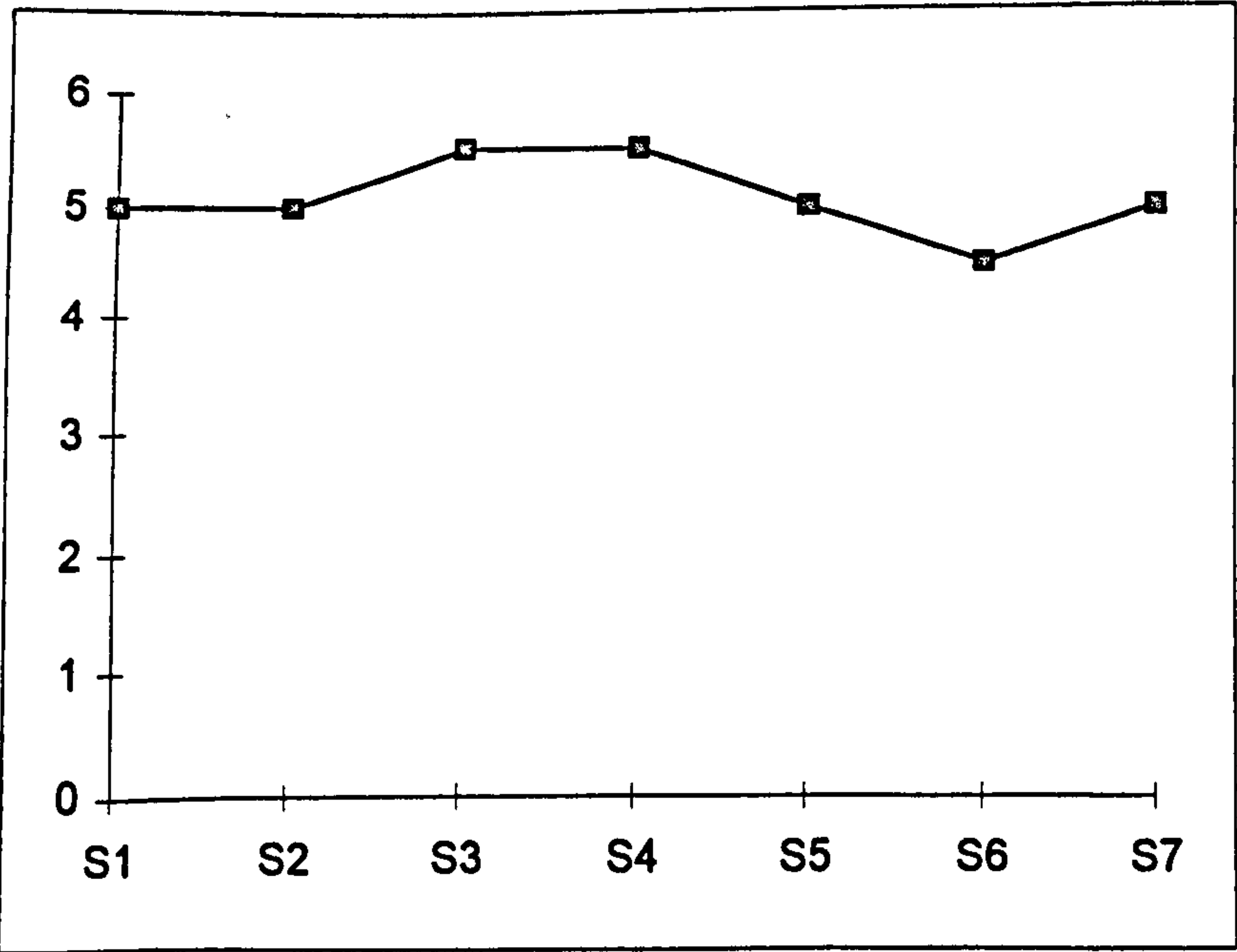
Bahrain. Such invariation creates a sense of repetition and weariness. In addition, conjunctions are successfully used except for the additive **and** in the last sentence which is repetitive.

1.2.12.2 Topic Development in Text 15-E

Text 15-E reveals weaknesses in text development due to repetition, improper organization of information and detail, ie, sentence four should come in the beginning as an introduction or at the end as a conclusion. In addition syntactic weakness has affected text development. The text reflects a slight awareness of genre appropriacy.

Graph 1.24

TEXT 15E



Graph 1.24 reveals the weak nature of the introduction as it shows repetition and the last progressing line does not mark strength in the conclusion as it marks a continuation of the topic.

Table 1.1

Frequency count of Cohesive Devices Employed in Arabic Texts

Tex t	Ref .	Sub .	Elli p.	Con j	Lexi s.	Sen t	SL .
2-A	85	00	00	21	43	11	23
7-A	34	00	00	9	43	8	20
8-A	125	00	00	44	45	22	21
4-A	43	00	00	13	22	7	19
9-A	55	00	00	29	63	13	16
10- A	39	00	00	43	98	16	27
5-A	16	00	00	32	68	7	26
6-A	23	00	00	17	69	7	24
14- A	51	00	00	14	44	05	33
15- A	89	00	00	14	62	11	24
3-A	35	00	00	13	45	09	18
12- A	98	00	00	41	93	23	21

Table 1.2

Frequency count of Cohesive Devices Employed in English Texts

Tex t	Ref .	Sub .	Elli p.	Con j	Lexi s.	Sen t	SL .
3-E	20	00	00	07	35	07	20
9-E	30	00	00	10	56	21	12
10- E	14	00	00	05	35	05	18
12- E	14	00	00	03	25	05	17
1-E	12	00	01	06	23	04	22
2-E	46	00	01	08	65	17	15
8-E	14	00	01	08	51	14	12
11- E	10	00	00	10	34	06	18
5-E	19	00	00	10	43	12	12
6-E	17	00	00	6	29	07	17
13- E	25	00	01	14	49	12	14
15- E	13	00	00	05	23	08	12

1.3 Division of Texts According to Genre Differences

In 1.3.5.1 the researcher indicated that certain genres are easier to control and exhibit less shift and topic deviation. This is believed to be true to a great extent as the calculation of scores on the basis of different genres is made according to the following table.

Table 1.2

Genre	Average Score Arabic	Average Score English
Argumentative	58	49
Analysis	56	48
Travel Brochure	81	61

According to this table students performed better in the genre of travel brochure than in the genres of analysis and argumentation. It should be observed though that the average score is taken from the MTD score (see Tables 7.3, 7.4, 7.6, 7.7, 7.8 and 7.9).

Appendix 6

Transcription Conventions

ء	ʔ
ا	a
ب	b
ت	t
ث	Th
ج	j
ح	H
خ	Xa
د	d
ذ	th
ز	z
ر	r
س	s
ش	sh
ص	S
ض	Dh
ط	Ta
ظ	TH
ع	9
غ	gh
ف	f
ق	q
ك	k
ل	l
م	m
ن	n
ه	h
و	w
ي	y

