



A Study of Cohesive Devices in Selected English Stories In Third-Year Intermediate Students' Book in Iraq

Assist. Lec. Hiba Hussein Sadoon
.Ministry of Education General Directorate, Diyala , Iraq

Abstract

To comprehend any writing or reading, the reader or listener needs to understand how to use cohesion devices. It is important that writing should be coherent as well as cohesive. Cohesive means the elements are joined together as a whole. This study depends on the hypothesis that students can stories and in turn improve their ability to speak fluently and write by using suitable cohesion devices with their proper place according to the grammatical rules, as well as their meaning. This study employs discourse analysis to investigate cohesive devices in third-intermediate stories in English for Iraq. The text analyzed includes the abstract, introduction, research methodology, findings and discussions, and conclusion. To achieve the aim of the study and verify its hypotheses, the study adopts two kinds of procedures: Theoretical and practical. The theoretical procedures consist of presenting a theoretical framework of grammatical and lexical cohesion as conceptualized by Halliday and Hasan's (1976) concept, i.e., reference, substitution, ellipsis, conjunction, reiteration, and collocation. Furthermore, light is shed on the relation between student comprehension of coherence devices with their meaning and usages by employing logical relations. The practical procedures consist of analyzing four stories selected randomly from the third intermediate student book (2024). The first story is (Lucky customer 50), the second story is (The champion), the third story is (How to fill a space). and the fourth story is (A powerful lesson for everyone). The selected passages define and describe the cohesive devices based on the work of Halliday and Hasan (1976). Both qualitative as well as quantitative research methods are used in this study. The qualitative method is represented by the detailed analysis of every single cohesive device and sentence. On the other hand, the quantitative analysis is represented by the use of statistical tables and figures to discuss the frequency and percentages of employed devices in the whole sample of the selected stories. According to the findings, the designers of the English for Iraq book for the third intermediate school used cohesive devices in the design of story writing products. From the selected four stories, it was determined that almost all types of cohesive devices are used throughout the text. But lexical devices are predominant. The findings demonstrate that repetition is highly frequent in stories, which reveals that Repetition adds emphasis to key ideas. It can help underline central themes or improve the mood of a story. While grammatical coherence devices are more or less especially meronymy, in addition, ellipsis and substitution are nearly neglected to avoid miscomprehension by readers .

Email:

hibahussien2020@gmail.com

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المخلص

لفهم أي كتابة أو قراءة، يحتاج القارئ أو المستمع إلى فهم كيفية استخدام أدوات التماسك. لذلك من المهم أن تكون الكتابة متماسكة ومتراصة. الترابط يعني ربط العناصر معًا ككل. تعتمد هذه الدراسة على فرضية مفادها أنه لجعل الطلاب يفهمون القصص وبالتالي تحسين قدرتهم على التحدث والكتابة بطلاقة باستخدام أدوات تماسك مناسبة في مكانها الصحيح وفقًا للقواعد النحوية والمعنى. تستخدم هذه الدراسة تحليل الخطاب للتحقيق في أدوات التماسك في قصص كتاب الطالب للصف الثالث المتوسط (2024).. يتضمن النصوص التي تم تحليلها: الملخص، المقدمة، منهجية البحث، النتائج، المناقشات والخاتمة. لتحقيق هدف الدراسة والتحقق من فرضياتها، تتبنى الدراسة نوعين من الإجراءات: النظرية والعملية. تتكون الإجراءات النظرية من تقديم إطار نظري للتماسك النحوي والمعجمي كما تصوره مفهوم هاليداي وحسن (1976)، مثل الإشارة والاستبدال والحذف والعطف والتكرار والترافق. علاوة على ذلك، نكتشف العلاقة بين فهم الطلاب لأدوات التماسك ومعانيها واستخداماتها من خلال توظيف العلاقات المنطقية. تتكون الإجراءات العملية من تحليل أربع قصص مختارة عشوائيًا من كتاب الطالب للصف الثالث المتوسط (2024). القصة الأولى هي (الزبون المحظوظ 50). القصة الثانية هي (البطل). القصة الثالثة هي (كيفية ملء الفراغ)، والقصة الرابعة هي (درس قوي للجميع). تحدد المقاطع المختارة وتصف أدوات التماسك بناءً على عمل هاليداي وحسن (1976). يتم استخدام كل من أساليب البحث النوعية والكمية في هذه الدراسة. يتم تمثيل الطريقة النوعية من خلال التحليل التفصيلي لكل أداة تماسك وجملة على حدة. من ناحية أخرى، يتم تمثيل التحليل الكمي من خلال استخدام الجداول والأرقام الإحصائية لمناقشة تكرار ونسب الأدوات المستخدمة في العينة الكاملة للقصص المختارة. وفقًا للنتائج، استخدم مصممو كتاب "الإنجليزية للعراق" للصف الثالث المتوسط أساليب تماسك في تصميم منتجات كتابة القصص. ومن بين القصص الأربع المختارة، تبين أن جميع أساليب التماسك تقريبًا مستخدمة في النص. إلا أن الأساليب المعجمية هي السائدة. وتُظهر النتائج أن التكرار شائع جدًا في القصص، مما يُبرز أهمية الأفكار الرئيسية. ويمكن أن يُساعد في إبراز المواضيع المحورية أو تحسين جو القصة. وبينما تُعد أساليب التماسك النحوي، إلى حد ما، من أساليب الاختصار، إلا أن الحذف والاستبدال يُهملان تقريبًا لتجنب سوء الفهم من قبل القراء.

1 - Introduction

English is regarded as a second language for students in Iraq. And they study English language and try to use it in communication globally. Using language in communication allows users to interact with each other which in turn understand what others are trying to convey by using discourse. To understand any discourse we should take into consideration context and situation. So discourse can be both spoken or written language which involves verbal and nonverbal elements that are meaningful. A speaker or hearer of any English passage can identify whether a group of sentences is unconnected or forms a unified whole. The connection between these sentences is made through the use of cohesive devices. Any passage that contains more than one sentence should not be treated as a collection of sentences; instead, it should be linked by using many devices called cohesive devices to make the passage more understandable. This paper aims to define these cohesive devices depended on Halliday and Hasan's (1976) work. It also aims to confirming the importance of employing cohesive devices in written discourse by analyzing a selected English stories for third intermediate students in Iraq. Chanyoo, N. (2018: 87).

According to Halliday and Hasan (1976:1) the word text can be used to refer to "any passage, spoken or written, of whatever length, that does form a unified whole". Which means that the notion of cohesion cannot be split from the notion of text.

Gramley and Pätzold (1992:183) state that text sentences are connected by grammatical and lexical devices which enable readers to explain them as connected together. This connection is achieved by cohesive devices which used between the constituents of the text whether sentences, phrases, or paragraph. By using conjunctions, reference, ellipsis and substitution, which can be as a chains that make text consecutive and more understandable.

1.1. Statement of the Problem

Halliday and Hasan (1976), emphasize that the importance of employing cohesive devices to ensure cohesion in writing and reading to ensure full comprehension of text. Using

these linguistic devices in writing has a powerful effect since they supply us with different sorts of lexical and grammatical devices that play an important role in stretching any segment of writing to be cohesive. It is remarkable that without having a sharp command of the linguistic links, anyone can never form a cohesive text. By applying Linguistic links the text will be more cohesive and understandable. The problem seems that students have no efficiency in knowing how to use cohesive devices, also the problem distinguished by teachers is that students do not know the meaning of these devices ,and what are the grammatical and texture rulers of using them. To create such a texture, in speaking and writing there must be cohesive devices used. Thus, the present paper aims to analyze cohesive devices used in third-year intermediate school students' stories in Iraq and the proper use according to grammar and meaning .

1.2. The aims of the study

Cohesion has been attracting the attention of many linguists and grammarians, but to the best of my knowledge, no previous study has been carried out on third-year intermediate students' stories. The significance of this study lies in studying cohesion its meanings and types, which in turn help students not to ignore the use of cohesive devices in their writing and speaking.

This study has the following aims:

1. To distinguish the kinds of cohesive devices in 3rd Intermediate Student's Book stories
2. To distinguish the most repeated cohesive devices in these stories

To discover the reasons for the particular use of some cohesive devices .

- 3.
- 4.To draw some conclusions, recommendations and suggestions based on the results of the analysis.

1.3. Research Questions

Depending on Halliday and Hassan's (1976) theory, a framework for this study tries to identify the common cohesive devices for stories in the third intermediate school English for Iraqi. It aims to answer the following questions:

1. What is the importance of cohesive devices in stories?
2. What are the more frequently used devices in stories?
3. What are the less cohesive devices used?
4. Is there a relationship between lexical cohesive devices and grammatical cohesive devices?

1.4.The Hypothesis of the study

The current study hypothesizes that grammatical cohesive devices are more frequently used than lexical ones. Also, it is hypothesized that there is a relationship between the number of cohesive devices used by the students and the actual realization of their meaning, and that this affects using English language inside and outside the classroom in communication and writing.

2. Literature Review

2.1 The concept of Cohesion

Widdowson (2007:45) states that "the identification of connections that are linguistically signaled, like those between pronoun and a previous noun phrase, enables us to recognize the cohesion of a text".(Ibid;45).

Matthews (1997: 62) defines cohesion as "the connection between successive sentences in texts, conversations etc., in so far as it can be described in terms of specific syntactic

units" Reading any passage and saying that writing is cohesive means that relationships between thoughts are easy for a reader to follow. When these thoughts are smoothly connected to create a vivid discussion or argument .

Cohesion occurs within the paragraph unit between sentences; when every sentence ties back to the preceding sentence and looks ahead to the next, then the writing is cohesive Cohesion is a very important part of writing because it makes readers go after the writer's thinking, it also make the writing attractive when the parts of the whole fit together well, just as a cohesive family when members work together from making dinner or painting the house. The adjective cohesive comes from the Latin word cohaerere, or "to cleave together".Bahaziq, A.(2016:87)

In linguistics, any discourse spoken or written that shapes a conjoined whole is referred to as a text. So a text is not a grammatical unit only, but also a semantic unit of language. According to (Halliday and Hasan, 1976) cohesion is the semantic ties between one element and another in a text to be meaningful to the reader. Cohesion happens when the explanation of one item depends on the other, For example in the following text: Anna went to the mall. She sat with Susan. The interpretation of the item she depends on the lexical item Anna .consequently, the text is regarded as cohesive because we cannot understand the meaning of the unless Anna exists in the text Cohesion is not only interested in grammar but also in vocabulary. Therefore, it is divided into grammatical and lexical cohesion. Sinaga, F. S., Saragih, A., & Hasibuan, J. R. (2019: 94) .

2.2. Types of Cohesive Devices

Cohesion in text is a series of relations that works together. It includes of grammatical: conjunction, reference, ellipsis, and substitution and lexical (reiteration and collocation) cohesive devices

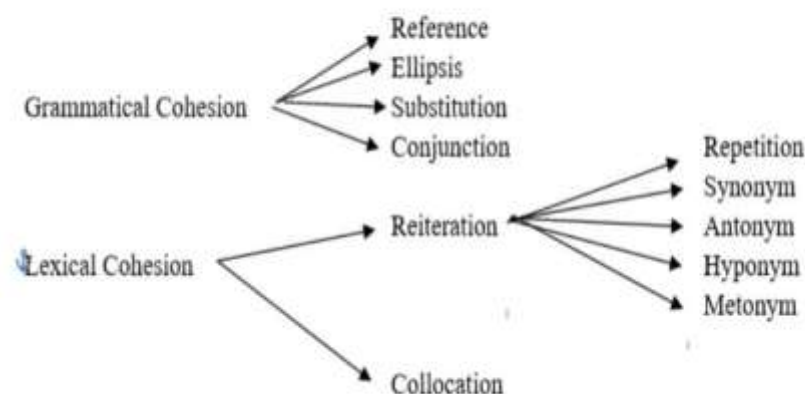


Figure (1)

Types of Cohesive Devices (Bell, 1991:155) based on Halliday and Hasan (1976) (

2.2.1 Cohesio

Grammatical

Halliday and Hasan distinguish four categories of grammatical:, reference, ellipsis , substitution ,and conjunction

2.2.2 Reference

According to (M. Bloor & T. Bloor, 2013) Reference can be defined as the status in which one element cannot be interpreted semantically unless it points to another element in the text. By using many devices such as (articles, Pronouns, demonstratives, and comparatives), which used to point to items in linguistic or situational texts. There are two types of reference (exophoric or endophoric). Exophoric reference: needs the reader deduce the interpreted referent by seeking beyond the text exophoric depends on context shared by the reader and writer. In other words, exophora is the use of a pronoun or other word or phrase to refer to someone or something outside the text. Contrast with endophora. Whereby exophoric is dependent on context, so it is more found in speech and dialogue used within the text. It is categorized in to two classes: anaphoric and cataphoric.

According to Paltridge (2012:62), "**Anaphoric** reference is where a word or phrase refers back to another word or phrase used earlier in the text". In the previous example: Anna went to the mall. She sat with Susan. She refers back to Anna; therefore, she is an anaphoric reference. **Cataphoric** reference looks forward to another word or phrase mentioned later in the text. For example 'Even though I called him yesterday, Mike didn't answer my questions.' Here, 'him' refers forwards to Mike". (Ibid:62).

2.2.3 Ellipsis

According to (Halliday & Hasan, 1976) Ellipsis means deleting an unnecessary item, which has been stated earlier in a text, and substituting it with nothing. It is like to substitution because "Ellipsis is simply substitution by zero". It is regarded as an anaphoric relation because the omission takes place within a text, ellipsis has three types: **verbal**, **nominal**, and **clausal**.

2.2.3.1. Verbal ellipsis, involves the deleting of the verb. As in the following example, the verb been studying is deleted in B

A: Have you been studying?

B: Yes, I have[0].

0: been studying

2.2.3.2. Nominal ellipsis, the noun is deleted. This is explained by the sentence:

My friends like sports. Both [0] love tennis.

[0: My brothers] In the second sentence, the nominal my friends are deleted

2.2.3.3. Clausal ellipsis, happens when the clause is deleted. For instance, the clause writing on the board is excluded in B

A: Who is writing on the board?

B: Lily is [0] writing on the board.. (Ibid: 54).

2.2.4 Substitution

Substitution happens when an item is exchanged for another item in the text to avoid repetition. By use of words like 'one', 'the same', and 'do' to provide cohesion in the text and avoid. There are three types of substitution verbal, nominal, and clausal.

2.2.4.1 Verbal substitution, includes substituting a verb or a verbal group with a different verb. The verb element used to substitute items in this type is do. For instance: I challenge you to finish the work before I do! Here, do is the substitution for finishing the work. Saputra, M. R91014:33).

2.2.4.2. Nominal substitution, is substituting a noun or a nominal group with a different noun. In this type of substitution, we use (one, one, and same). As in the example, one substitute bag. This bag is old. I will buy a new one

2.2.4.3. Clausal substitution, is substituting clauses by (so or not). As in the following example: A: Do you think Tom is going to be absent tomorrow? B: No. I don't think so.

Here, so substitute the clause going to be absent. Hasannejad, M. R., Assadi, N., & Kazemi, S. A. (2012:93).

2.2.5. Conjunction

Conjunction are linking devices words located between sentences or clauses in a text. Conjunctions shows the 'logical-semantic' relation between sentences instead of between words and structures (Halliday & Hasan, 1976). In other words, conjunctions structure the text in a specific logical order that is meaningful to the reader or listener. They are divided into four types, namely causal, additive, and adversative ,temporal.

2.2.5.1. Causal conjunctions are words or phrases that reveal an explanation, purpose, or reasons for an action within a sentence by the use of items because(such as, so, thus, therefore, etc).

2.2.5.2. Additive conjunctions are words link units that have a semantic similarity by using the words (and, addition, likewise, furthermore, etc). **Adversative conjunctions** are words used to show contrasting, results or opinions. By using the words (such as, but in contrast, whereas, etc). **2.2.5.3. Temporal conjunctions** show the time order of events by using the words (finally, then, soon, at the same time, etc). Mustafa, N. M. Y. (2024:32).

2.3 Lexical Cohesion

Lexical cohesion is a linguistic which used to make unity of the text or discourse. It is a contrast to grammatical cohesion and it can achieved by choosing specific vocabulary, consequently the speaker or writer may be aware or not be choosing specific lexical items. There are two types of lexical cohesion: repetition and collocation. Al-Pachachi, A. O., & Naser, A. A. (2016 : 53).

2.3.1 Reiteration

Halliday and Hasan (1976) stated that reiteration or (repetition) are two items that have the same referent and could either be repeated or have similar meanings in a text. There are many forms of reiteration (synonymy, antonymy, repetition, and superordination (hyponymy and meronymy).

2.3.1.1. Repetition is the restatement of the same item. This is clarified by the following example: Ali's ate the banana. The banana was fresh. Writers use repetition, but it is specifically popular in spoken word, to attract the listener's attention. Sumani, S., & Kartikasari, D. (2022:64)

2.3.1.2. Synonymy is used to refer to similar meanings of items such as, close and shut, attractive and beautiful. Antonymy is opposite meanings of items such as, big and small, hot and cold.

2.3.1.3. Hyponymy is part of a group of words related to a similar level For instance, crow, pigeon, and, eagle are all hyponyms (co-hyponyms) of birds .In turn, the bird is a hyponym of the animal. Meronymy is a 'whole-part' relationship For example, cover and page are co-meronyms of the book. The book is the superordinate item of cover and page. Saputra, D. F. K. (2020:64) .

2.3.2

Collocation

It means a combination of vocabulary or a series of words that co-occur. It includes combinations of verbs and nouns like, 'run out of money, adjectives and nouns like, 'fast food". Siregar, S. (2014:21).

3. Discussion of preceding Studies in relevance to Present

Reviewing the preceding studies demonstrates a resemblance in their aims. Like the present study, the preceding studies aim to offer and describe the cohesive devices. It also aims to show the importance of utilizing these devices for writing and speaking to make full understanding and comprehension of the text (spoken or written). RAHI, H. J., & SULTAN, D. A:13) Bahaziq, A. (2016) study aims to define and describe the cohesive devices based on the work of Halliday and Hasan (1976). It also aims to emphasize the necessity of using these devices by analyzing a Michigan English Language Assessment.

RAHI, H. J., & SULTAN, D. A. H.(2013) study is concerned with the concept of cohesion (or cohesive devices) and linked with the relationship between the number of cohesive devices used by students and the scores of students' essays by Iraqi undergraduate third-year college students at the Faculty of Education, Department of English, University of Kufa in during the academic year 2013-2014 to see the problems that face them in using cohesive devices appropriately faced them in using cohesive devices appropriately.

Al-Pachachi, A. O., & Naser, A. A. (2016). Study Aims to distinguish the relations between cohesive devices and, drama texts by introducing the most widespread devices used in both adult and children's drama. As well as demonstrated that cohesive devices have a fundamental role in making drama texts more comprehending. And shows how playwrights utilize specific cohesive devices to make their readers track the events or action easier.

Yaseen Abdulwahid, H. (2020). His study aims to disclose the major cohesive devices utilized in discourses that he delivered by Donald Trump during his visits to Saudi Arabia and Jerusalem. The study has shown that Trump has used cohesive devices deeply in Jerusalem while he has used them a little in Saudia Arabia.

As for this study, using cohesive devices in English stories for third intermediate schools makes the student more understanding of the text whether it is written or read in turn it affects their ability in the future to apply cohesive devices in speaking and writing in the next year and in turn make their comprehending of English language more professional weather in side classroom or out.

3.Methodology

3.1.The Data

Based on the data, a critical analysis was conducted on the selected stories, examining the use of grammatical and lexical cohesion devices. Recommendations were then made regarding the correct and incorrect use of cohesion devices.

3.1 Data Collection

The sample data (selected stories) is taken from 3rd Intermediate Student's Book English for Iraq, Republic of Iraq Ministry of Education General Directorate of Curricula. By Terry O'Neill, Peter Snow and Sally Etherton, (2024). The data chosen from five stories as follows: The first story is (Lucky customer 50) unit one , p:14.

The second story is (The champion) unit 3 , p:28.

The third story is (How to fill a space) , unit 3 p: 40 .

The fourth story is (A powerful lesson for everyone) unit 5 , p 60.

Following Halliday and Hasan's (1976) theory of cohesion, the text will be put to test by analyzing the cohesive devices previously mentioned. O'Neill, T., & Snow, P. (2018)

3.1.1. First Extract Sample is from the Story (Lucky customer 50) unit one,p:14.

“ Kareem went to Al Mutanabbi Street and hurried towards Al Saqi bookshop. As he got closer, he saw there was a long queue forming outside the door to the shop, and his heart sank.

He had been saving up for months and wanted to be the first one to buy the new book by his favorites poet – now he would have to wait in line. As he stood waiting the hard-working schoolboy pulled the advert for the new book out of his pocket. Kareem had read all of Al-Nawab's poems at least twice and found them very interesting. The quiet boy spent most of his free time reading or writing his own poems and his parents, friends and teachers all said he was very imaginative. It was Kareem's dream to be a famous poet himself one day". O'Neill, T., & Snow, P. (2018: 14).

3.1.1.1. Grammatical Cohesive Devices

3.1.1.1. Reference

The story analysis shows that the test taker used a variety of references as follows:

1- Personal, comparative and demonstrative references :

The story contains many instances of personal references to refer to presumed items in the text. For instance : *He* repeated (in lines 1, 2, 4 and 7) refers to Kareem (line1), *his* in (line 2) reference to Kareem's' heart (lines 1). Also the personal references *his* in line 5 favorite poet refers to Kareem who the story about him. In line (6) using the pronoun *them* which refer to Al-Nawab poems . It is clear that the applicant shows excessive use of the comparative phrase *most* in line 6 and *very* in line7, which sometimes leads to incorrect usage or disjointed ideas. According to demonstrative references are used throughout the text. the writer uses *there* as an anaphoric reference to refer to huge number of people in front the shop.

2- The definite article *the*

The article *the* is mostly used as an exophoric to provide clarity to the sentence and it refers to the outside world take part between the writer and the reader. This is evident in most paragraphs such as, *the door* and *the shop* (line2), *the first one* , *the new book* (line3), *the hard working and the advert* in (line4). *The quiet boy* in line (6).

3-Conjunction

Similar to references, conjunctions are notable in stories. The writer uses two types of conjunctions: additive, and connective. However, there are no cases of temporal conjunctions. The most additive conjunctions used are '*and*' which is repeated 6 times , the conjunction *as*(in line 1and 4)connect between the result and reason . As well as the writer use the conjunction *now* in(line 3) to connect to the present moment of situation . Finally the writer use the conjunction *or* in(line6) to connect between two possibilities ideas.

Table (1) frequency and percentage of Grammatical Cohesive Devices in story No. 1

Type of references	Number of references use		Number of devices	Total		Total reference
	Reference	Reference line		No	%	
Personal reference	He	1/2/4/7	6	15	42%	35
	His	2/3/5/6/7	6			
	Them	6	1			
	It	7	1			
	Himself	8	1			
Comparative Reference	At least	5	1	3	8.5 %	
	Most	6	1			
	Very	6	1			
Demonstrative reference	There	2	1	1	2.8%	
Definite Article the	The	2/ 3/ 4/5/6	7	7	20%	

Conjunction	And	1/ 2/ 3/ 7	5	9	25.7%	
	As	1 /4	2			
	Now	3	1			
	Or	6	1			

3.1.1.2 Lexical Cohesive Devices

Throughout the first sample of story , the writer uses variations of lexical cohesive devices like, synonymy, antonymy, repetition, , meronymy and collocation. For instance:

went to in line (4) is synonyms to the word *hurried toward* in line (1) both of them means that Kareem is in hurry to be the first one who buy the new book . In line (2) the word *long queue* is synonyms to the word *wait in line* which mention in line (4) both of them means Large numbers of people are queuing or waiting in row.

The word *poet* is repeated as mentioned in sentence *by his favorites poet* in line(3) and the sentence *to be famous poet* in line (7). There are many items that re-occur in the text more than once to emphasize the writer's ideas such as: *bookshop* repeated in lines(1and 2), *new book* repeated in lines(3 and 4), *wait in line* repeated in the same line (3), *read* is repeated in lines (5 and 6), and the word *poems* is repeated in lines (5 and 6) .

Meronyms are used by the writer for example :Al- Mutanabbi Street is superordinate of book shop , because Al- Mutanabbi Street is famous for being a center for shops that sell books of various specialties.

In addition, a number of collocations mentioned for example: *bookshop* in line(1), *outside* in line (2), *new book* in line (3), and *hardworking , schoolboy , out of* in line (4). The writer uses collocation in this story to help to improving learners' language skills and enhance learners' communicative competence, in order to achieve native-like fluency.

Table(2)frequency and percentage of Lexical Cohesive Devices in story No.1

Types of lexical cohesive device	Cohesive device	Cohesive line	Number of cohesive	Total		Total use of cohesive device
				No.	%	
Synonyms	went to = hurried toward long queue= wait in line	4, 1 2, 4	1 1	2	10.5%	19
Repetition	Poet	3, 7	2	12	63%	
	Bookshop	1,2	2			
	new book	3,4	2			
	wait in line	3	2			
	read	5 , 6	2			
	poems	5, 6	2			
Meronymy	Al- Mutanabbi Street is superordinate of book shop	1	1	1	5%	
Collocations	bookshop	1	1	4	21%	
	outside),	2	1			
	new book	3	1			
	hardworking , schoolboy , out of	4	1			

3.1.2.Second Extract Sample is from the Story (The champion) unit 3,p:28.

Karam was a very talented student . He enjoyed school, and he was really good at sports – especially basketball. In fact , he played basketball for his school team. Karam also liked to help others. He helped his mother in the kitchen , he helped his father in the garden and he helped his two younger brothers with their homework . One day , Karam’s mother asked him to go the bakery to buy some bread . However, while he was walking , he saw a little girl run into the busy road . At the same time, a larger car was speeding quickly along the road toward the girl .Karam saw the car , but the girl didn’t. Karam ran into the road and pushed the girl to safety. The car screeched to a stop. All the people on the street stopped and looked. The little girl was fine . She ran across the road to her family, who gave her a hug . Sadly . Karam was lying in the road . He had been hit by the speeding car , and his left foot was badly injured. Karam was taken to hospital. The doctors and nurses worked hard on him . unfortunately , they couldn’t save his foot . Karam suffered a lot during his treatment , and he felt very sad . he thought that this was the end of his sporting life . Would he never be able to play basketball again? O’Neill, T., & Snow, P. (2018:28)

3.1.2.1 Reference

1- Personal, comparative and demonstrative references :

In this story, it's clear to notice that the personal reference **He** repeated in most lines of the story, the pronoun he repeated (11 times) throughout the story which refers to Karam, the hero of the story, which affirms the role of Karam.

The possessive pronoun **His** in (line 1), **his school**, in(line 3), **his mother, his father**, and **his two young brothers** .In (line9) **his foot** . In (line 10) **his treatment**, and **his sporting life** in (line 11); all of these pronouns are used as a reference to Karam.

In (line 4), the possessive pronoun **their** is used as a reference to Karam’s brother's homework . In(line 8), the pronoun **her** is repeated twice, referring to the girl’s family and the girl . In addition, the pronoun(**him**) is also repeated in (lines 4 and 10) in both of them, referring to Karam, the story's

According to demonstrative reference in line (11) **he thought that this was the end of his sporting life** , (that , this) both are used to point to specific people or things . that to refer to an accident and this to indicate to karam’s injured foot .

2- The definite article *the*

The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. Since the writer depicted the events of the story in a realistic and imaginative way, he used the definite article “the” as a means of linking the writer’s ideas with the reader’s. and this is clear in this story as mention below: **The kitchen, the garden** in(line 3) . **The bakery** in (line 4). **The busy road ,at the same Time me , the busy road** in(line5). **The car, the girl** in (line 6). **The people** in(line7). **The street , the little girl was fine, the road** in (line 7) .**lying in the road , the speeding car** in(line 8) and **the doctors** in (line9).

3- Ellipsis and Substitution

In (line 6) **Karam saw the car , but the girl didn’t** . Here(the car) is omitting to a void repetition in sentence (but the girl didn’t saw the car) .

4-Conjunction

In this story the writer uses many types of conjunction as we read in lines (1,3, 6,7,9,10 and 11) the coordinating conjunction **and** is used to link between sentences . In line (2) subordinating conjunction **in fact** used . In line (2) correlative conjunction **also** is used. In

(line 5) subordinating conjunction *however* used . In (line 5) the conjunction *while* used . In (line 6) the correlative conjunction *but* used, coordinating conjunction *all* used in (line 7), also in (line 10) the subordinating conjunction *unfortunately* used .

Table (3) frequency and percentage of Grammatical Cohesive Devices in story No.2

Type of references	Number of references use			Total		Total reference
	Reference	Reference line	Number of devices	%	No.	
Personal reference	He	1	2	11	20%	55
		2	2			
		3	2			
		5	2			
		11	3			
Possessive pronoun	His	1	1	12	21.8%	
		3	3			
		9	1			
		10	1			
		11	1			
	Their	4	1			
	Her	8	2			
	Him	4 ,10	2			
Demonstrative reference	That	11	1	2	3.6%	
	This	11	1			
Definite Article the	The kitchen, the garden	3	2	15	27.2%	
		4	1			
	The bakery	5	3			
	The busy road , the same time the busy road	6	2			
	The car, the girl	7	1			
	The people	7	3			
	The street , the little girl, the road	8	2			
		9	1			
	in the road , the speeding car					
	the doctors					
Ellipsis	the girl didn't	6	1	1	1.8%	
Conjunction	And	1,3,6,7,9,10 ,11	7	14	25.4%	
	In fact	2	1			
	Also	5	1			
	However	5	1			
	While	6	1			

	But	7	1			
	All	10	1			
	unfortunately		1			

3.1.2.2. Lexical Cohesive Devices

In the second sample of story , the writer uses the following cohesive devices : Synonymy : The word **talent** in(line 1) has the same meaning of the word **really good** in same line. The word **safety** in(line 7) near synonym to word **fine** in (line 8) . **Across the road** in(line 8) near synonym to **along the road** in(line 6). And **hit by speeding car** in (line 9)is near synonym to **badly injured** in(line 9). And the word **sadly** in(8) line is synonymy to word **unfortunately** in(line10).

Antonyms :Such as **enjoyed** (line1) and **suffered** (line 10) demonstrate the opposite meaning .**walking, speeding** have the opposite meaning of the word **stop** in line (7) .

Repetition: many words are repeated more than one times to emphasize the idea and to focus on wrier point of view such as the word **basketball** (3occurrences), girl (5occurrences), road (5 occurrences) and **help** as in(**help** others , **help** his mother , **help** his father , and **helped** his two young brothers) which repeated 4 times

Meronymy: **basketball** is

meronyms of **sport** , **doctors** and **nurses** are meronyms of **hospital**.

As well as the writer employs different sorts of collocations like: **basketball** , **really good** , **homework** , **busy road** , and **worked hard**.

Table (4) frequency and percentage of Lexical Cohesive Devices in Story No. 2

Types of lexical cohesive device	Cohesive device	Cohesive line	Number of cohesive	Total		Total use of cohesive device
				No.	%	
Synonyms	Talent = really good Safety = fine Across the road = along the road hit by speeding car = badly injured sadly = unfortunately	1 7 , 8 8 ,6 9 8 , 10	1 1 1 1 1	5	16%	31
Antonyms	Enjoyed x suffered	1, 10	1	2	6.4%	
Antonyms	.walking , speeding x stop	7	1			
Repetition	Basketball Girl Road Help	2 ,3 5, 6 ,7,8 5,6,7,8,9 2 ,3	3 5 5 4	17	54.8%	
Meronymy	Basketball meronym of sport doctors ,nurses are meronym of hospital.	2 , 1 10	1 1	2	6.4 %	
Collocations	basketball , really good , homework , busy road , worked hard.	2 1 4 5 10	1 1 1 1 1	5	16%	

3.1.3. Third Extract Sample is from the Story (How to fill a space) , unit 3, p 40.

Long ago, there lived a wise and rich merchant in Iraq. He spent his working life buying and selling gold ,animal skins , silks and salt. He had a lot of land and he lived in a large, strong house with a beautiful garden . However ,after many years, the merchant become old and tired . He decided to give his riches to his three sons because he wanted to spend more time relaxing in his garden . The merchant's oldest son was called Majid , his second son was called Ali and his youngest son was called Hamad. The merchant called his sons to him and told them his plan . "My children , I want to give my riches to you today , while I am alive .My land is easy to cut up , and I will give each of you a piece of land that is the same size". "Thank you, father, "the three sons said. " But what about the house? "asked Hamad. The merchant smiled. " that is a difficult question. I cannot cut up my house. So, I want my house to go to my cleverest son. Then the merchant opened his hand to show three small coins. "take one coin each. Take it to the souq and spend it .The son who buys something that can fill this room , will have the house . Go now and return before night. Each son took a small coin and went to the souq. Majid entered the souq . The first stall he saw was full of baskets , mats and straw . 'straw , he shouted . "straw is cheap " and it fills up space . He returned to the house with sacks full of straw. Ali entered the souq . The first stall he saw was full of goats , rabbits and birds.

3.1.3.1 Reference

1- Personal, comparative and demonstrative references :

Third story contains a large number of references as below:

Personal references **He** used in the most writing of the story which in the most writing refers to the merchant who is the hero of the story , the personal reference **He** repeated 5 times in lines (1 , 2 twice , 4 twice) , the personal reference **I** has 4 occurrences in(lines 7 twice , and in line 10 used twice) . **Them** in(line 7), and **you**(in line 8) .

Possessive pronouns also used in this story as we see in lines(1 , 4 , 5 , 6 , 6 , 7 , 7 , 10 and 11) the possessive pronoun **his** . Also the possessive pronoun **my** used in (lines 7 and 10).

Comparative used in(line 5) **oldest** ,(line 6) **youngest** and in(line 11) **cleverest**

Demonstrative **There** mention in (line 1), and **That** has 3 occurrences in lines (8, 10 and 12) .

2- the define article **the**

Define article **the** plays important role in linking notions in a text. "Anaphoric references" indicate to something already mentioned. In this story the write use define article the in **the merchant** in(lines 2 ,3, 5 , 6 , 9 ,and 11) . **The same size** in (line 8) , **the three sons** in (line 9) , **the first stall** in(lines 14 and 16) ,while **the souq** repeated in (lines 12, 14 and 16) .

3- Conjunction

The dominant conjunction in this story is the coordinating conjunction **and** which used in lines (1 , repeated 3 times in line 2 , in line 6 repeated twice , also in line 13 repeated twice , line 8 , 12 , 14 , 15 and 16).(In line 3) conjunctive adverb **however** . In(line 4 subordinating conjunction **because** , in(line 7) subordination conjunction **while**,in(line 9) coordinating conjunction **but**. In(line 10)conjunction **So** and in(line 11) conjunctive adverb **then**).

Table (5) frequency and percentage of Grammatical Cohesive Devices in story No.3

Type of references	Number of references use			Total		Total reference
	Reference	Reference line	Number of devices	%	No.	
Personal reference	He	1 , 2 twice , 4	5	11	18.6%	
	I	twice	4			
	Them	7 twice , 10	1			
	You	twice	1			
possessive pronoun		7		11	18.6%	
		8				
	His	1 , 4 , 5 , 6 , 6 , 7 , 7 , 10 and 11	9			
	My	7 , 10	2			
Comparative	Oldest	5	1	3	5%	
	Youngest	6	1			
	cleverest	11	1			
Demonstrative reference		1	1	4	6.7%	
	There	8 , 10 , 12	3			
Definite Article the				13	22%	
	the merchant	2 , 3 , 5 , 6 , 9	6			
	The same size	, and 11	1			
	the three sons	8	1			
	the first stall	9	2			
	the souq	14, 16	3			
Conjunction		12, 14 and 16		17	28.8%	
	And	(1 , repeated 3 times in line 2 , in line 6 repeated twice , also in line 13 repeated twice , line 8 , 14 , 15 and 16	11			
	however	3	1			
	because	4	1			
	while	7	1			
	but	9	1			
	So	10	1			
	Then	11	1			

Lexical Cohesive Devices 3.1.3.2.

Baker (1992), states that lexical cohesion indicates to the role of vocabulary choices in organizing relations within a text. It is a linguistic tool that helps bring unity in the text, and

Email: djhr@uodiyala.edu.iq

Tel.Mob: 07711322852

it happen when more than one elements in the text are connected in expression of their meaning. In this story we can find antonyms such as : *buying* in(line 1)antonyms to *selling* in (line 2) . In(line 1) *working* is antonym *tired* in(line 4) . *Old* in (line 5) is antonym to *young* in(line 6) and *large* in(line 2) is antonym to *small* in(line 11).

The story also is full of repetition that create a comprehension by the reader as we found the word *merchant* has 6 occurrences in lines (1, 3, 5, 6 ,9 ,11) , *rich* 3 occurrences in lines(1, 4 ,7) , *garden* 2 occurrences in lines (3,5) , *son* 6 occurrences in lines (5 twice , 6 twice , 9, and 11) , *land* 3 occurrences in lines (2 and 8 twice) , *house* 5 occurrences in lines (9 ,10 twice , 13 and 15) , *coin* 3 occurrences in lines (11, 12 ,13) , *souq* 4 occurrences in lines (12, 14 twice, 16), *stall* 2 occurrences in lines (14,16),and *straw* 3 occurrences in lines(15 twice and 16). Collocation are : *Strong house* (in line 3) , *beautiful garden* in (line 3) and *cut up* in (line 10).

Table (6) frequency and percentage of Lexical Cohesive Devices in Story No. 3

Types of lexical device	Cohesive device	Cohesive line	Number of cohesive	Total		Total use of cohesive device
				No.	%	
Antonyms	Buying x selling Working x tired Old x young Large x small	1,2 1, 4 5 ,6 2, 11	1 1 1 1	4	9.7%	41
Repetition	Merchant Rich Garden Son Land House Coin Souq Stall Straw	1, 3, 5, 6 ,9 ,11 1, 4,7 3,5 5 twice , 6 twice , 9, 11 2 and 8 twice 9 ,10 twice , 13 , 15 11, 12 ,13 12, 14 twice, 16 14 ,16 15 twice , 16	6 3 2 6 3 5 3 4 2 3	34	82.9%	
Collocation	Strong house beautiful garden cut up	3 3 10	1 1 1	3	7.3%	

3.1.4. Fourth Extract Sample is from the Story (A powerful lesson for everyone) unit 5 , p 60

Every year, Al Sabah newspaper makes a special offer to two young students from local school. In the summer holidays, these students can work as reporters on the paper. They can see what reporters really do in their jobs, and they can learn to write reporters. Last summer, Salam Ahmed was the lucky boy . He was 15 years old, and he wanted to be a reporter. On his day at the paper , he took a new reporter's notebook and his camera . One of the reporters was showing Salam his desk when the editor came in and said .” A big new restaurant is opening in Baghdad next Tuesday . I need someone to write a good report in the event “ . “I can do it “ Salam said . on Tuesday , Salam took his notebook and camera and went in to the new restaurant . Salam watched everything , but one special thing attracted his attention. A young boy was taking , his old father who was in a wheelchair, to the restaurant for a treat. The boy bought his father some food. The father was very old and weak and dropped food on his shirt and trousers while he ate. Many of the other customers watched the old man in

disgust, but his son looked at him with love and respect. After the old man had finished eating, his son , who was not at all embarrassed, quietly took him to the washroom and patiently wiped the food from his clothes , combed his hair and straightened his spectacles. When they came out, the entire restaurant was watching them in dead silence , not able to grasp how someone could embarrass themselves publicly like that.

3.1.4.1 Reference

1- Personal, comparative and demonstrative references :

Writers use many tactics to help them employ the right person for their needs. By using Multiple references which can help to strengthen their writings, and in turn make writing easy to comprehend .In this story we mention **personal references** like : *They* in (lines 2 twice , 14), personal pronoun *He* mention in(line 11), and repeated(3 times in line4). The pronoun *I* occurs In (line 6 , 7), and in (line 15) pronoun *them* . as well as the writer **uses possessive references** like: *His* in(line4 ,7 , 10), in line 5 twice, , in line 9 repeated three times, in line 12 repeated 3 times, in line 13 repeated twice also in line 14 repeated twice , finally the possessive pronoun *their* mention in line 3. According to demonstratives *these* in(line 2) and *that* in(line 16).

2- The define article *the*

The define articles the in this story as below :

The summer , the paper (in line 2) . *The lucky boy* in (line 3) . *At the paper, the reports* in (line 4). *The editor* in (line 6) . *The event* in(line 7). *The new restaurant* in(line 8) . *The restaurant , the boy , the father* in(line 10) .*The other , the old man* in(line 11). *The old man* in(line 12) , and *the wash room* in (line 13).

3- Conjunction

Conjunctions in this story are : *And* in(lines 3 , 4 , 6, 8 twice, 10, 11, 12, and 14).*When* in(lines 5,and 15) , *but* in line(8 and 12).

Table (7) frequency and percentage of Grammatical Cohesive Devices in story No.4

Type of references	Number of references use					Total reference	
	Reference	Reference line	Number of devices	Total			
				No.	%		
Personal reference	They	2 twice , 14	3	10	17.8%	56	
	He	11, repeated 3 times in line4	4				
	I	6,7	2				
	Them	15	1				
possessive pronoun	His	4 , 7 , 10 , in line 5 twice, , in line 9 repeated three times, in line 12 repeated 3 times, in line 13 repeated twice in line 14 repeated twice	5 3 3 2 2	16	28.5%		
	Their	3	1				
	Demonstrative reference	These	2	1	2		3.5%
		That	16	1			
Definite Article the	The summer , the paper	2	2	15	26.7%		
	The lucky boy	3	1				
	At the paper, the reports	4	2				
	The editor	6	1				
	The event	7	1				
	The new restaurant	8	1				
	The restaurant , the boy , the father	10	3				
	The other , the old man	11	2				
	The old man	12	1				
	the wash room	13	1				
Conjunction	And	3 , 4 , 6, 8 twice, 10, 11, 12, 14	9	13	23.2%		
	When	5 , 15	2				
	But	8 , 12	2				

3.1.4. Lexical cohesive devises

Tanskanen,(2006:32)states that lexical cohesion is the cohesive impact achieved by choosing vocabulary. It signal the connection between the knowledge presented in the text and the world knowledge .In this story many lexical devices used one of them is antonyms as in line (9) *young* , *old* .In line (12) the word *disgust* is antonym to word *love and respect* , while in lines (5, 9) *new* is antonym *old*.

Repetitions in this story are in(lines 1 and2) the word *student* , The word *reporters* in (lines 2 and 5) repeated twice , and in(line 3) also mention .The word *paper* repeated in (lines 2 and 4) , the word *Tuesday* in(lines 6 and 7) , *notebook* in(lines 5 and 7) ,

restaurant in (lines 6, 8 ,and 10), *father* in(lines 9 and in line 10 twice). Finally the word *food* repeated in (lines 10 and 11).

Meronymy take part in words *reports* and *editor* in lines (3 , 6)sequentially both of them are part of *newspaper* in line (1)

Collocation are: *Lucky boy* (line 4), *notebook* (line7), and *young boy* (line9)

Table (8) Frequency and percentage of Lexical Cohesive Devices in Story No.

4

Types of lexical cohesive device	Cohesive device	Cohesive line	Number of cohesive	Total		Total use of cohesive device
				No.	%	
Antonyms	young x old disgust x love and respect new x old	9 12 5 , 9	1 1 1	3	9.6%	31
Repetition	Student	1 ,2	2	24	77.4%	
	Reporters	In line 2 (twice) In line5(twice), 3	5			
	Paper	2 , 4	2			
	Tuesday	2,6	2			
	Notebook	5 ,7	2			
	Restaurant	6 ,8 , 10	3			
	Father	9 and in line 10	3			
	food	twice 10 ,11	2			
Meronymy	Report and editor meronymy of newspaper	3 ,6	1	1	3.2%	
Collocations	lucky boy notebook young boy	4 7 9	1 1 1	3	9.6%	

4. Results of Analysis

The findings reveal that lexical cohesive devices (82.9 %) constitute the highest percentage of the total number of cohesive devices used in third-year intermediate students' English stories, followed by grammatical cohesive devices (42 %). Analysis of the use of cohesive devices in the third intermediate story shows that, among the five subcategories of grammatical cohesive devices, personal references (42 %) were the most frequently used devices, followed by conjunctions (32.97%). To regard the use of conjunctions, it seems that the authors of English for Iraq book were focus on using a different of devices to connect the previous sentence and the following one to make their writing more accuracy and clearer. According to Lexical Cohesive Devices the percentage of repetition is (34.16) shows that repetition is crucial for learning because it reinforces information, strengthens connections, and help in the development of skills and fluency then improve comprehension. In four samples of selected stories ellipsis and meronymy are seldom used because ellipses and

meronymy devices do not have a significant role in the writing. After all, both are characteristics of conversation. They constitute (1.8%) and (3.2 %) respectively.

5. Conclusion

The current study has studied cohesive devices used in the stories of third-year Intermediate students in English for Iraq. The results of the current study come to the following conclusions :

1. Cohesive elements in text constitute elements in the linguistic system. It connects the Components that are structurally not connected over the reliance of one on the other for their explanation. Semantic system cannot be potently activated without cohesion .Which answer the first question .

2. Lexical cohesive devices are more frequently employ ,they form the main part of links in stories. Which answer the second question .

3. Repetition constitutes the main lexical device, and it is highly frequent in stories. Which answer the second question.

4.The meronyms are fewer constituents in lexical devices used in stories. Which answer the third question .

5. The analysis also demonstrates that ellipsis and substitution are nearly negated in writing stories because they are more used in dialogue and conversation, and they make writing ambiguous.

6.Lexical cohesive device refers to the effect that is achieved by choosing proper vocabulary, which involves any instance that a lexical item is related to a previously used one; lexical cohesion is nongrammatical. This is encouraged by using a communicative approach, which focuses on using language in communication. Which answer the fourth question.

6. Recommendations

The current study recommends that

1.More concentration should be laid on grammatical cohesion because it is relatively neglected.

2.Confirming should be laid on the reading of books such as plays , novels, and stories written

by native speakers of English, which show that all these cohesive devices are made in writing

3.Curriculum designers must take into account students' interests and their scientific level when writing stories

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