

## Developing Culturally Responsive Teaching Practices for Linguistically Diverse TESOL Classrooms

Muhammad Afzal

PhD Applied Linguistics Scholar, Government College University, Faisalabad

**Dr. Asim Mahmood**

Professor of Applied Linguistics, Government College University, Faisalabad

**Umar Hayat**

Lecturer in English, Govt. Guru Nanak Graduate College, Nankana Sahib

### Abstract

As the demographics of classrooms become increasingly diverse, educators are faced with the challenge of effectively catering to the needs of linguistically diverse students, particularly in Teaching English to Speakers of Other Languages (TESOL) contexts. This paper explores the concept of culturally responsive teaching (CRT) and its application within TESOL classrooms to support the academic success of linguistically diverse students. Drawing on theoretical frameworks and empirical studies, the paper discusses the importance of understanding students' cultural backgrounds, languages, and identities in shaping instructional approaches. It examines strategies for integrating students' cultural and linguistic assets into curriculum design, pedagogy, and assessment practices to create inclusive learning environments. Furthermore, the paper highlights the significance of ongoing professional development for educators to enhance their cultural competence and adapt teaching practices accordingly. By fostering culturally responsive teaching practices, educators can promote equitable opportunities for all students, regardless of their linguistic backgrounds, to thrive academically and socially in TESOL classrooms.

**Keywords:** culturally responsive teaching, linguistically diverse students, TESOL classrooms, cultural competence, curriculum design, pedagogy, assessment practices, inclusive learning environments, professional development.

### Introduction

A phenomenon that generates meaning is called text (Angela, 2015). A text is not only a combination of sentences fragmentally but it is a collection of the sentences in a logical way establishing unity for conveying meaning. This is called cohesion in which sentences are combined together for functioning as a whole.

Hoey (1991) defines that cohesion means the certain words or grammatical features of a sentence that can connect the sentence to its predecessors (and successors) in a text. The reader or hearer can understand the message properly in a discourse if it is unified while through the use of cohesive devices. Dooley and Levinsohn (2001) contend that linguistic signals or clues of text help the readers or hearers to build sufficient mental representation for understanding the message encoded in the text. Cohesion unites previous and current sentences to comprehend meaning in a discourse (Pickering, 1978)

The present study intends to evaluate essays with regard to cohesive devices at intermediate level in Punjab. The current study will take data from the essays of Learner's English Grammar written by Professor Aftab Ahmed. This book has been taken so as to attract maximum community of the students at intermediate level of Punjab since the said students use this handbook more than any other handbook at Intermediate level in the province of the Punjab.

### Purpose of the Study

The current research intends to explore the appropriateness of cohesive devices for the students preparing for the exams at intermediate level. This study will help in unveiling the importance of essays with regard to cohesive devices. The students will also master the types of cohesive devices used in these essays.

### **Objectives**

1. To evaluate whether suitable and relevant cohesive devices have been used in the essays written by the writer at Intermediate level or otherwise
2. To analyze the essays into its parts i.e. paragraph, sentence, word, etc

### **Research Questions**

1. Have relevant cohesive devices been used in the writer's essays under investigation?
2. What are the types of cohesive devices used in the essays and their ratio to each other?

### **Literature Review**

#### **Academic Writing**

Academic writing is a type of writing that is done in academic setting, e.g. writing dissertation, thesis, conference paper, research paper and books. It is a writing activity that is done to accomplish the requirements of educational institution. Irvin (2010) says that academic writing is a type of an analysis that requires knowledge and skill in a certain discipline in thinking, interpreting and presenting. According to Murray (2005), academic writing is the combination of conventions and these conventions are adopted in writing a paper or thesis in a particular discipline. Scholars in the field of academic writing divide academic writing into two parts: (i) discipline-specific and (ii) evidence-based. "Discipline-specific" designates that academic writers follow the conventions and methods of their discipline such as font, style, organization, or format of writing. Viewpoints and statements presented in an academic test are supported by authentic evidences. Verified facts and examples support the viewpoints of the writer.

#### **Cohesion and Coherence**

Coherence and cohesion are two main elements of a good academic writing. Both facilitate the reader in understanding the meaning of the text/ discourse. The quality of text or discourse depends on cohesive ties and coherence. Coherence means connecting the meanings of the utterances in a discourse or uniting sentences in a text. (Richards, J. C., & Schmidt, R. W. (2013)). These relationships may rely on the speakers' shared knowledge. A text is constructed on the basis of both words and contextualization of occurring sentences. The receiver of the message can understand the meaning if he or she has sufficient background / shared knowledge.

(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.

The above sentence (i) contains coherence and conveys proper meaning whereas the sentence (ii) does not have coherence and is devoid of any meaning. Another example is given to understand coherence.

A. Can you give me a lift home?

B. Sorry, I'm visiting my sister.

In the above example, there is no grammatical or lexical relationship between the question and answer of A and B respectively but there is coherence in the above discourse because it is a shared knowledge between the both where the sister of B lives. In written material, coherence regards how the coherence conveys the meaning to the readers via the organization of its content and the relevance and clarity of its concepts and ideas. The selection of vocabulary aids in achieving cohesive effect (lexical cohesion). (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.

(i) **Reiteration:** I have a puppy. The puppy is black. [Repetition]

I have a puppy. The pup is black. [Synonym]

I have a puppy. The animal is black. [Superordinate]

I have a puppy. The baby dog is black. [General word]

(ii) **Collocation:** With their hammer-nail relation, the boys won the match.

The main focus of the present study is cohesion. Cohesion is a type of relationship between different sentences or between different parts of a sentence. Cohesion like other semantic relations such as synonymy, antonym, etc. acts in the ambit of meaning between two elements. Halliday and Hasan (1976) state that cohesion is the connection of meaning that occurs within the text and it is expressed through the stratal organization of the text. Some units of the text are dependent on that of another. George Yule (2008) defines: ‘Cohesion is the tie and connection that exists within the text’. Cohesion occurs within sentences and across sentences as well. It exists intra-sentential as well as inter-sentential. It has relation either with the preceding or following vocabulary items. According to Halliday and Hasan (1976), both grammar and vocabulary involve cohesion.

It is necessary to differentiate between “linguistic cohesion” and “pragmatic cohesion” or coherence. View the following examples:

a) John likes Helen.

b) She, however hates him

c) Do you have coffee to go?

d) Cream and sugar?

Pronominalization provides link between (a) and (b) and it is a linguistic cohesion. In linguistic cohesion, the meaning is extracted from linguistic context. On the other wise, the experience and knowledge of real world determines cohesion between (c) and (d). In pragmatic cohesion, the meaning is deduced from outside the linguistic context/ context (Indah Wardaty Saud, 2015). Consider the following example to observe linguistic cohesion and pragmatic cohesion. Example: John gave his brother two books. In this example, ‘john has a brother’ is a linguistic cohesion. ‘John’s brother likes books’ is a pragmatic cohesion.

Halliday and Hasan (1976) demonstrated two kinds of cohesion. Those are grammatical aspects of cohesion and lexical aspects of cohesion. Grammatical cohesion involves substitution, ellipsis, conjunction and reference and it is expressed through grammatical system of a language. whereas lexical cohesion refers to repetition and collocation (Halliday & Hassan, 1976). Focus of the current study is grammatical aspects of cohesion.

It has been discussed that cohesion occurs within text and coherence is the suitability of contextual appearance of the text so as to make meaning of the message. Cohesion is about the apparent connectedness of elements whereas coherence about the conceptual connectivity.

### Theoretical Framework for the Study

To increase knowledge of writing is important through transmission of opinions and arguments. Writing focuses on theories that are related to texts, readers and writers (Ken Hyland, 2009: p. 19). Specific skills are required in reading and writing to build meaning in a language. (Alwasilah, 2012). Writing is a good writing if the writer makes the reader interested. Hence, the underlying meaning of the text should be appropriate to the context in our writing. Approaches to writing have been taken from Ken Hyland (2009) which are given as under:

- i. The first approach focuses on the products of writing by evaluating texts either through their formal surface elements or their discourse structure.
- ii. The second one (which is combination of expressivity, cognitive and situated components) focuses on the author and states writing in terms of the processes used to create texts.
- iii. The third approach stresses the role that readers and social aspects perform in the text. It also refers the way the writers involve readers to create the texts.

The text cannot be broken without breaking or changing the meaning (Halliday and Hasan, 1976). Emilia (2014) states that a text is cohesive if, as a whole, the sentences and spoken utterances are semantically linked and consistent. Cohesion occurs when there is dependency in the discourse.

The following cohesive devices are given to locate the study:

### **Conjunction**

Conjunction includes both conjunction proper and continuity (Halliday and Hasan 1976). Conjunction proper does not occur in the outset of the sentences, but it appears later in the same text (Halliday and Hasan 1976). Halliday (1976) divides conjunction into four types which are given one by one.

### **Additive conjunction**

Halliday (1976) pointed out that additive relation differs from coordinating conjunction, although it is derived from it. The following words are taken as the additive conjunction “and, or, furthermore, in addition, besides, alternatively, that is, I mean, in other words, for instance, thus, likewise, similarly, in the same way, on the other hand, by contrast”. Adversative Conjunction

Halliday and Hasan (1976) stated the meaning of the adversative relation as contrary to the expectation. When the author does not agree with the sentence afterward, adversative conjunction is used. The expectation depends on what is being said (Halliday and Hasan, 1976). The following words may be taken as an adversative conjunction, such as “yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of fact, at the same time, instead, rather, on the contrary, at least, in any case, anyhow, any rate”.

### **Causal Conjunction**

Halliday and Hasan (1976) state that the simple of causal relation is described by the words, “so, thus, hence, therefore, consequently, accordingly, and a number of expressions like as a result (of that), in consequence (of that), because of that. These types of causal conjunction occur outside of the necessary elements of the sentence like subject, verb and object.

### **Temporal Conjunction**

The words that are related to the temporal conjunction are —then, next, after that, just then, at the same time, previously, before, finally, at least, at once.

Martin (1992) divided conjunction into four types:

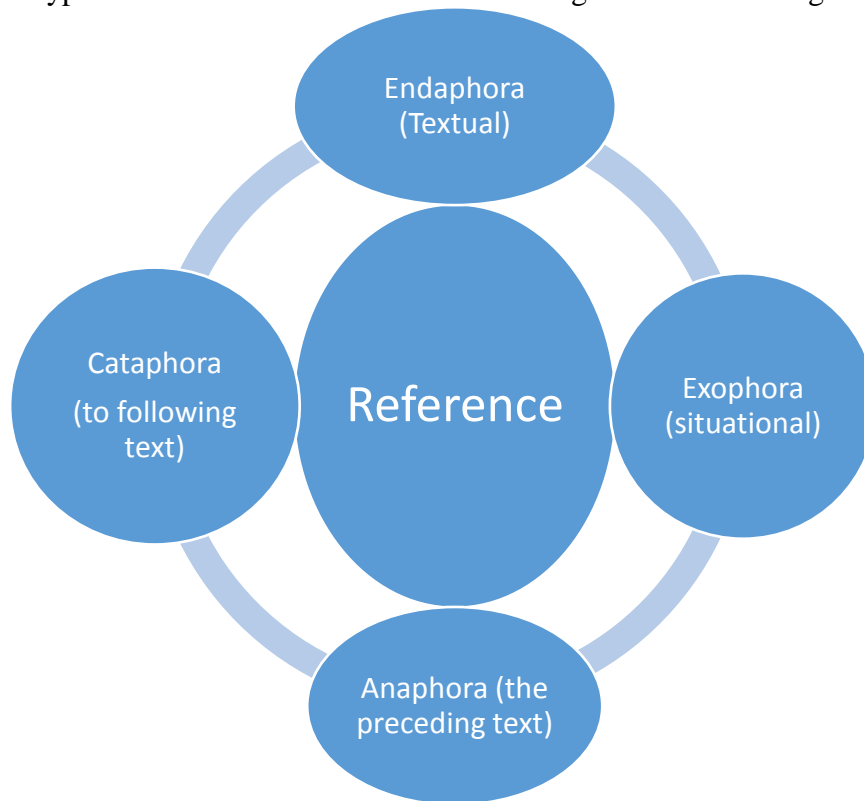
Sr.	Type of Conjunction	Examples
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1	<b>Additive</b>	and, or, moreover, in addition, alternatively
2	<b>Comparative</b>	whereas, but, on the other hand, likewise, equally
3	<b>Temporal</b>	whole, when, after, then, meanwhile, finally
4	<b>Consequential</b>	so that, because, thus, since, if, therefore

### References

Reference item points to forth and back in understanding meaning. A reference item hints that the meaning is recoverable (Halliday and Hasan 1976). Cohesion is created with the help of reference after establishing relationships between elements. Words refer to people, objects, things, etc. in the real world. The location of things especially entities is denoted through nominal demonstratives this, these, that, those, and the, they, therefore, appear as elements within the nominal group (Halliday and Hasan, 1976). The author tells about the participant in writing to a reader with the help of references.

Four types of references are used in the text as given below in diagram:



Personal reference is reference by means of function in the speech situation, through the category of person. There are three types of personal reference:

Sr. #	Name of Personal reference	Examples
1	Personal noun	I, you, they we, she, he, it
2	Pronoun	Me, you, them, us, her, him,
3	Possessive Pronoun	My, your, our, his, her, their, its.mine, yours, ours, his, hers, theirs, its

**Demonstrative reference** is reference by means of location, on a scale of proximity. **Comparative reference** is indirect reference by means of identity of similarity. According to Eggin (1994, p. 96), the following are the common occurring types of references.

**The definite article:** The One day the man had to go to the city

**Demonstrative pronouns:** that, these, those. This is nice... That is new to me.

**Pronouns:** he, she, it they, etc. He had to go to the city.

### Ellipsis

Ellipsis helps in achieving cohesion in a text and where we presuppose something by means of what is left out (Halliday and Hasan, 1976). It is common sense to know that ellipsis is something left unsaid. Here unsaid means understood. The meaning of ‘Understood’ is taken as grasping without saying (Halliday and Hasan, 1976). Ellipsis is supposed to be substituted by the value of zero. Knapp & Watkins (2005) state that ellipsis means the absence or deletion of a word or organizational part of a sentence or clause and the reader understands ellipse element from within the textual context. Moreover, Derewianke (2011) reports that ellipsis means leaving out the words and it compels the reader to recover the meaning from the context. The writers avoid repetition and employ economy of words through grammatical ellipsis and the same is understood by the readers from the context (Kanpp & Watkins, p. 50-51). For example: His book is much more interesting than mine (my book is).

### Nominal Ellipsis

The category that acts as head in the elliptical groups is called nominal ellipsis. Classifier is not left often to function as head. Halliday and Hasan (1976) point out that Deictic and Numerative as head often occur in the text. Three kinds of deictic are given below:

Sr.	Type of Deictic	Examples
1	Specific Deictic	For Example: each, every, all, both, any, either, and some.
2	Non Deictic	For example: each of my children any of the answer, some of that pudding.
3	Non-Specific Deictic	For example: Each, every, any, either, no, neither, a, some, all, both.
4	Post Deictic	For example: other, same, different, identical, usual, regular, certain, add, famous, well-known, typical, and obvious.

### Verbal Ellipsis

An elliptical verbal group presupposes one or more words from a previous verbal group. Technically, it is defined as a verbal group whose structure does not fully express systemic features- all choices that are being made within the verbal group systems. For Example: □ Am, is, are, was, were □ Have, has, had □ Do, does, did □ Shall, will □ Used (to)

### Clausal Ellipsis

The clause in English, considered as the expression of the various speech functions, as statement, question, response and so on, has a two-part structure consisting of modal element plus propositional element. (Halliday and Hasan: 1976, p. 197). For example: The Duke was going to plant a row of poplars in the park

There are five kinds of clausal ellipsis, namely: Modal and propositional, No ellipsis of single elements, Ellipsis in questions-answer and other rejoinder sequences, Ellipsis in reposting-reported sequences, Clausal ellipsis and clause complexes

### Substitution

There is not any connection of substitution to signal out any referent. There is a little bit difference between substitution and ellipsis. Ellipsis has been defined as substitution with zero and substitution may be explicit ellipsis. Ellipsis is characteristic particularly of responses; responses to yes/no question, with ellipsis of the proposition (No he didn't; yes, I have, etc.), and to WH-questions, with ellipsis of all elements but the one required (Halliday and Hasan; 1976,

p.322). There are three types of substitution, those are: Nominal: one, ones, same Verbal: do Clausal : so, not.

**Summary of Cohesive Devices (Halliday and Hasan, 1976)**

Sr. #	Name of Cohesion	Sub-type of Cohesion	Examples of Concerned Cohesion
1	Conjunction	<b>Comparative</b>	whereas, but, on the other hand, likewise, equally
		Additive Conjunction	and, or, moreover, in addition, alternatively
		Adversative Conjunction	though, only, but, however, nevertheless
		Causal Conjunction	so, thus, hence, therefore, consequently, accordingly
		Temporal Conjunction	whole, when, after, then, meanwhile, finally
		Consequential	so that, because, thus, since, if, therefore.
2	Reference		
		Cataphora	(to following text)
		Anaphora	(the preceding text)
		Exophora	(situational)
		Endaphora (Textual)	<b>Personal reference</b> is reference by means of function in the speech situation, through the category of person. For example: Noun : I, you, they we, she, he, it Pronoun : me, you, them, us, her, him <b>Possessive pronoun</b> : mine, yours, ours, his, hers, theirs, its Possessive noun : my, your, our, his, her, their, its. <b>Demonstrative reference</b> is reference by means of location, on a scale of proximity. <b>Comparative reference</b> is indirect reference by means of identity of similarity.
3	Ellipsis	<b>Clausal Ellipsis</b>	There are five types of Clausal Ellipsis
		<b>Verbal Ellipsis</b>	Is, Am, Are, Will, Shall, Was, Were
		<b>Nominal Ellipsis</b>	Head in Elliptical Group For instance, each, every.
		<b>Post Deictics</b>	For example: other, same, different, identical, usual, certain, add, famous, well-known, typical, obvious.
		<b>Specific Deictic</b>	For Example: each, every, all, both, any, either, some.
		<b>Non Deictic</b>	For example: each of my children any of the answer, some of that pudding.

		<b>Non-Specific Deictic</b>	For example: Each, every, any, either, no, neither, a, some, all, both.
4	Substitution	Nominal	one, ones, same
		Verbal	Do
		Clausal	so, not

## Research Methodology

In the current study, quantitative method has been undertaken to analyze the essays with regard to cohesive devices. The essays have been taken from the book, Learner's Grammar & Composition (Intermediate level) written by Professor Aftab Ahmed. Ten essays have been taken for analysis from Learner's English Grammar & Composition. For the analysis of these essays, the model of Halliday and Hassan (1976) will be applied.

### Sampling

Learner's English Grammar & Composition has been selected as a widespread read book among the students at intermediate level across the province of the Punjab. Ten essays from this book will be analyzed.

### Coh-matrix

Coh-matrix is a computational device which generates indices of discourse and linguistic representation of the text in the form of figures. (McNamara et al :2012).

### Theoretical Framework

The model of cohesion put forward by Halliday & Hassan (1976) has been used. The essays have been evaluated with regard to types of cohesion given by the above named model.

### Data Analysis

The data of ten essays have been analyzed with the help of Coh-matrix following the model of cohesion presented by Halliday and Hassan (1976).

First, the table of each and every category is given followed by interpretation. Table 1 shows the total number of paragraphs of ten essays.

**Table 1: Analysis of Paragraph Count**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
5	6	6	4	6	5	6	5	6	5		Paragraph count, number of paragraphs

Paragraph can be taken as the structural unit of an essay as it provides organization and logical development to the essay giving fluency to the ideas being discussed in various paragraphs. Starting a new paragraph simply shows that the idea being discussed in the previous paragraph has been completed and the writer wants to take the reader towards some new idea or an argument regarding the topic.

The technique of paragraphing provides structure to the text and takes the reader from one idea to the other in a convincing way. Without paragraphing it becomes even difficult to take the reader logically from beginning to the climax and then to the conclusion.

Without proper paragraphing even very brilliant and logical ideas lose their charm and logicity. It becomes difficult to take the reader through the text convincingly. A very simple



type of essay must contain at least three paragraphs one divided to each section of the essay: Introduction, body and conclusion.

Wesley and Kimberly (2000) are of the view that a simple must contain at least five paragraph one for the introduction one for the conclusion and at least three paragraphs for the body of the essay. According to him body of the essay is the part where arguments against or in support of the topic are given. One paragraph is not enough to provide enough arguments to prove or reject the hypothesis given in the introductory paragraph. It is generally considered that one paragraph contains one idea. This is why it becomes difficult to provide complete information about the idea being discussed in one paragraph. So it becomes necessary for the essay to have at least three paragraphs in its body for a well-organized and develop the structure.

The results of the analysis through Coh-Matrix of the essays written by students of intermediate level show that out of ten essays one essay contains four paragraphs, four essays contain five paragraphs where as five essays have six paragraphs.

The figures show that the essays are well organized and well-structured having the required and necessary number of paragraphs in them.

This gives the fluency and and logical structure to the essays making the readers feel easy while going through the text. This makes it possible for the writer to put various arguments in support or against the topic in a simple but logical way. All the essays above have at least three paragraphs for the body of the essay showing that the writer of these assays have enjoyed full opportunity to provide detailed information on the topics.

Paragraphs give structure logical development, organization and flow to the text of the essay. This is what is called cohesion. This shows that the technique of paragraphing provides cohesion to the text which in turn makes the text intelligible and comprehensible.

Complete grip on the technique of paragraphing is necessary to achieve cohesion in the text. Cohesion in a text comes through properly connected sentences and paragraphs with one another throughout the text. For a comprehensive and good connection among the paragraphs it is necessary to have at least three paragraphs in an essay at body level. This provides the writer an opportunity to write logically, simply and convincingly from paragraph to paragraph. This makes text connected structurally and semantically. This makes the reader go through the text easily and comprehend it even in the first reading.

The paragraphs in the essays under discussion are at least five which shows that every essay contains at least three paragraphs at the body level. This shows that the writer of these essays have enjoyed full opportunity to provide information convincingly and comprehensively using technique of different paragraph for different idea. Inspector on the topic are the idea being discussed in that paragraph. to show that the writer than have also followed the tradition of a one idea one paragraph. This technique makes the writer able to create a well-connected and organized text which is very easy for the reader to go through. this technique not only connect the read text structurally but also semantically. this technique also makes the right of the able to provide one or two sentences at the end of the paragraph that makes the reader the get ready for next phase of the information that will be given in the next paragraph. This similarly this provides the writer an opportunity writes one or two sentences in the starting line of the next paragraph giving some details of the information given in the previous paragraph.

The results of the analysis of the essays under discussion show that the writers the of these essays have properly used the technique of paragraphing to create cohesion in their essays. They have properly developed their paragraphs to give information and arguments on the topic in simple, convincing and logical way. They have organized their essays using the technique of

paragraphing not only at structural level but also at semantic level to provide the readers an easy, simple, logical and convincing text. Such a text makes the readers feel easy while going through the whole text.

**Table 2: Analysis of Sentence Count**

Sr.	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
1	29	33	38	27	34	31	34	27	32	24	Sentence count, number of sentences

Sentence is the functional and structural unit of a paragraph and then text. Though it is a fact that complete idea is conveyed in the whole paragraph yet the sentence is also capable of conveying complete new idea. Sentence takes the theme of the paragraph to the climax and then to the conclusion in cohesive and fluent way. This is why, a sentence is considered to be the most important segment or the area by the writer to convey their themes to convince the readers. The comprehensiveness and meaningfulness of a text can be judged only looking at the sentences. A sentence can be viewed from different angles i.e. length of the sentence, complexity level and nature of the words. Every writer uses the types of the sentences in accordance with the nature of the text and themes that he wants to convey in the text. The nature of the sentences matters a lot in structural unity and semantic cohesion of the text. The writer also keeps in his mind the mentality and psychology of the readers while composing their sentences. The text must not be too difficult to lose readability and then interest of the reader in the text. It is the sentence level that creates simplicity and interest in the text making it easy for the readers to go through the text having complete understanding of the meaning and themes being conveyed in the text. Here in the current study the text under analysis is argumentative essay. Here in the argumentative essay the importance of sentence becomes even more crucial as the objective is to convince the readers in limited sentences. An argumentative essay must contain an adequate number of sentences in a paragraph and then in the whole text. The above results show that minimum number of sentences in any essay under analysis is twenty-four and the maximum number is thirty-eight. This reveals that every paragraph of the essay seems to be composed of almost from five to seven sentences. The writer has beautifully used the technique of the paragraphing to convey his themes and ideas in a comprehensive way that attracts the readers and makes him go through the text easily. A paragraph having five to seven sentences is considered complete in every respect. A paragraph apart from the whole text must start climax and then conclusion giving cohesiveness and fluency to the ideas being discussed in that very paragraph. This structure allows the reader to get his aims achieved very beautifully comprehensively and convincingly. The writer of the essays has used this technique beautifully and makes his paragraphs complete from every aspect and angle. Five sentences are enough to give start climax and then conclusion to an idea within paragraph. If the number of sentences are reduced to five it becomes difficult for the writer to pack his ideas in the paragraph in a cohesive and convincing way. This creates difficulty and complexity in the linguistic pattern of the text making the reader get bored while going to another text. The more sentences are increased within a paragraph, the more length of paragraph increases.

Consequently, the reader becomes bored and tensed. This gives an increased number of words and sentences to the essay which is considered blurring in the area of essays by the experts and it becomes difficult for the writer to conclude the essay within agreed number of words and sentences for the argumentative essays.

From the above discussion, it is very obvious the writer is conscious about various devices and instruments to create cohesion and then fluency in his sentences. He not only has used the art of paragraphing but also the technique of adequate number of sentences in accordance with the nature of writing. He has beautifully limited his number of paragraphs and number of sentences in his sentences to make his essays complete and perfect in all respects. This hints that he has deep knowledge of this domain of writing, its principles and needs. He has also showed that he has a great knowledge of human psychology and nature towards the reading a text. Keeping in view all the techniques, rules, principles and needs the writer has got his job in a comprehensive and convincing way. He has created structure that gives cohesion and fluency to the text making it readers friendly.

**Table 3: Analysis of Word Count**

Sr.	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
1	428	437	364	302	374	357	349	384	373	364	Word count, number of words

Words are at the foundation of any text hence give footing and basis to the text. The nature of the words is decisive of the nature of the text. Beauty in the nature of words creates beauty in the whole text. Strong are the words strong will be the text and vice versa. Only an overview on the structure and complexity level of the words can give a complete and thorough knowledge of the nature of the text. The writer is always very much deliberate in their choice of various lexical items in accordance with the nature of the text, genre and themes under discussion. Even a slight change in the theme or nature of the text needs a very high level change in the nature of the words. Expert readers who are well aware of the construction of text on the basis of words in accordance with the mental level of their readers and always select and then place words to create beauty in the text. Words matter a lot towards an organized structural cohesiveness and fluency in a text. The advisable range of number of words in an argumentative essay lies between three hundred to about five hundred words. Proponents of the number of words in an argumentative essay are of the view that this number of words is able to convey the themes of the essays convincingly. This ranges neither create complexity nor the boredom making the text precise and concise both structurally and semantically. This enables the writer to pack the ideas convincingly and cohesively. The results drawn through Coh-matrix of the data under analysis are shown above in the table. The range of number of words of all the essays under discussion lies within the advocated number of sentences. All the essays contain words from three hundred to five hundred. This shows very clearly that the writer is conscious about various limitations put by the experts in this genre of writing. He never goes beyond these limits to break these rules and leaves a space for the critics to put question mark on his writing from any angle or aspect. The writer has taken the appropriate number of words required for the intermediate level. About 300-350 words are required from the students at intermediate level to write on any one given topic. The writer has adopted minimum 302 and maximal 428 words in the above texts. The writer has written to fulfill the criteria of word counting at intermediate level in the question of essay as the above summary of ten texts shows.

### **Narrativity**

Narrativity means clarity and simplicity of the text but there is logical flow of syntactic and semantic structure that amuses the readers while reading the text. There is logical construction in a narrative text and it proceeds to the climax step by step. Beginning, middle and

ending are the characteristics of a narrative text. This component of Coh-Metrix is affiliated to the familiarity of words, language and world knowledge. Less narrative texts are at the opposite end of continuum.

**Table 4: Analysis of Text Easability PC Narrativity, z score**

Sr.	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
1	-1.399	0.36	-1.091	-0.821				-0.964			Text Easability PC Narrativity, z score
					-0.809	-0.808	0.661		0.382	-0.863	

The value of Z -score tells you whether you are on the mean position or away from the mean position. The higher is the value of Z-score the higher you are away from the mean position on both sides. Negative value of Z-score lies below and positive value lies above the mean position.

On the contrary, the above texts are below mean level of the narrativity since all the values fall under zero. The texts of all the essays deviate from the mean position. It shows that the texts of essays lack Narrativity. It is the feature of literary text specially stories and novels. The narrativity in academic writings is less because these texts are informational.

**Table 5: Analysis of Text Easability PC Narrativity, z score**

Sr.	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
1	-0.047	0.411	0.277	0.898				-0.2			Text Easability PC Syntactic simplicity, z score
					-0.116	-0.113	0.422		0.167	0.148	

The above table shows that the text is simple in nature This shows that the writer is well aware of using connectives coordination's and conjunctions etc. This indicates that the writer connects the sentences with other sentences of the text using various cohesive devices.

The above figures show that texts of the essays are simple in synthetic structure. This hints that sentences contain simple structure and are less challenging while understanding the text. This makes the text easy and comprehensible. The readers feel easy and relaxed while going through such text and easily grasp the meanings of the text without little or no effort. The above figures show that the quantity of simple sentences is more in the texts as compared to compound and complex sentences.

**Table 6:**

**Paragraph length, number of sentences in a paragraph, mean.**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
4.143	5.5	3.833	6.75	2.619	2.571	2.556	1.75	2.667	3.4		Paragraph length, number of sentences in a

paragraph,  
mean

A paragraph is considered structural unit of a text which has the ability to convey an idea completely and comprehensively. It is considered that there is only one idea in a paragraph, this is why a paragraph must contain an adequate number of sentences so that it may convey the idea completely. Proponents of the length of the paragraph of the view that a number of sentences from 5 to 7 or 8 is considered to be adequate as it provides an opportunity to convey the idea completely. A paragraph must have starting point Climax and then conclusion. For this purpose, a paragraph must contain almost five to seven sentences. Only then a paragraph is able to convey the idea completely from every aspect and angle. Even very skilled writers need at least one or two sentences to give start to the paragraph and then they need two to three sentences to arguments in favour or against the topic that is being discussed in the essay. At the end of the paragraph the conclusion is very much necessary as the idea must have start climax and then conclusion. As it is a fact that paragraph conveys one idea completely and comprehensively so the paragraph must have ending and conclusive sentences. This shows that a paragraph must have at least five to seven or eight sentences. The results produced by the Coh-matrix are shown in the above table. There is very much diversity in the mean number of sentences in a paragraph from essay to essay. There are only three essays that contain at least five sentences in a paragraph showing that the paragraphing in these essays is to some extent adequate and able to convey the idea completely and cohesively. The mean number of sentences in a paragraph of of all the other essays is four or less showing that the writer has gone very complex in his art of paragraphing these essays. It is very difficult if not impossible to convey the idea completely in three sentences as it provides you the opportunity to give the starting in one sentence and only one sentence for augmentation in favour or against the idea and then only one sentence of the Conclusion remarks. Same is the case here in the above essays which seems very inadequate and complex. Such type of essays are very much difficult for the readers to grasp and comprehend. Readers of feel very uneasy while going through such type of text as they could not understand the idea completely and convincingly because the writer leaves so much complexities and gaps in his writings. Such type of writings are always very difficult for the readers to comprehend as they lack cohesion and coherence. This is why the essays under analysis themes to Lack Cohesion and coherence and answer are difficult for The Reader to go through.

**Table 7: Paragraph length, number of sentences in a paragraph, standard deviation**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
	3.237	0.837	2.639	4.193	2.037	1.938	1.944	1.113	2.995	2.074	Paragraph length, number of sentences in a pragraph, standard deviation

Standard deviation is the measure of diversity or the dispersion of the data from the means score of the data. It Tells about the diversity of data from other sets of the data under analysis. The use of statistics in the analysis of literary studies is to give it sound and a solid footing so that the claim of subjectivity should be erased from the domain of literary studies. This is why the term standard deviation is used here in the analysis of essays here in the current research study to show the deviation of essay to essay in the form of figures and numbers that

was otherwise always calculated subjectively with personal observations. Here the results drawn through coh-matrix show that there is no diversity or dispersion among the essays under analysis. Previously it has been observed and found that almost all of the essays contain less than four sentences in a paragraph. Results of standard deviation prove the fact that almost all the essays contain same number of sentences in a paragraph. The values of standard deviation lies between one and two showing that the range and number of paragraphs of almost all the essays is same. This shows that the writer has deliberately opted same technique of paragraphing in almost all the essays.

**Table 8: Sentence length, number of words, mean**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
	18.20	16.18	13.65	11.18	22.21	22.35	23.87	16.28	11.65	21.412	Sentence length, number of words, mean

The length of sentences is a very important towards the complexity or easability of the text. Experts are of the view that length of the sentence determines the complexity, simplicity and readability of the text. Long sentences are always Complex or compound or showing that the writer has gone very difficult in his approach towards the creation of text. Such type of text is always difficult and boring for the readers. Writer must keep in his mind the mentality, psychology and the level of his readers the while composing a piece of writing. Proponents of the length of a sentence are of the view that a sentence containing 10 to 15 word the is adequate simple and convincing that makes the piece of writing easy and attractive for the readers. Readers feel easy and relaxed while going through such type of text and easily comprehend the information being in that piece of writing. Here in the essays under analysis seems to be composed of complex and compound sentences as the results of the Coh-Matrix show that most of the sentences contain more than fifteen words. This shows that the writer is in the habit of using Complex and compound sentences in his writings to make is text to more Complex. Such type of text always loose cohesion as the reader could not keep with them the idea that has been given in the start of the sentence when they reach at the end of the sentences. Moreover such type of texts make the readers board while going through the text and the readers are likely to leave the reading incomplete and move to some other text for their purposes to be achieved. The results shown in the table drawn from Coh- Matrix show that the essays composed by this writer are not reader friendly as they have more than fifteen words in a sentence making the sentence too complex to read. Also shown in the table show that there are some messages which contain even more than twenty words. This shows that writer and does not keep in mind the mentality, psychology and level of his readers. It is the fact that such type of essay even does not look good in their facial appearance. The writer must keep in mind that simple and plain texts are always reader friendly, easy to grasp, understand and comprehend so are liked by the common readers.

**Table 9: Sentence length, number of words, standard deviation**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
	9.648	6.178	6.268	3.187	20.40	20.28	21.73	15.97	12.14	20.57	Sentence length,

number of words, standard deviation

The value of the standard deviation for the number of word the in a sentence is it is also defective of the complexity of the text as the results are very much diverse and show that the writer has used different number of words in the sentences of different essays. The results are very much dispersed and show that the sentences differ from each other showing the lack of Cohesion and coherence in the essays of this writer.

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**Table 10: Word length, number of syllables, mean.**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
	1.583	1.61	1.538	1.755	1.627	1.634	1.678	1.624	1.367	1.599	Word length, number of syllables, mean

The number of syllables in a word show the nature of words. A word containing more syllable is complex. Similarly a word that contains less number of syllable is simple. Complex words make the sentence and then the whole text complex. The results shown in the table show that the writer has used almost all simple words as the results show that all the words contain two to three syllables. This shows that the text of the writer is simple easy to comprehend and reader friendly. Expert writers always use simple words and then Simple sentences to make the text reader friendly because a such type of texts attract the attention of the readers and make them go through the whole text easily without getting bored. The results drawn through Coh-Matrix show that the nature of the words used by the write is reader friendly and easy to comprehend and understand .

**Table 11:Text Easability PC Syntactic simplicity, percentile**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
	48.4	65.91	60.64	81.33	45.62	45.62	33.72	42.07	43.64	55.57	Text Easability PC Syntactic simplicity, percentile

The results drawn from the Coh-Matrix after the analysis of the essays have been shown in the above table in the form of numbers for the level of Fantastic simplicity. The results show that almost all the essays have got value more than fifty at the table. This shows that the writer has got high level of syntactic simplicity making all his essays reader friendly.The more is the

value at the table in the level of syntactic simplicity the more is the text simple and easy to comprehend and reader friendly. It is highly recommended that a text simple at syntactic level is always easy for the readers to go through and comprehend it. Readers feel easy and comprehend it with little or no effort. A text which has syntactic simplicity is highly appreciated by The readers and they are always in search of writings which are easy at syntactic level.

The results of the analysis drawn from Coh-Matrix show that the essays under analysis are very much easy at syntactic complexity level showing that the writer is well aware of the psychology and mentality of his readers. It seems that the writer has applied all possible ways and means to create simplicity in his essays for making the essays easy and comprehensible for the readers. The values for the syntactic complexity are drawn after a comprehensive analysis of words, sentences and paragraphs. This shows that the writer has applied his technique of simplicity in his essays at all possible level of the essays.

**Table 12: Text Easability PC Syntactic simplicity, z score**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
	-0.047	0.411	0.277	0.898	-0.11	-0.11	-0.42	-0.2	-0.16	0.148	Text Easability PC Syntactic simplicity, z score

The results of the analysis at the syntactic complexity level show that the overall composition of the text is easy and reader friendly. Words and sentences are easy and make the readers go through the text without getting bored. In order to verify the results of the syntactic simplicity drawn at percentile level of syntactic simplicity the researcher has also checked the syntactic complexity at the level of Z score of syntactic complexity. The results are drawn at this level Prove the results of the percentile level showing that the writer has been very conscious about the nature of words and sentences to make the text reader friendly. Proponents of the syntactic simplicity are of the view that writers must keep in their mind the level of the readers, their psychology and mentality.

**Table 13: Text Easability PC Narrativity, percentile**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
	8.23	63.68	13.79	20.61	20.9	21.19	25.46	16.85	35.2	19.49	Text Easability PC Narrativity, percentile

Narrativity means the fluency and easability in the text. This is a highly connected with the complexity level of words clauses, sentences and then the whole text. Moreover, it is the connected with the lexical choices and the nature of sentences. Narrativity means how much a text is easy to go through and makes the readers get meanings through it easily without little or no effort. Narrativity is the combination of various levels of simplicity and complexity. Answer of the essays are of the view that a text must be narrative and easy to comprehend as such type of text are liked by the readers. Low level of narrativity simply means high level of complexity. Such type of essays demands a high level of effort at the part of readers which is often rejected by the readers and the reader move towards some other text for their purposes. The results shown in the table show that the essays under analysis have a high level of narrativity showing



consciousness of the writer of the complexity level of his writing. The results Show that the essays under analysis are very much narrative in their approach and are reader friendly.

**Table 14: Text Easability PC Word concreteness, percentile**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
72.57	12.3	95.05	28.1	67.36	68.08	89.44	27.43	21.48	53.59		Text Easability PC Word concreteness , percentile

The results shown in the above table show the concreteness of the essays at word level. These results show that the writer has a very deliberately selected various lexical items to convey the idea of meaningfully and comprehensively making the essays cohesive and easy for the readers to go through. The more is the value at the concreteness level of word the the more is the connectedness in various parts of the essay and hence the more is Cohesion and coherence in the essay. The results show that the essays under analysis have a high level of concreteness at word level showing that the writer has been very much conscious throughout his essays to make the various parts of the essays connected with each other through rightful placement of words, sentences and paragraphs. This gives the essays a high level of Cohesion and easibility making the essays easy for the readers to go through and comprehend them easily without little or no effort.

**Table 15: Text Easability PC Referential cohesion, percentile**

#	Text1	Text2	Text3	Text4	Text5	Text6	Text7	Text8	Text9	Text10	Description
15.62	59.48	40.52	28.43	4.55	4.85	8.08	2.62	1.43	7.49		Text Easability PC Referential cohesion, percentile

The results of the analysis at the level of referential cohesion are shown in the above table. These results are indicative of high level of Cohesion in the essays. Level of Cohesion shows the visibility of the text. High is the value of referential cohesion at the table high is the Cohesion in the text and high is the easability and narrativity in the text. The results Show that the essays under analysis are very easy simple and cohesive making the readers easily go through the text.

### CONCLUSION

The research study has conducted an analysis of ten essays written by Professor Aftab Ahmed to find out various levels of Cohesion in the text of the essays. The researcher has applied corpus-based technique to provide sound and solid basis to the results of the study. A web-based software namely Coh-Matrix has been used for the analysis of the corpus of the essays. It is an easily available software that is highly recommended by the experts for the Corpus based studies to find out the Cohesion in the texts. The current research study has analysed the essay at 15 levels. The results have been drawn in the form of figures and values at an excel sheet. The results of the study show that the essays composed by the writer have high level of Cohesion and connectedness in them. There is syntactic simplicity, referential Cohesion, concreteness of words, easability and narrativity of very high level. This shows that the writer is a very much conscious in his selection and placement of words. He keeps in his mind the mentality and psychology of readers. He never goes Complex in his approach towards the development of structure of sentences, paragraphs and then the whole text.

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