

An Analysis of Errors Related to Cohesion in Argumentative Texts Written by Third Year English Specialization Students at Yangon University of Foreign Languages

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Abstract

As a writer's use of cohesion has an effect on the organization of the text, the effective use of cohesion is important in producing a well-organized text. Therefore, this study aims to investigate the errors in the use of cohesion in argumentative texts produced by Third year English specialization students at Yangon University of Foreign Languages. For the purpose of analysis, the students are asked to write an argumentative text. Then, their written works are assessed and their errors in writing are grouped into six categories – errors of reference, errors of substitution and ellipsis, errors of conjunction, errors of reiteration and errors of collocation. In the study, errors related to the use of cohesion in students' argumentative texts were analyzed using the framework of Halliday and Hasan (1976). The results show that errors in the use of reference were the most frequent errors made by the students. Therefore, the findings in this paper indicate the common errors made by third year English specialization students at YUFL.

Key words: errors, cohesion, reference, substitution, ellipsis, conjunction, lexical cohesion, argumentative texts

Introduction

Writing skills are important for tertiary level students as they need to write different kinds of texts for their academic studies. In writing assignments, term papers or research papers, the students need to present their ideas effectively. It means that ideas in texts should be stated logically with supporting details (Langan, 2008). Ideas in different texts are put together through cohesion. A good use of cohesion makes a text connected. Therefore, an appropriate use of cohesion could not be found in sentences or clauses which are disconnected (Abbott & Wingard, 1987).

As appropriate use of cohesion is important in writing, there are previous studies focused on the use of cohesion in both speaking and writing. Eka Sutarimi (2016) did the study titled "Misuse of Cohesive Devices in Students' Argumentative Essay Writing". The purpose of his study was to analyze grammatical cohesion misused by students. The findings showed that the students mostly misused reference and conjunction. Nasser (2017) also did a study entitled "A Study of Errors in the Use of Grammatical Cohesive Devices in Argumentative Texts Written by Yemeni EFL Learner". His study aimed to study the errors concerning grammatical cohesive

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devices used by Yemeni EFL learners in argumentative texts. The findings showed that errors of reference were the most significant in students' written texts. Abdullah (2018) from Kulliyah of Languages and Management International Islamic University in Malaysia did a final year project entitled "Usage of Cohesive Devices by ESL Speakers to Achieve Coherence in their Speech". His research aimed to study cohesive devices used by ESL speakers in speech and compare the similarities and differences in the use of cohesive devices. The analysis in his study was done using the framework of Halliday and Hasan (1976). The findings showed that cohesive devices concerning reference and conjunction are mostly found in speeches of ESL speakers.

The previous studies mentioned above focused on the use of cohesive devices in both writing and speaking. Specifically, Sutarimi (2016) and Nassar (2017) focused on errors in grammatical cohesion in their studies. Unlike the previous studies, the present paper focuses on errors in both grammatical and lexical cohesion employed by the third year English specialization students at YUFL in their argumentative texts.

The purpose of the present study is to analyze the errors which are related to grammatical and lexical cohesion in argumentative texts. With its purpose, the following research questions will be answered in this paper.

- (1) Do third year English specialization students at YUFL have problems with the use of cohesion in their writing? If so, what are they?
- (2) In which type of cohesion – ellipsis, substitution, reference, conjunction, reiteration and collocation – are the errors made by the students frequently found?

Literature review

Errors are not avoidable in the process of language learning. Therefore, errors can be found in both written and spoken texts of learners. Errors are both systematic and non-systematic. Non-systematic errors occurred due to 'memory lapses' or 'physical states' are regarded as errors of performance whereas systematic errors are those of competence (Corder, 1967). According to Corder (1967, p. 25), learners' errors are useful for teachers, researchers and learners. For teachers, errors of learners tell how much learners have learned and how much they need to learn to reach the target level. It means that Learners' errors inform teachers the level of those learners in the process of learning. For researchers, errors of learners show how learners learned or acquired a language. Moreover, learners find ways to learn through their errors.

Appropriate use of cohesion is important in texts which are spoken or written. In the tests of writing, cohesion used appropriately by test takers is assessed and cohesion is one of the criteria in rubrics for writing tests (Douglas, 2000). According to Abbott and Wingard (1987), cohesion plays the role to relate meaning in different parts of a text. Bex (1996) states that cohesion has both 'semantic and grammatical properties of the language. Halliday and Matthiessen (2014) classify cohesion into four groups: conjunction, reference, ellipsis and lexical organization. These four groups of cohesion are used in a text to make it cohesive. Halliday and Hassan (1976) state that a text is made up of sentences which are linked not only 'a grammatical

unit' but also 'a semantic unit'. Then, they discuss cohesion under 'TEXTUAL' which is one of the components of 'the linguistic system'. Halliday and Hassan (1976) group cohesion into five different categories: reference, substitution, ellipsis, conjunction and lexical cohesion which are non-structural.

Different categories of cohesion: reference, substitution, ellipsis, conjunction and lexical cohesion closely related in a meaningful text. When cohesive devices concerning reference are found in a text, they can be retrieved from the context in the text. Halliday and Hassan (1976) state three types of reference: 'personal, demonstrative, and comparative'. Personal reference involves personal pronouns, possessive determiners and possessive pronouns, for example, 'I', 'me', 'you', 'we', 'us', etc. References, for example, 'this', 'these', 'that', 'those', 'here', etc. are regarded as demonstrative reference which is 'a form of verbal pointing' (Halliday and Hassan, 1976). References concerning comparative reference are used to show comparison in terms of likeliness and unlikeness. According to Halliday and Hassan (1976), substitution is a type of cohesion which is 'the replacement of one item by another'. Three types of substitution, namely nominal, verbal and clausal can be found in speeches and written texts. The followings are the examples of substitutes for nominal, verbal and clausal.

Nominal : one, ones; same

Verbal : do

Clausal : so, not

According to Halliday and Hassan (1976), ellipsis is a type of cohesion which is replaced by nothing. Three types of ellipsis, namely nominal, verbal and clausal can be found in speeches and written texts.

Halliday and Hassan (1976) state that conjunction is a type of cohesion which has 'certain meanings which presuppose the presence of other components in the discourse. Conjunction is classified into four groups: additive, adversative, causal, and temporal. Among five different categories of cohesion: reference, substitution, ellipsis, conjunction and lexical cohesion, Halliday and Hassan (1976) assert that reference, substitution and ellipsis are grammatical cohesion. Conjunction can be regarded as both grammatical and lexical cohesion. Under lexical cohesion, reiteration and collocation are discussed. Reiteration which is a lexical cohesion can be divided into four different types: 'same word (repetition)', 'synonym (or near-synonym)', 'superordinate' and 'general word'. Collocation, on the other hand, is a kind of lexical cohesion when 'the association of lexical items' co-occurs in speeches and written texts (Halliday and Hassan, 1976).

Research methodology

In the paper, argumentative texts written by third year English specialization students at YUFL are studied. The age of students is between 18 and 19. During the four-year study at YUFL, the students have to take writing module every year. The subjects in the present study have already learnt how to write argumentative texts in their third year. The ability to write an

argumentative text is essential for the students as they have to write term papers in their final year. Writing argumentative texts involves arguing a position, defending it with a series of solid reasons and persuading others to agree with a point stated (Langen, 2008).

To collect the data in this paper, third year English specialization students at YUFL are asked to write a 250-word argumentative text entitled ‘Should teachers be friends with their students? Why?’. Among 113 third year English specialization students in 2018-2019 academic year, 69 students submitted their papers. The written texts from the students are analyzed line by line. The errors found in each line are underlined. Then, using the framework of Halliday and Hassan (1976), the errors in the students’ writing are grouped into six categories – errors concerned with ellipsis (Ell.), substitution (Sub.), reference (Ref.), conjunction (Con.), reiteration (Rei.) and collocation (Col.) respectively. Errors concerned with ellipsis, substitution, reference and conjunction are discussed under grammatical cohesion and reiteration and collocation are under lexical cohesion. Therefore, in the paper, qualitative approach is applied in analyzing data. Finally, the percentage of the errors made by students in the use of different types of cohesion is calculated.

Data analysis

The sentences in argumentative texts written by third year English specialization students at YUFL are analyzed in detail in this section.

Table 1: The analysis of errors related to cohesion in the argumentative texts written by third year English specialization students at YUFL

Text	Errors in the sentences	Type of cohesion
1	... or even between students and teachers for certain <u>benefits</u> that would be <u>achieved</u> through it.	Lexical cohesion – Col.
	... students would feel free to mention <u>their problems</u> and ask for help. In this way, teachers can solve <u>it</u> and <u>it</u> can lead to a win-win situation.	Grammatical cohesion – Ref.
	... the friendship between teachers and students <u>make benefits</u> , ...	Lexical cohesion – Col.
	Like <u>the teachers</u> can understand students more and find better ways to approach them, students can be motivated and confident to talk to <u>teachers</u> .	Grammatical cohesion – Ref.
2	A teacher should all the time maintain his grace, addressing	Grammatical cohesion – Con.

Text	Errors in the sentences	Type of cohesion
	the class with a friendly smiling face as a decent <u>but</u> lively person can teach <u>and</u> a stern looking man can only preach.	
	If a teacher is harsh, impatient and unfriendly, <u>the pupils</u> will come to him ...	Grammatical cohesion – Ref.
3	..., if <u>the teachers</u> befriend students, they are easier to talk to ...	Grammatical cohesion – Ref.
	It also makes the students enjoy the class more, <u>which</u> allows them to learn more effectively.	Grammatical cohesion – Con.
	It is good when teachers attempt to be <u>the students'</u> friends, ...	Grammatical cohesion – Ref.
	So, <u>student</u> can share anything from <u>them</u>	Grammatical cohesion – Ref.
4	If <u>the teachers</u> and their students are friends, we have to agree undoubtedly ...	Grammatical cohesion – Ref.
	Then, when <u>the students</u> have some hard problems, their teachers ...	Grammatical cohesion – Ref.
	... if the teachers and the students are friends, there will be no respect ...	Grammatical cohesion – Ref.
5	When a teacher is being friends with his or her students, students feel free in the class and become happy with learning <u>this subject</u> .	Grammatical cohesion – Ref.
6	... if they are friends, some students can even have wrong mindset on teachers <u>that</u> they do not need to pay much attention to them.	Grammatical cohesion – Con.
	Teachers can give friendly advice and suggestion and lead <u>the students</u> in other forms, ...	Grammatical cohesion – Ref.
	... I disagree with <u>the statement</u> of 'Should teachers be friends with their students?'	Grammatical cohesion – Ref.
7	In my opinion, there should be a close relation between students and teachers to help solve <u>their</u> problems, ...	Grammatical cohesion – Ref.
	Bullying is common to those students who are isolated and whose teachers are not familiar with them. The teachers might think it will not happen in their classroom since they hope <u>all of them</u> are clever.	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	Teachers who are friends with students can notice their behaviour and check if they are being bullied or they bully others. So, in order to reduce bullying, <u>that</u> might be a good way to maintain.	Grammatical cohesion – Ref.
	It is obvious that students' problems can be solved, <u>they</u> can ask what they do not understand ...	Grammatical cohesion – Con.
	Hoping that <u>students</u> will be <u>more enjoyable</u> at schools, ...	Lexical cohesion – Col.
8	Today, there is much <u>discussion</u> to whether teachers should be friends with their students or not.	Lexical cohesion – Col.
	Today, there is much discussion to whether teachers should be friends with their students or not. Some people view <u>that statement</u> as a favourable thing while others ...	Grammatical cohesion – Ref.
	For example, they will even hesitate to ask teachers something they do not understand ... On the other hand, others are strongly against <u>this idea</u> .	Grammatical cohesion – Ref.
	They point out that students will not pay their respect to teachers or will not <u>accept obedience</u> if teachers seem friendly more than <u>that</u> is necessary.	Lexical cohesion – Col.
	They point out that students will not pay their respect to teachers or will not <u>accept obedience</u> if teachers seem friendly more than <u>that</u> is necessary.	Grammatical cohesion – Ref.
9	Most people <u>agree that</u> the friendship between friends and students	Lexical cohesion – Col.
	Firstly, some teachers give more chances to their beloved and outstanding <u>students, like</u> to go outside or to go shopping, etc.	Grammatical cohesion – Con.
	So, some students are very pitiful and they admire their relationships between <u>them</u> .	Grammatical cohesion – Ref.
	So, some students are very pitiful and they admire their relationships between them. So, teachers should keep privacy with <u>their children</u> .	Grammatical cohesion – Ref.
10	I agree with the statement that <u>teacher</u> should be friends with their students.	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	Positive and supportive relationships between students and <u>teacher</u> ultimately increase ...	Grammatical cohesion – Ref.
	... motivate <u>students they</u> are self-confidence in their ability ...	Grammatical cohesion – Con.
	It will take a significant time and effort to build a positive <u>relationship teacher-student</u> ...	Lexical cohesion – Col.
11	... many stories that we have heard or read or encountered personally about <u>teachers and student</u> relationship.	Grammatical cohesion – Ref.
	... <u>afraid about</u> asking questions...	Lexical cohesion – Col.
	Teachers have an important role in building the personality of <u>students</u> and the relationship they develop with them determines <u>the student's</u> academic and personal growth,	Grammatical cohesion – Ref.
	Being friends with teachers can create a better learning environment where <u>the student</u> feels free to ask whatever he wants to.	Grammatical cohesion – Ref.
	... a student teacher relationship is of utmost importance which needs to be looked after properly so that <u>young children</u> could grow up ...	Grammatical cohesion – Ref.
12	The first one is that <u>it</u> will make our school life more enjoyable. <u>It</u> will make us enjoy the class more ...	Grammatical cohesion – Ref.
	... make us enjoy the class <u>more, which</u> allows us to learn more effectively.	Grammatical cohesion – Con.
	When <u>a teacher</u> becomes a friend to a student, <u>they</u> influence that student in and out of the classroom.	Grammatical cohesion – Ref.
13	But the most important thing is in any kind of relationship teachers and students have, <u>student</u> must pay respect to the teachers.	Grammatical cohesion – Ref.
	... there are topics that are inappropriate for teachers to share with students and such sharing can undermine <u>learning relationships</u> in the classroom, ...	Lexical cohesion – Col.
	... there are topics that are inappropriate for <u>teachers</u> to share with <u>students</u> and such sharing can undermine learning relationships in the classroom, even when <u>the teacher</u> is already very familiar with <u>the student</u> and his family.	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	But <u>students</u> prefer teachers to be <u>adult</u> , ...	Grammatical cohesion – Ref.
14	Firstly, being friends between <u>the teacher</u> and students make their relationship stronger ...	Grammatical cohesion – Ref.
	<u>The teachers</u> were also unapproachable to their students.	Grammatical cohesion – Ref.
15	<u>Teacher</u> is a <u>professional career</u> ...	Lexical cohesion – Rei.
	... we have to make sure to know the difference between ‘friendly’ and ‘ <u>friend</u> ’.	Lexical cohesion – Col.
	However, they remain as <u>teacher</u> and students,	Grammatical cohesion – Ref.
	However, they remain as teacher and <u>students not</u> true friends or ...	Grammatical cohesion – Con.
	There are also age difference between students and <u>teacher</u> .	Grammatical cohesion – Ref.
	... there are religious aspects <u>such that</u> we must respect ...	Grammatical cohesion – Con.
	... that is a good thing as long as students don’t <u>misbehave their teachers</u> .	Lexical cohesion – Col.
16	Even though we don’t say much, we <u>live up to our teachers</u> ...	Lexical cohesion – Col.
	It’s difficult to ask <u>the teachers</u> who ... We’re scared if we annoy <u>her</u> for those purposes and reasons, we couldn’t ask <u>her</u> the lessons.	Grammatical cohesion – Ref.
	... we have to be <u>in terms with</u> teachers when ...	Lexical cohesion – Col.
	...in terms with <u>teachers</u> when <u>she’s</u> lecturing too.	Grammatical cohesion – Ref.
	During <u>her</u> teaching periods, we might lose our concentration because we’re focusing too much on the fact that we’re not friends with <u>him or her</u> .	Grammatical cohesion – Ref.
17	This is why <u>student’s</u> should be friends with <u>their teachers</u> while at school.	Grammatical cohesion – Ref.
	There’s a certain distance between teachers and students <u>that</u> is difficult to close even after graduation.	Grammatical cohesion – Con.

Text	Errors in the sentences	Type of cohesion
	However, there is no possibility of romantic interaction between the two, <u>which</u> explains why their relationship is possible.	Grammatical cohesion – Con.
18	<u>Not only</u> with those people <u>but also</u> we have to be familiar with the faculty ...	Grammatical cohesion – Con.
	The reason that I give you are quite simple: to become easier to talk, to be able to enjoy the class more effectively, to become easier to know for teachers if <u>the student</u> is going through a difficult time.	Grammatical cohesion – Ref.
19	The student must know that <u>you</u> care about them personally and it is okay to make a mistake.	Grammatical cohesion – Ref.
	The student must know that you care about them personally and it is okay to make a mistake. It is okay to be <u>themselves</u>	Grammatical cohesion – Ref.
20	Establishing a friendly relationship with <u>their teachers</u> helps <u>a student</u> more comfortable and safe in <u>their classroom environments</u> .	Grammatical cohesion – Ref.
	Teachers and students can't survive without one another since there would be no teacher without any student. Based on <u>this special relationship</u> , a certain expectation has been developed ...	Grammatical cohesion – Ref.
	On the surface, the main aspect of this relationship has been founded, typically on responsibility and obligation that <u>these individuals</u> feel ...	Grammatical cohesion – Ref.
	Through many of our experiences that each of us had during our school days and many stories we've heard about teachers and students show us that a good relationship turn <u>them</u> around and changed <u>their life</u> . <u>They</u> dare to tell the teachers their difficulties ...	Grammatical cohesion – Ref.
21	Therefore, it is important to establish the great relationship between teachers and students <u>that</u> they do affect ...	Grammatical cohesion – Con.
	If the teacher remains friendly with <u>a student</u> , <u>students</u> will find easy to ask ...	Grammatical cohesion – Ref.
	Secondly, teachers help students to <u>build character</u> ...	Lexical cohesion – Col.

Text	Errors in the sentences	Type of cohesion
	For example, <u>teachers</u> give every student <u>his cell phone number</u> and insist <u>they</u> to contact ...	Grammatical cohesion – Ref.
	... <u>teacher</u> should allow students to call by <u>his or her first name</u> ...	Grammatical cohesion – Ref.
	... teacher should help <u>a student</u> to build <u>their own character</u> .	Grammatical cohesion – Ref.
22	... friendships are one of the most unforgettable memories of being a student but the life of students would be a lot better if you are friend with a teacher. <u>Because</u> only the special ones are friends ...	Grammatical cohesion – Con.
23	The teacher's job is to be sure that <u>the student</u> , to the best of his ability,	Grammatical cohesion – Ref.
	A teacher can be friendly with a student, but <u>they</u> can't be friends. Although <u>they</u> can't be friends, <u>they</u> should have strong relationship in order to be more effective in <u>their teaching roles</u> .	Grammatical cohesion – Ref.
	If <u>a student</u> is having trouble at home ... In this way, <u>they</u> can be more friendly and <u>it</u> can help students in their learning.	Grammatical cohesion – Ref.
24	Based on <u>the student</u> and subject to teach, there are several barriers exist between teachers and <u>students</u> .	Grammatical cohesion – Ref.
	Without being friends, <u>a teacher</u> can guide <u>their students</u> .	Grammatical cohesion – Ref.
	In these cases, several students prefer friendly <u>teachers those who</u> they look up to with full respect.	Grammatical cohesion – Ref.
25	Therefore, teachers should be friends with <u>their students</u> to know <u>their pupils'</u> problems in studying ...	Lexical cohesion – Rei.
	... many students who have a lot of secrets that cannot be told to their parents. At that time, they can tell and ask for advice to teacher for their personal cases if teachers are friends with <u>you</u> .	Grammatical cohesion – Ref.
26	According to this title, I would like to highlight the gap between <u>the teachers and students</u> .	Grammatical cohesion – Ref.
	As we know, today's <u>education system</u> is CCA, <u>Child Centre Approach</u> .	Lexical cohesion – Col.

Text	Errors in the sentences	Type of cohesion
27	In every society, <u>education especially schools</u> are very important ...	Lexical cohesion – Col.
28	I prefer when <u>teachers the students</u> become friends and get close relation.	Grammatical cohesion – Con.
	It also makes the students enjoy the class more <u>which</u> allows ...	Grammatical cohesion – Con.
	It also makes the students enjoy the class more which allows <u>us</u> to learn more effectively.	Grammatical cohesion – Ref.
	Since we have to spend most of our time at school, the time we meet with the teachers is more <u>that</u> the time with our family.	Grammatical cohesion – Con.
	If we are unhappy, we will feel stress and ... If we become friends, <u>they</u> can care about us ...	Grammatical cohesion – Ref.
29	Some spoken or unspoken rules and systems have been established between those two individuals <u>which</u> exist till now.	Grammatical cohesion – Ref.
	Teachers need to value and care for their students. <u>Because</u> a student would work better in class ...	Grammatical cohesion – Con.
	Because <u>a student</u> would work better in class if <u>they</u> felt that their teacher valued ...	Grammatical cohesion – Ref.
30	At that time, <u>unexpected and dangerous situations</u> will be faced. To avoid <u>that situations</u> ...	Grammatical cohesion – Ref.
	... a professional teacher ... a good friend with <u>students</u> . She knows how to approach to <u>their pupils</u> .	Grammatical cohesion – Ref.
31	So, I think if <u>the teachers</u> and students become friends, students will show their heart openly to <u>the teachers</u> and so <u>teachers</u> will understand their feelings.	Grammatical cohesion – Ref.
	Thirdly, there are many students who have a lot of secrets that cannot be told to their parents. At that time, <u>they</u> can tell and ask for advice to teachers for <u>their personal cases</u> if teachers are friends with <u>you</u> .	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
32	... <u>student</u> can reduce <u>their stress</u>	Grammatical cohesion – Ref.
	Teenagers cannot obey rules and discipline, but they look for the one who can control them by understanding, sharing and caring. Being friend with students can give <u>them</u> a chance to open their problems.	Grammatical cohesion – Ref.
	<u>Students</u> worship their <u>teachers</u> now and ever, but <u>they</u> need to love, believe and think like a friend to throw away <u>their nonsense fear</u> .	Grammatical cohesion – Ref.
33	We sometimes feel afraid to question <u>the teacher</u> just because <u>teachers</u> might be angry with us for not listening to <u>them</u> while <u>she or he</u> is teaching ... But if we become friends with <u>the teacher</u> , ...	Grammatical cohesion – Ref.
	Therefore, I absolutely find <u>it</u> great that teacher should be friends with their students.	Grammatical cohesion – Ref.
34	Therefore, teachers are another side of students who know all the good and bad things about <u>them</u> .	Grammatical cohesion – Ref.
35	Nowadays, our learning style is becoming open to share and observe our <u>ideas creativities</u> * (creativity is an uncountable noun.)	Grammatical cohesion – Con.
	... teachers usually give the way to shape their students' desire via their friendly relationship. There is no need to follow the teachers' method but <u>they</u> can obtain the hints that <u>they</u> apply to be successful in <u>their lessons</u> .	Grammatical cohesion – Ref.
	They can give what is right or wrong to <u>their students</u> , help <u>your students</u> , counsel the <u>student</u> .	Grammatical cohesion – Ref.
	The more <u>teachers</u> try to be friends with <u>students</u> , the more <u>the students</u> give no respect. So <u>students</u> obey <u>the teachers'</u> speeches ...	Grammatical cohesion – Ref.
	So students <u>obey</u> the teachers' <u>speeches</u> ...	Grammatical cohesion – Ref.
36	And the students will be happy and enjoy the class because they are learning from people who <u>you</u> know and respect.	Grammatical cohesion – Ref.
	Teachers can know more about <u>their students</u> and <u>students</u> can feel comfortable	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	Teachers can know more about their students and students can <u>feel</u> comfortable and less <u>stressful</u> ...	Lexical cohesion – Col.
37	<u>Students</u> are encouraged to respect their teachers and emulate them. Teachers play important roles in molding <u>student's</u> personality ...	Grammatical cohesion – Ref.
38	I have seen many relationships between teachers and students <u>which</u> is so close ...	Grammatical cohesion – Con.
	Thus, students hardly ever skip the class <u>but only</u> they have something important to do ...	Grammatical cohesion – Con.
	We sometimes feel afraid to question <u>the teacher</u> just because <u>teachers</u> might be angry with us for not listening to them while <u>he</u> or <u>she</u> is teaching ...	Grammatical cohesion – Ref.
39	On the other hand, I <u>do friends</u> who have remained in contact with their teachers.	Lexical cohesion – Col.
	They often get coffee and chat. However, there is no possibility of romantic interaction between <u>the two</u> , ...	Grammatical cohesion – Ref.
40	The relationship between a <u>teacher</u> and his students is one of the most influential factors in a learning environment. Interactions between <u>teacher and student</u> are not only affected by many factors but in turn affect behaviour and academic outcomes of <u>students</u> .	Grammatical cohesion – Ref.
	The most effective way for <u>the students</u> in learning is having close relation with <u>their teachers</u> . Positive and supportive relationships between <u>students and teacher</u> ...	Grammatical cohesion – Ref.
	For example, in classroom, the students may not follow the rules and regulations and they may be reckless and restless. <u>They</u> may not respect more than <u>they</u> should be because <u>they</u> are friendly. Therefore, the formation of a classroom and the relation between <u>them</u> may become fade away.	Grammatical cohesion – Ref.
41	It will ok if teacher try to be students' friend. When they befriend <u>you</u> , they are easier to talk to, they understand <u>their students</u> more, ...	Grammatical cohesion – Ref.
	And also, having friendly teachers makes the task of going to school a lot less painful, since not only you are connecting with your friends sitting next to you, but also the one at the front of the class. Then, <u>it</u> makes <u>you</u> to care	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	more about <u>you</u> since <u>they</u> know you a different level.	
	Students can be more comfortable to discuss and ask the problems and matters to <u>the teachers</u> . Therefore, in my opinion, <u>teachers</u> should be friends with their students.	Grammatical cohesion – Ref.
42	If teachers have close relation with their students, <u>they</u> will be <u>the trusted person</u> who the students need.	Grammatical cohesion – Ref.
	As teachers have more experiences about life than <u>the students</u> , teacher can advise what to do ... So, <u>students</u> will not be in danger.	Grammatical cohesion – Ref.
43	First of all, if a <u>teacher</u> has a very deep relationship with a student, there may be some common cases such as <u>teacher</u> give ...	Grammatical cohesion – Ref.
	<u>But</u> they should have balance and boundaries in their relationship <u>otherwise</u> the students may feel ...	Grammatical cohesion – Con.
44	Teachers can tell jokes during lessons so that students will not <u>feel strict</u> ...	Lexical cohesion – Col.
	<u>Teachers</u> can tell jokes during lessons so that students will not feel strict and they can pay more attention to <u>the teacher's</u> words.	Grammatical cohesion – Ref.
	For example, if a <u>student</u> have a predicament, <u>they</u> can be frankly ...	Grammatical cohesion – Ref.
	A friendly teacher can boost student's personal development.	Grammatical cohesion – Ref.
	A friendly teacher never blatantly criticizes <u>a student</u> in class to humiliate him or her. A friendly teacher is always gentle with <u>them</u> .	Grammatical cohesion – Ref.
45	Teachers have to spend mostly half of their life time with <u>students</u> . <u>which</u> leads to having a close relationship ...	Grammatical cohesion – Con.
	Students even try to skip classes of strict <u>teachers</u> . Furthermore, they also don't like <u>that kind of teachers</u> and feel uneasy learning with <u>that teacher</u> .	Grammatical cohesion – Ref.
46	The first point is that <u>it</u> can improve the learning process. By being friends, <u>it</u> does not need to afraid of teachers to ask again ...	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	The first point is that it can improve the learning process. By being friends, it does not need to afraid of teachers to ask again the lessons that <u>they</u> don't understand. <u>They</u> will get a clear explanation upon <u>their lectures</u> .	Grammatical cohesion – Ref.
47	Teachers are the second parents for <u>the students</u> . <u>Students</u> get more touches with teachers ...	Grammatical cohesion – Ref.
	So, they get to <u>learn about the studies</u> ...	Lexical cohesion – Col.
	This shows the strong reason for <u>the teachers</u> and students to be more friendly. There are three main reasons why <u>teachers</u> should be friends with their students.	Grammatical cohesion – Ref.
	<u>Teachers</u> need to prevent <u>the students</u> from getting out too much during the class time by creating warm and interesting classroom environment for both sides. Getting a warm and friendly relation with <u>the teacher</u> makes <u>the student</u> more flexible ...	Grammatical cohesion – Ref.
	Secondly, being friendly with <u>the students</u> makes <u>the student</u> ...	Grammatical cohesion – Ref.
	If students feel afraid of <u>the teacher</u> , this can lead to the distance between students and <u>teachers</u> .	Grammatical cohesion – Ref.
	When their teachers and <u>the students</u> are getting more friendly, <u>students</u> will discuss and participate in discussion more and more.	Grammatical cohesion – Ref.
	All in all, <u>teachers</u> can show the brightest future for <u>the students</u> and <u>students</u> have already owned gratitude to <u>the teacher</u> .	Grammatical cohesion – Ref.
48	... they teach or learn the same subject, they come to the same university or school, therefore teachers should be more like friends with their students. There are three reasons why I agree with <u>that</u> .	Grammatical cohesion – Ref.
	Firstly, teacher should be friends with their students because <u>they</u> are on the same boat ...	Grammatical cohesion – Ref.
	Therefore, <u>teacher</u> are also not reaching to the end although <u>they</u> are several steps ahead of the students.	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
50	The first reason is that when they befriend <u>you</u> , they are easier to talk to, they understand their students more, ...	Grammatical cohesion – Ref.
	The first reason is that when they befriend you, they are easier to talk to, they understand their students more, <u>it</u> can even make learning more fun.	Grammatical cohesion – Ref.
	For school lessons, it is not important whether students and teachers are friends or not. But for life experiences, <u>they</u> need to be friends with students.	Grammatical cohesion – Ref.
51	If teachers give friendship relation the students, <u>they</u> may be <u>open relation</u> .	Lexical cohesion – Col.
	Friendship is a warm <u>relationship</u> , <u>it</u> is not rude.	Grammatical cohesion – Con.
	A person would say about <u>him</u> to familiar person than normal relation. Nowadays, <u>the students'</u> thoughts and <u>teacher's</u> ones ...	Grammatical cohesion – Ref.
	Nowadays, the students' thoughts and teacher's ones are different <u>because</u> the generation gap.	Grammatical cohesion – Ref.
	If the teachers are friend with their student, they can know all about them. The students will tell their difficulties to <u>the teacher</u> because they are also friends.	Grammatical cohesion – Ref.
	Friendship is a close connection between <u>teachers</u> and <u>students</u> . <u>The teacher</u> can help <u>the student's</u> problems.	Grammatical cohesion – Ref.
	<u>The students</u> will pay more respects to their teachers because <u>he/she</u> understand the problems of them. They will love <u>their teacher</u> like their family.	Grammatical cohesion – Ref.
52	From my point of view, I partly agree with <u>this statement</u> .	Grammatical cohesion – Ref.
	Thus, students can easily tell their problems to <u>the teachers</u> . Vice versa, <u>teachers</u> get a change to perform a good relation with students.	Grammatical cohesion – Ref.
	In the classroom, students will not pay attention to <u>the teachers</u> and they will do whatever they want instead of listening carefully to what <u>the teacher</u> says.	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	Besides, teachers need to adjust the relation according to <u>the student's</u> type. If <u>the student</u> is bad and unclear, ...	Grammatical cohesion – Ref.
53	By letting the students communicate openly, they will not have fear or hesitate to <u>talk their ideas loud</u> ...	Lexical cohesion – Col.
	By letting the students communicate openly, they will not have fear or hesitate to talk their ideas loud since everyone is comfortable talking everything to his or her friend. The duty of a teacher is not all about lecturing the lessons but also about making sure if <u>they</u> actually get the ideas. With the open communication, mentors can make sure if their methods have good effects on <u>their</u> learning.	Grammatical cohesion – Ref.
	I think it is great for teachers to be friends with <u>their students</u> because of open communication and comfortable atmosphere they can create for <u>their learners</u> .	Grammatical cohesion – Ref.
54	For example, they should figure out what kinds of morality students have toward their teaching styles so that they can decide on whether to change their ways of teaching or to improve them. <u>This</u> can also be effective for students' development on their respective skills.	Grammatical cohesion – Ref.
	Second, if <u>teachers</u> make friends with students, they can communicate each other more. To give an example, if <u>the teacher</u> is scary and inflexible, ...	Grammatical cohesion – Ref.
	Teachers should also know about <u>a student's</u> family background before giving a punishment to <u>them</u> .	Grammatical cohesion – Ref.
55	So, teachers are no longer <u>feeling rigid and stressful</u> to ask any question ...	Grammatical cohesion – Ref.
	So, teachers are no longer feeling rigid and stressful to ask any question ... Nevertheless, some people misunderstand <u>this</u> with communicating teachers without respect and politeness, like their some-aged peers. <u>This</u> can be found in most of the children who go to the international school ...	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	Therefore, teachers have to create comfortable atmosphere around <u>the students</u> in the class. In vice versa, <u>students</u> should have polite manners and attitudes ...	Grammatical cohesion – Ref.
	... building the good and enjoyable class periods is totally based on the mutual participation between teachers and students. Therefore, we all need to consider <u>this feature</u> for the sake of creating ...	Grammatical cohesion – Ref.
56	The first one is that <u>teacher</u> can communicate with <u>their students</u> ...	Grammatical cohesion – Ref.
	If <u>the teachers</u> are not friends with their students, they can't get help from their students and <u>teachers</u> can be punished ...	Grammatical cohesion – Ref.
	The second reason is that if the teachers are friends with <u>their students</u> , they can get the familiarity with <u>their pupils</u> ...	Grammatical cohesion – Ref.
	The last one is that if the teachers are friends with their students, in teaching, teacher and students are flexible and <u>it's</u> happy because they both are familiar and ...	Grammatical cohesion – Ref.
57	In my opinion, teachers should be friends with their friends.	Grammatical cohesion – Ref.
58	The first reason is because of the age gap. It is difficult to communicate <u>her</u> in a friendly way. Some jokes of today are not funny for <u>them</u> .	Grammatical cohesion – Ref.
	As <u>teachers</u> are mature enough, slangs can be used and instead of speaking with <u>her</u> ...	Grammatical cohesion – Ref.
	The second reason is a guidance from <u>teacher</u> . If we are friends with <u>teachers</u> , we can keep away from matters like tutorials and assignments. We will act bad to <u>her or him</u> , if <u>he or she</u> doesn't allow ...	Grammatical cohesion – Ref.
59	For example, a teacher is strict and is not friendly with her students although she is good at teaching. At the time, <u>her students</u> feel afraid of <u>her teacher</u> .	Grammatical cohesion – Ref.
60	If the teachers don't know about their students very well, there will be conflicts among <u>them</u> and <u>they'll</u> be hesitant to solve the conflicts as <u>they</u> don't know very much each other's personality. The second reason why I agree is if	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	<u>they</u> know very well, <u>they</u> can discuss not only <u>their lessons</u> but also <u>their problems</u> such as family, friend or relationship and can give great suggestions to <u>the students</u> .	
61	If only there is a close relationship between <u>teachers and students</u> , <u>we</u> can freely let our problems like personal problems, family case, studying ...	Grammatical cohesion – Ref.
	<u>They</u> also regard as <u>their own children</u> and let <u>the students</u> know	Grammatical cohesion – Ref.
62	In my opinion, teachers should not be friends with <u>the students</u> . However, teachers should treat <u>the students</u> friendly and frankly. By this way, <u>students</u> can tell their difficulties ...	Grammatical cohesion – Ref.
	Beside, when the teachers scold <u>the students</u> , they may not follow the rules. Then, <u>students</u> will not afraid ...	Grammatical cohesion – Ref.
63	And they can get the beneficial ideas and ways from teachers when teachers are <u>the friends</u> with students.	Grammatical cohesion – Ref.
	... when students have <u>some problems</u> among them, they can tell <u>this</u> to the teachers ...	Grammatical cohesion – Ref.
	... when students have some problems among them, they can tell this to <u>the teachers</u> and at that time, <u>teachers</u> will solve the problems ...	Grammatical cohesion – Ref.
	The last one is that students can discuss about their future career with the teacher. <u>Because</u> teachers have many experiences ...	Grammatical cohesion – Con.
	The last one is that students can discuss about their future career with <u>the teacher</u> . Because <u>teachers</u> have many experiences ...	Grammatical cohesion – Ref.
64	In the realm of education, if teachers and students are not close enough, it will be a big barer to improve students' level. For example, if students are afraid of <u>the teachers</u> and they dare not ...	Grammatical cohesion – Ref.
65	Adults are in positions of authority, and this asserts greater influence on children <u>that</u> it does on the other adults.	Grammatical cohesion – Con.

Text	Errors in the sentences	Type of cohesion
	We forget sometimes <u>that</u> , while different from the teacher-student relationship ...	Grammatical cohesion – Ref.
66	Therefore, I think teachers should be friends with their students for three different reasons. The first one is that <u>the students</u> will be happy and comfortable at the periods of <u>the teachers</u> who they can behave like a friend.	Grammatical cohesion – Ref.
	By hearing <u>that things</u> from the students, ...	Grammatical cohesion – Ref.
	Being friendly with the students, they will tell their feelings and difficulties that they cannot tell to their friends or families. By hearing that things from the students, <u>the teacher</u> will understand them. However, <u>the teachers</u> should behave ...	Grammatical cohesion – Ref.
67	And for students, they can speak out their teenage problems to their teachers and get the best ideas from them by asking for help. Only if teachers are flexible and understand well to their pupils, <u>it</u> can create <u>this situation</u> .	Grammatical cohesion – Ref.
	... only if teachers have close relationship with students, the class period may get fun. As a result, the school lessons can advance and <u>it</u> will be no delay about <u>that</u> .	Grammatical cohesion – Ref.
	In conclusion, there are a lot of advantages if the relationship between teachers and students come closer. Both sides can get advantages but no almost weakness at all and so <u>it</u> can build a perfect win-win situation.	Grammatical cohesion – Ref.
68	It is because there are both advantages and disadvantages. But from my point of view, I would like to state that it is okay for teachers to be friends with <u>the students</u> ...	Grammatical cohesion – Ref.
	Alternatively, if <u>the teacher</u> does not try to get close with his/her students and the students are reluctant to talk to <u>teacher</u> ...	Grammatical cohesion – Ref.
	Alternatively, if the teacher does not try to get close with his/her students and the students are reluctant to talk to teacher, how can they openly discuss about the solutions to the problems in the class of <u>the student's</u> personal life.	Grammatical cohesion – Ref.

Text	Errors in the sentences	Type of cohesion
	Alternatively, if the teacher does not try to get close with his/her students and the students are reluctant to talk to <u>teacher</u> , <u>how</u> can they openly discuss about the solutions to the problems in the class of the student's personal life.	Grammatical cohesion – Con.
69	When teachers are friends with their students, the students will tell their problems, like social problems or family problems openly. If so, as a teacher, she knows about <u>their problems</u> and will find solution for them and she can give the best advice to <u>them</u> . Moreover, teachers can protect <u>them</u> more than before, and they can also reduce the crimes.	Grammatical cohesion – Ref.

Findings and discussion

The findings of the paper followed by the discussion are given in this section. The following table shows errors which are related to different types of cohesion found in argumentative texts written by third year English specialization students at YUFL.

Table 2: Errors related to cohesion in argumentative texts written by third year students

Texts	Grammatical cohesion				Lexical cohesion		Total
	Reference (Ref.)	Substitution (Sub.)	Ellipsis (Ell.)	Conjunction (Con.)	Reiteration (Rei.)	Collocation (Col.)	
1	2					2	4
2	1			1			2
3	3			1			4
4	3						3
5	1						1
6	2			1			3
7	3			1		1	5
8	3					2	5
9	2			1		1	4
10	2			1		1	4

Texts	Grammatical cohesion				Lexical cohesion		Total
	Reference (Ref.)	Substitution (Sub.)	Ellipsis (Ell.)	Conjunction (Con.)	Reiteration (Rei.)	Collocation (Col.)	
11	4					1	5
12	2			1			3
13	3					1	4
14	2						2
15	2			2	1	2	7
16	3					2	5
17	1			2			3
18	1			1			2
19	2						2
20	4						4
21	4			1		1	6
22				1			1
23	3						3
24	3						3
25	1				1		2
26	1					1	2
27						1	1
28	2			3			5
29	2			1			3
30	2						2
31	2						2
32	3						3
33	2						2
34	1						1
35	4			1			4
36	2					1	3
37	1						1

Texts	Grammatical cohesion				Lexical cohesion		Total
	Reference (Ref.)	Substitution (Sub.)	Ellipsis (Ell.)	Conjunction (Con.)	Reiteration (Rei.)	Collocation (Col.)	
38	1			2			3
39	1					1	2
40	3						3
41	3						3
42	2						2
43	1			1			2
44	4					1	5
45	1			1			2
46	2						2
47	7					1	8
48	3						3
49							0
50	3						3
51	5			1		1	7
52	4						4
53	2					1	3
54	3						3
55	4						4
56	4						4
57	1						1
58	3						3
59	1						1
60	1						1
61	2						2
62	2						2
63	4			1			5
64	1						1
65	1			1			2
66	3						3
67	3						3
68	3			1			4
69	1						1
Total	158			27	2	22	209

The results in the table above show that the students mostly made errors which are concerned with reference. Moreover, infrequent errors concerned with conjunction, reiteration and collocation can also be found.

The following figure shows the percentage of errors which are concerned with six different types of cohesion.

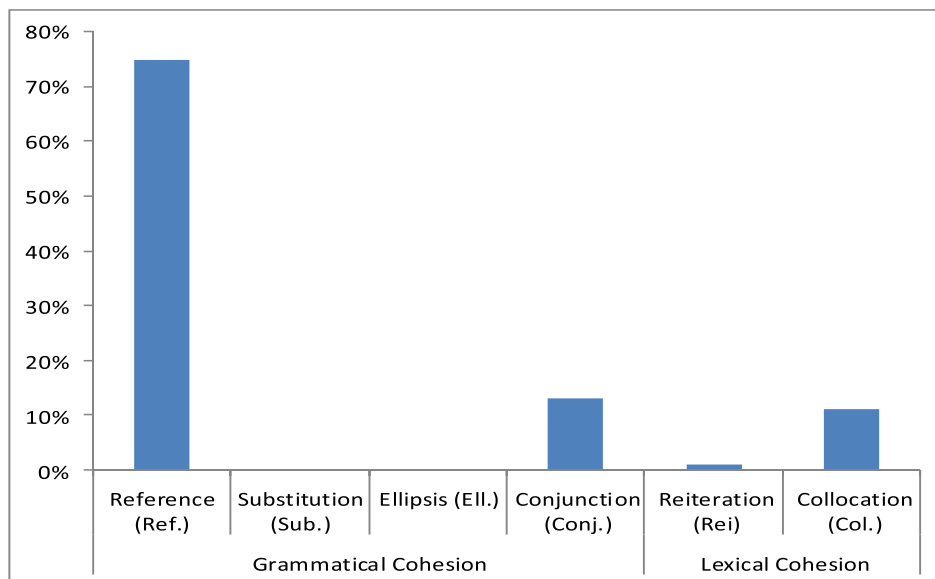


Figure 1 : The percentage of errors concerned with six different types of cohesion in the argumentative texts

The results show that third year students specializing in English at YUFL have problems with the use of cohesion in their writing. The findings also reveal that the errors made by the students are related to types of cohesion: reference, conjunction, reiteration and collocation. It is found that errors of reference are the most frequent whereas errors of conjunction, reiteration and collocation are the least frequent in the students' writing. Errors of substitution and ellipsis are not found in the texts written by the students.

In the texts analyzed, the students cannot use reference appropriately. The following examples show the errors of reference made by the students.

Example 1 – Like the teachers can understand students more and find better ways to approach them, students can be motivated and confident to talk to teachers. (Text – 1)

Example 2 – So, student can share anything from them ... (Text – 3)

Example 3 – Being friendly with the students, they will tell their feelings and difficulties that they cannot tell to their friends or families. By hearing that things from the students, the teacher will understand them. However, the teachers should behave ... (Text – 66)

The examples above show that the students cannot use appropriate reference. The use of definite article 'the' in 'the teachers' in example – 1 indicates a specific group of teachers but the use of 'teachers' in the same line makes the reader get lost in retrieving the reference. In example – 2, there is no relationship between the noun 'student' and the pronoun 'them'. So, the reader finds difficulties in relating the noun 'student' and the pronoun 'them'. Moreover, the overuse of the definite article in example – 3 makes the reader confused because the reader does not know which teacher is focused in the sentence.

It is said that the students' error of reference in the texts can be misleading in understanding the meaning in the texts. Moreover, the reader can get lost while reading the texts due to the inappropriate use of reference. In the sentences, the students sometimes overuse indefinite and definite articles. However, they do not use these articles where necessary. Therefore, it is assumed that the students need to learn the use of indefinite and definite articles intensively.

The findings show that infrequent errors of conjunction in the students' written texts. It is assumed that the students can link the sentences logically using appropriate conjunctions. Moreover, infrequent errors of collocation can be found in the texts. The errors concerning collocation can be found in the sentences like 'Teacher is a profession career...'. '... students will not feel strict ...'. Errors of collocation suggest that the students should learn collocated words and use them in their writing. The errors of substitution and ellipsis are not found in the texts as the texts analyzed in the present paper are written texts and the use of substitution and ellipsis is frequently found in spoken texts.

Conclusion

The present paper aims to analyze the argumentative texts written by the third year English specialization students at YUFL. The errors of cohesion in the texts are analyzed using the framework of Halliday and Hassan (1976). The findings show that the errors of reference, conjunction, reiteration and collocation are found in the students' written texts. The errors of reference are the most frequent while errors of conjunction, reiteration and collocation are infrequent. On the other hand, the errors of substitution and ellipsis are not found in the texts.

Based on the frequent errors made by the students in the use cohesion in their writing, there are recommendations as follows:

- (1) The teacher should prepare some written texts consisted of errors and ask students to find errors concerned with reference, conjunction, substitution, ellipsis, reiteration and conjunction in the given texts.
- (2) The teacher should give students more practice in writing and give prompt feedbacks to them. The findings in the present study show the errors made by students in their writing. Therefore, it is hoped that the findings in the present paper help the teacher in teaching writing. Moreover, further research could be done by analyzing the texts written by students from different levels and comparing their performance in writing.

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