

2-Elements of a Text:

According to (Hyland, 2006), it is necessary for learners to learn how to produce academic texts in order to express ideas to other users of the L2. For this reason, textual coherence and cohesion are essential components of academic writing.

a-Coherence:

, a written text needs to be coherent to be understood by a reader. Hyland (2006)

defined coherence as: “The ways a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories” (p. 311)

From this point of view, coherence involves logical connections at idea level

(topic). Thus, so as to facilitate the reader’s comprehension, all the sentences that make up each paragraph have to be logically arranged by following a continuous order based on the message they are trying to convey (Hinkel, 2004). Within this framework, coherence is important in writing as it relates to expressing consistent and understandable ideas in a text.

The examples below show the coherent, and non-coherent texts:

(i) A text with coherence: A: Did you bring the car?

B: Yes, I brought it yesterday.

(ii) A text with no coherence: A: Where did you go last week?

B: That sounds good. My brother paints it.

When we talk about coherence, we’re talking about how clear and how logical the ideas are.

Coherence relates to the macro level features of a text which help it to make sense as a whole.

*You can have cohesion without coherence but you cannot have coherence without cohesion.

“I bought some hummus to eat with celery. Green vegetables can boost your metabolism. The Australian Greens is a political party. I couldn’t decide what to wear to the new year’s party.”

* Some researchers such as Morgan and Sellner (1980), Carrell (1982) claim that cohesion is not sufficient enough to make a text connected or appear a unified whole. It is because a highly cohesive text with lots of connections and ties may cause difficulty in the interpretation of the message as Yule (2008, p 126) presents the following example:

My father bought a Lincoln convertible. The car driven by the police was red. That color does not suit her. She consists of three letters.

* Coherence, on the other hand, has important role for creating unity between or among the propositional units in the text. Without coherence, a set of utterances cannot form a text, no matter, how many cohesive ties appear between the utterances. To show a text with no

cohesive ties, but perfectly coherent, Widdowson (1978) presents following example (as cited in Yule 2008, p 127):

A: That's the telephone.

B: I'm in bath.

*Cohesion and coherence are two different things. A text is cohesive if its elements are linked together. A text is coherent if it makes sense. However, a text may be cohesive (i.e. linked together), but incoherent (i.e. meaningless). Cohesion refers to connectivity in a text, but coherence refers to how easy it is to understand the writing. While coherence means the connection of ideas at the idea level, cohesion means the connection of ideas at the sentence level. Text may be cohesive without necessarily being coherent: Cohesion does not spawn coherence. Cohesion is determined by lexically and grammatically overt intersentential relationships, whereas coherence is based on semantic relationship

b-Cohesion:

Cohesion is said to be the glue that holds a paragraph together. In other words, if a paragraph has a good cohesion then we say the ideas flow from one sentence to another smoothly. They're connected. The end of one sentence is related to the beginning of a next sentence.

Cohesion relates to the micro level of the text: that is, the words and sentences and how they join or link together.

cohesion has been defined as “joining a text together with reference words (e.g. he, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable” (Bailey, 2011, p. 115). In other words, cohesion refers to the logical connections of a text at sentence level. This term involves grammatical and lexical relationships between the elements of written production (Grabe & Kaplan, 2014). Some examples of cohesion are reference through personal or possessive pronouns, substitution or ellipsis, connectors to link the sentences of a paragraph, synonyms to avoid lexical repetition, and punctuation (Ferris & Hedgcock, 2014).

Substitution

It is when we substitute in other words replace an earlier word or words with another word or words. E.g. The graph on the left shows average calorie intake by age, while the one on the right shows daily exercise levels. The word “one” is a substitution because it is a substitute of the word “graph”.

Ellipsis

This is when we live out words because the meaning is clear. E.g. They can distinguish finer detail than we can. (here we do not need to repeat the words distinguish finer detail).

Here are fifty cards.

Take any (-).

Some say one thing, others say another (-)

Which coat will you wear?

This is the best (-)

Followings are the illustrative examples that show the grammatical cohesive tie in italics in each:

- (i) Wow, how beautiful flower vessel! How much does it cost? [reference]
- (ii) (ii) You are going to attend the party? If so, what about these agenda? [substitution]
- (iii) (iii) We can buy those apples if we need to (buy those apples). [ellipsis]
- (iv) (iv) He passed the exam. However, he did not obtain A plus. [conjunction]

Lexical cohesion, on the other hand, is ‘the cohesive effect achieved by the selection of vocabulary’ (Halliday & Hasan, 1976, p 274). Lexical cohesion can be realized in reiteration (using the same, or semantically related vocabulary such as repetition, synonym, superordinate, general word) and in collocation (co-occurrence of lexical items). Followings are the examples showing cohesive tie in italics.

- (v) (i) Reiteration: I have a puppy. The puppy is black. [Repetition]
- (vi) I have a puppy. The pup is black. [Synonym]
- (vii) I have a puppy. The animal is black. [Superordinate]
- (viii) I have a puppy. The baby dog is black. [General word]

c-Metadiscourse markers

They are an important linguistic feature in a text.

They are words and phrases that add extra information to a text. They may also show how ideas in a text are connected to each other, and help the reader understand which direction the text is flowing in.

Analyzing the textual metadiscourse markers in a text helps for better understanding the text.

Metadiscourse markers refer explicitly to aspects of the organization of a text, or indicate a writer’s stance towards the text’s content or towards the reader (Hyland 2004a: 109). They are important markers in more academic text styles. Metadiscourse is a tool to signal the progression of the ideas of the text. It saves the link between the sentences of the text. It guides the reader through the main function and purpose of the author, and most importantly the coherence of the text. There are different kinds of metadiscourse makers.

These signals are the items that signal the progression (textual coherence of text). The following table will show some of them:

-Types of Textual metadiscourse markers

Transitions/logical connectives: They link the ideas of the text. They express semantic relation between main clauses.

In addition, however, thus, moreover, and, but, therefore, thereby, so, similarly, equally, likewise, furthermore, in contrast, as a result, since, because, consequently, accordingly, on the other hand, on the contrary, besides, also...

Frame markers: signal the logical order of the article or selection. They explicitly refer to text stages.

First, second, finally, to conclude, to start with, firstly, secondly, third, thirdly, fourth, fourthly, fifty, fifthly, next, to begin, last, lastly, subsequently, two, three, four, five, six...

Code glosses: signal the explanation and illustration provided and help readers grasp meanings of ideational material.

For instance, for example, known as, such as, specifically, e.g., i.e., defined as, this means, namely, such as, put another way, known as, defined as, called, that is, that is to say, in other words, which means, in fact, viz....

Hedges: withhold writer's full commitment to statements. They are really important to know the writer's doubts about the text topic.

Perhaps, might, almost, apparently, doubt, approximately, maybe, believed, certain extent, could, appear to be, assume, essentially, estimate, frequently, generally, indicate, largely, likely, mainly, often, possible, relatively...

Boosters/emphatics: can show the writer emphasis on the information and certainty in message.

In fact, definitely, it is clear, true, actually, always, apparent, I believe, certainly, clearly, must, never, no doubt, beyond doubt, obvious, obviously, of course, prove, sure, undoubtedly, well known, should, by far...

Attitude markers: Express writer's agreements and disagreements about the topic to providing enough argument about the topic.

Unfortunately, I agree, admittedly, amazingly, appropriately, correctly, curiously, disappointing, disagree, fortunately, hopefully, important, importantly, understandably, interestingly, prefer, pleased, must, ought, remarkable, surprisingly, unfortunately, unusually...

Endophoric markers: refer to information in other parts of the text.

See, noted, discussed below, discussed above, discussed later, section, chapter, figure, table, page, discussed earlier, discussed before, fig, example...

Person markers: indicate explicit reference to author(s).

I, we, me, my, our, mine...

Evidentials: refer to source of information from other texts.

Quote, established, said, points out, argues, claim, believe, suggests, found that, cite, according to, quote, show, proves, demonstrates, studies, research, literature, says, point to, prove, shows, cites...