

**THE RELATIONSHIP BETWEEN THE USE OF COHESIVE DEVICES AND THE
QUALITY OF GRADE 12 FRENCH COMPOSITIONS IN ZAMBIA:
THE CASE OF CENTRAL PROVINCE**

By

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
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DECLARATION

I, **MAUREEN KOLOMWE**, do hereby declare that this dissertation represents my own work and that it has not been previously submitted for the award of a degree at this or any other University.

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APPROVAL

This dissertation of Maureen Kolomwe has been approved as partial fulfillment of the requirements for the award of Master of Arts in Linguistic Science by the University of Zambia.

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ABSTRACT

The study aimed at investigating the relationship between the use of cohesive devices and the quality of grade 12 French Compositions. Sixty Compositions were collected from Grade 12 pupils of French from five Secondary Schools. The objectives of the investigation were to establish the types of cohesive devices grade 12 pupils of French used and those they failed to use in their composition writing. The other objectives were to determine the challenges the grade 12 pupils of French faced in the use of cohesion, establish the thematic progression patterns and whether there was a relationship between the use of cohesive devices and the quality of grade 12 French Compositions. Halliday and Hasan (1976) Cohesion and Thematic Progression Theory were employed.

The findings were that pupils were able to use some grammatical and lexical cohesion. As regards grammatical reference, the pupils were able to use personal reference. In relation to conjunctions, the pupils were able to use additive and adversative conjunctions. In terms of lexical cohesion, the pupils were only able to use reiteration. The grammatical cohesion that they rarely used in their composition were substitution and ellipsis. Collocation was the lexical cohesion that was not used in the compositions. Concerning thematic progression that the grammatical and lexical cohesion provided, the study revealed that constant thematic progression was more predominant followed by linear thematic progression.

The study revealed substantial lexicon-grammatical mistakes that could have been due to ignorance of rules. The findings also indicated that Grade 12 pupils were incapable of using grammatical and lexical cohesion proficiently in their writing.

The study further revealed that there was a great relationship between the use of cohesive devices and the quality of grade 12 French Compositions. The pupils that performed better were those that used a variety of grammatical and lexical cohesion. Those that performed poorly were limited in the use of grammatical and lexical cohesion.

The study recommended that in order to help the pupils use grammatical and lexical cohesion in composition writing, teachers of French should change their teaching strategies of composition writing by incorporating a more precise plan for teaching the appropriate use of cohesion. They should put emphasis on teaching pronouns, references, conjunctions and other cohesive devices. Teachers should also use the most effective method of visual situations. In line with Thematic Progression, teachers should emphasise the correct use of Themes and Rheme patterning in composition writing.

DEDICATION

This dissertation is dedicated to my late mother Agness Nkonde Kolomwe, my late father Mr. Peter Wilson Kolomwe, my children Michael and Michelle Simamvwa and my siblings for their support, love and patience during my study period.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter examines the relationship between the use of cohesive devices and the quality of Grade 12 French Compositions with particular reference to grammatical, lexical cohesion and thematic progression. It looks at the grammatical and lexical cohesive devices grade 12 pupils of French use and those they fail to use in their composition writing. It also analyses the thematic progression patterns and challenges the grade 12 pupils of French face in the use of cohesion. The chapter begins with the background information on the teaching of French in Zambia, Composition writing and the use of cohesive devices in Composition. The chapter further explains the different meanings of Cohesion as stressed by different scholars. Thereafter the chapter provides information relating to the statement of the problem, aim of the study and significance of the study. It then provides the research objectives, research questions, theoretical framework, limitations, delimitations and definition of terms. It closes with a summary.

1.1 Background

French is one of the foreign languages taught and examined in secondary schools of Zambia. According to Chishiba et Manchishi (1998), it has been taught since 1953 as an optional subject in most schools. French is taught as a way of exposing learners to varying levels of linguistic and communicative aspects. The Educational Policy of (1992) states that French should be taught from Grade 8 to Grade 12 in Public Schools as an optional subject and be examinable at grade 9 and 12 levels.

In Central Province, and particularly Kabwe district, French has continued to be taught at senior level for examination purposes in five secondary schools namely: Bwacha Secondary School, Caritas Convent Secondary School, High ridge Secondary School, Kabwe Secondary School, and Kalonga Secondary School. Though these schools have opted to continue offering French, there has been a growing concern among the Ministry of Education, Central Province Education Office, Languages Teachers Association (LATAZ) officials and other stakeholders over the poor performance of Grade 12 candidates especially in French Composition. Reports of (2012/2013)

by the Examination Council of Zambia (ECZ) also reveal that Composition writing recorded the poorest results in Grade 12 French Examinations. The reports also pointed out that pupils of French were graduating from secondary school with grades that failed to reflect their academic language preparedness for college or university studies.

Composition is a process of putting words and sentences together in conventional patterns. It is a piece of writing formed by putting together the ideas one has on a subject. As an examination component, French composition tests how pupils organize their ideas, their writing skills and their linguistic ability. The French senior syllabus specifies that by the end of their grade 12, learners of French should be able to write their personal ideas, thoughts, opinions and knowledge with clarity and fluency. They should also be able to use a wide range of vocabulary and sentence structure for clarity and purpose.

Colman (1977) as quoted by Kalima (2012) explains that for a composition to be properly written, it must consider the three principles of composition writing. These include clustering or brainstorming, outlining and organization. Clustering is a principle where pupils are expected to connect ideas according to how they are related. It helps writers to see parts that need additional work or supporting details in order to boost the main ideas. The principle of organization looks at how the ideas are consolidated and how they flow. The ability to write a coherent text includes having knowledge on how to organize sentences and their parts, the capacity of arranging information and the capacity of structuring a text. These abilities relate to thematic organization, cohesion, style, register and logic. They also help to bring about pupils' experiential and interpersonal meanings into linear and coherent whole. Coherent writing can only become possible by proper use of cohesion (grammatical and /or lexical relationship between different elements of a text) and thematic progression which are fundamentals of written Discourse Analysis, the focus of this study.

Knowledge of Discourse Analysis is very important in composition writing in schools because it enables pupils to exploit different possible ways of arranging and using words, phrases and clauses in a sentence to suit the task at hand. Like Halliday and Hasan (1976) pointed out, the concept of cohesion is fundamental to understanding how language or /and written discourse functions or hangs together through the use of cohesive devices. They further explain that

cohesion is an important and main requirement in the production of good texts. It is through the facilitation of pupils in the use reference, substitution, ellipsis and lexical cohesion that their information organizational skills are enhanced. Cohesion, therefore, signifies grammatical and lexical relationship among different elements of a text.

Cohesion of a text, however, is not built simply by grammatical and lexical ties but also by the proper thematic progression patterns. There can never be cohesion of a text without proper thematic progression. Thematic Progression plays a major role in organizing the message and in enabling it to be communicated and understood clearly. One issue in pupils' cohesive writing is how they tackle thematic structure. Despite their importance in academic writing, elements of cohesion and thematic progression have rarely been researched especially among Grade 12 French students written compositions.

The status of French in Zambia has been a subject of debate for a considerable time now. This subject has been tackled from different perspectives with some researchers such as Lubinda (1977) and Chishiba (2008) coming up with different findings. In Applied Linguistics which deals with the learning and teaching language, the poor performance in Grade Twelve French composition has been attributed to school administrators' lack of interest in the subject. As regards to Linguistic Science, few researches have, however, been done on use of cohesive devices in Grade 12 pupils' French Composition writing. In view of this, it is important to establish whether there is a relationship between the use of cohesive devices and the quality of grade 12 pupils' French composition writing. The choice of the research has been motivated by not only the notice of the weak performance in composition writing by learners of French in Central province but also by the absence of real information on some difficulties that the Grade 12 pupils of French encounter in their written work. More to it has been the fact that few of our compatriots have taken interest in the discourse analysis of pupils' texts in French.

1.3 Statement of the Problem

Composition writing is one of the components that use the different types of cohesive devices in producing quality texts. In composition writing, cohesion needs to be utilized if one has to write a clear, plausible and comprehensive piece of writing. This however, has not been the case in the Grade 12 French pupils Composition writing. Examination Council Report (2013) reveals that

French Composition writing is one of the components where Grade 12 pupils in Zambia are performing poorly. Their poor performance could have been attributed to the inappropriate use of cohesive devices. Despite their importance in academic writing, elements of cohesion have rarely been researched especially among Grade 12 French students written texts. The lack of research on the use of cohesive devices made the researcher wonder whether the use of cohesive devices relates to the quality of Grade 12 pupils' French composition writing. Stated as a question, the problem under investigation is: Does the use of cohesive devices relate to the quality of Grade 12 pupils' French composition writing?

1.4 Aim of the Study

The aim of the study was to examine the relationship between the use of cohesive devices and the quality of Grade 12 pupils French Compositions.

1.5 Research Objectives

The study was guided by the following objectives:

1. To establish what types of cohesive devices Grade 12 pupils taking French use in their Compositions.
2. To establish what types of cohesive devices Grade 12 pupils taking French fail to use in their Compositions.
3. To establish what challenges, if any, the Grade 12 pupils of French encounter in using cohesion in their Compositions.
4. To determine whether there is any thematic progression used in the Grade 12 pupils' French compositions.
5. To determine whether the use of cohesive devices in the Grade 12 pupils' French compositions relates to the quality of their Compositions.

1.6 Research Questions

The Research questions mirrored the Research Objectives:

1. What types of cohesive devices do the Grade 12 pupils taking French use in their Compositions?
2. What types of cohesive devices do the Grade 12 pupils taking French fail to use in their Compositions?
3. What challenges, if any, do the Grade 12 pupils of French encounter in using cohesion in their Compositions?
4. What thematic progression, if any, do the Grade 12 French pupils use in their compositions?
5. Does the use of cohesive devices in the pupils' compositions relate to the quality of the Grade 12 French Compositions?

1.7 Significance of the Study

According to Locke & al (1987), the significance statement provides specific and accurate synopsis of the study. The study is expected to benefit both the teachers and the pupils. For those teachers who are not aware, it will make them aware of the students' difficulties and the importance of cohesion in writing. For the pupils, it will make them realize the importance of using cohesion in their writing. The analysis of cohesion in the pupils' French compositions will contribute to the available knowledge concerning the French mode of writing compositions specifically in the use of cohesive devices as these apply to writing strategies. It might also help the teachers change their approach to the teaching of Composition in general and organization skills in particular. It might in return provoke further studies to be conducted in other provinces.

1.8 Delimitation

This study was limited to five (5) Secondary Schools in Kabwe District in Central Province of Zambia. Those were the schools offering French to Grade12 pupils as an examinable subject.

1.9 Limitation

The Researcher was faced with some challenges in the collection of data due to time constraints. She did not also receive total support from teachers who construed the study as a means of measuring their inefficiencies. This could have been due to the prevailing situation on the poor French grade 12 result. However, with the help of the Language Heads of Department in these selected schools, the research was carried out.

1.10 Theoretical Framework

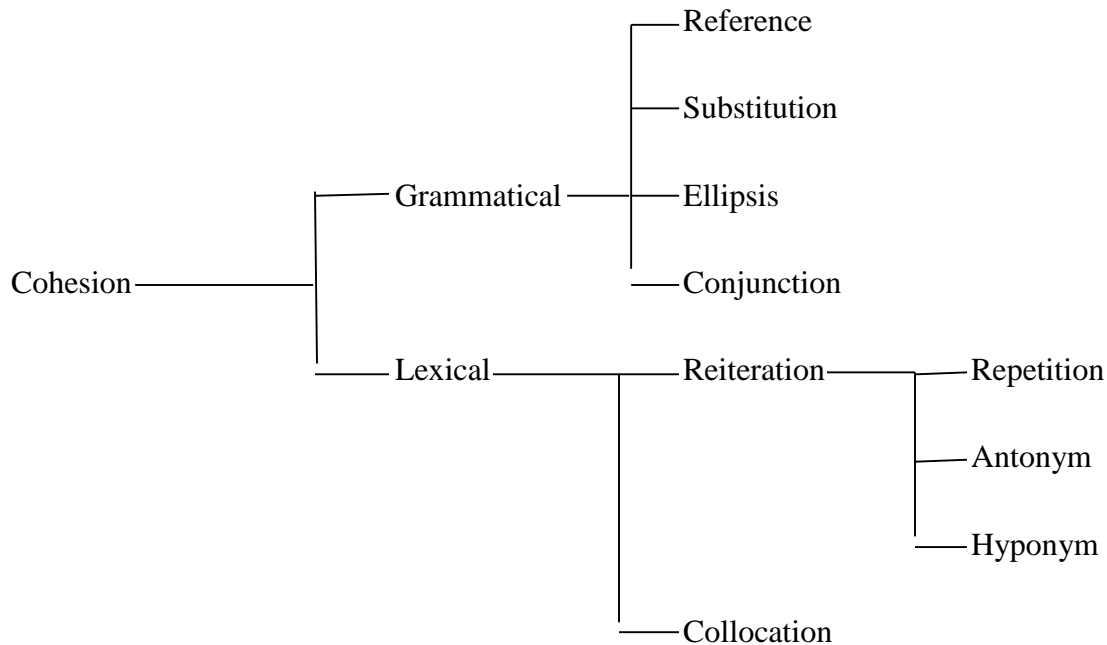
Despite there being many theories that can be used in textual discourse analysis, this study was guided by Halliday and Hasan's (1976) two theories namely: Cohesion theory and thematic progression theory because they are the most relevant for the purpose of this study. Cohesion theory presents the basic tools that determine whether or not sets of sentences constitute a text. These tools are linguistic features which can be identified in a text and contribute to the text's unity. According to this framework, cohesion is achieved when various types of semantic relationships and grammatical structures function together to produce a basic unit of meaning in language. Halliday and Hasan (1976) point out that Cohesion is the semantic relation that is realized through the lexico-grammatical system which occurs when the interpretation of some elements in the discourse is dependent on that of another. It refers to the relations of meaning that exist within a text and depends on the devices that are used to link or tie one part of a text to another. Halliday and Hasan (1976:4) maintain that where cohesion occurs "the interpretation of some parts of a text depends on the understanding of some other parts mentioned earlier or later in the body of the text or out of the text in the surrounding environment." This perspective suggests that without cohesion, sentences in a given piece of discourse would be fragmented resulting in disjointedness and lack of coherence.

Cohesion theory was used in this study because it helped to establish whether the pupils were able to write coherent texts, what cohesive devices the grade 12 pupils of French used in their compositions and what types do they fail to use.

Halliday and Hasan (1976) provide a summary of cohesive devices based on their cohesion theory. They make available the two types of grammatical and lexical cohesion and the different

components of each. Halliday and Hasan (1976) outline the taxonomy of types of cohesive relationships which can be formally established within a text and bind a text together as has been illustrated in figure 1 below:

Figure 1: The System of Cohesion.



Source: (Cohesion in English by Halliday and Hasan, 1976)

Grammatical cohesion is classified into reference, substitution, ellipsis and conjunction. Reference deals with a kind of semantic relation whereby information needed for the interpretation of one item is found elsewhere in the text. According to Halliday and Hasan, Reference is classified into personal reference, demonstrative reference and comparative reference. Personal reference signifies the use of pronouns such as he, she, it, his, hers and theirs while demonstrative reference uses words such as the, this, that, and those. Comparative reference sets up a relation of contrast through general and particular comparisons.

Substitution is the replacement of word or phrase with a filler word such as ‘one’, ‘so’, or ‘do’ in order to avoid repetition. It is divided into nominal, verbal and clausal. In nominal substitution, the substitute items always function as head of nominal group. Ellipsis refers to ‘something left unsaid. Like substitution, there is nominal, verbal and clausal ellipsis.

In French there are two types of conjunctions –Coordinating and Subordinate conjunctions. Coordinating Conjunctions join words or clauses of the same grammatical nature and these are additive and adversative conjunctions. Subordinate conjunctions introduce subordinate clauses or phrases that link a dependent clause to an independent clause. These could be subdivided into time, cause, consequence and result.

Lexical cohesion refers to the ties created between lexical elements. These elements can be classified into reiteration and collocation. Reiteration looks at repetition, antonyms and hyponyms whereas collocation is the habitual juxtaposition of a particular word with another or words with a frequency greater than chance. It is simply a series of words or terms that co-occur more often than would be expected.

Thematic progression theory looks at how themes are arranged in a text to produce coherence. This theory is based on the relationship between theme and rheme in the development and organization of information in a text. Halliday and Hasan (1976) look at thematic organization as a significant sentential as well as discursual phenomenon in that the point of departure of the message influences the interpretation of what follows. Halliday and Hasan stress that the function of themes play a fundamental part in organizing a discourse. The essence of thematic structure lies in the cohesion and coherence of the themes in the clauses, their internal relationship and their relationship with the content and text. The thematic progression approach to discourse coherence states that the pattern of the flow of information in a sentence from theme to rheme is crucial in achieving communication effectiveness in a text. This view is supported by Mauranen (1993) who explains that thematic progression investigate how themes can be related to previous themes and rhemes by means of different semantic links which include identity, synonyms, partial identity, contrast and other specification.

The themes can either be linear, constant, mixed or hyper depending on their arrangement. In the study, the theory helped to establish what thematic progression the grade 12 pupils of French used in their compositions.

These two theories are important in this study because they are interdependent and take into account the analysis of a text in terms of its semantic coherence and connectivity. They are the two specific theoretical perspectives and analytical approaches used in Linguistic Discourse

Analysis. They assume that Discourse is a product of one's use of Language in speech or writing and considers the text produced as the central unit of analysis.

1.11. Organisation of the Dissertation

The dissertation is organized in six chapters. The first chapter covers the introduction, background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, organization of the study and summary of the chapter. Chapter two consists of the Literature review while chapter three contains the methodology. The research findings of the study are presented in chapter four. Chapter five discusses the findings of the study and chapter six presents the conclusion and recommendations.

1.12 Summary

This chapter has covered the introduction to the study. The background to this study emanated from the need to establish whether there was a relationship between the cohesion used in the Grade 12 French pupils' compositions and the quality of the compositions they produced. In addition, the chapter covered the research problem under investigation, purpose, objectives and research questions. The chapter also presented the significance of the study, definition of terms, theoretical framework and the organization of the study. The next chapter reviews Literature that is relevant to the study.

1.13 Operational Definitions

For the purpose of this study, key terms are used as follows:

1.13.1 Cohesion: The way in which components of the sentences of a text are mutually connected grammatically and lexically.

1.13.2 Grammatical Cohesion: Various grammatical devices that can be used to make relations among sentences more explicit.

1.13.3 Lexical Cohesion: The relationship that exists between specific sentences in a text and achieved through Vocabulary.

1.13.4 Cohesive Devices: Words or phrases used to connect ideas between different parts of text.

1.13.5 Conjunctions: words used to connect clauses or sentences or to coordinate words in the same clause.

1.13.6 Composition: A piece of written work whose aim is to communicate clearly some ideas.

1.13.7 Grade 12 Pupils: Learners at Secondary School in their last grade in Zambia.

1.13.8 Texts: Language units which have a definable communicative function, characterized by such principles as cohesion, coherence and informativeness and form a unified whole.

1.13.9 Thematic Progression: The interrelatedness of features in a text which helps to produce good writings, through proper organization of Theme and Rheme.

1.13.10 Theme: Point of departure for a sentence.

1.13.11 Quality: How good and well-organised the composition is.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview.

The previous chapter gave the introduction of the whole study and discussed the background of the study by outlining the statement of the problem, the aim and purpose of the study, objectives and research questions as well as defining of terms which were operational during the research.

This chapter reviews some of the related literature which the researcher consulted in order to understand and investigate the research problem. This literature is considered to be directly relevant to the present study so as to provide justification for it. According to Wiersna (1995:406) 'Literature review provides the background and context for the research problem.' It should establish the gap and the need for the research and indicate that the researcher is knowledgeable about the study area. All in all, it sharpens and deepens the theoretical foundation of the research, giving the researcher insight into what has already been done in the selected field. The following themes derived from the research objectives were used in the presentation of the literature review.

2.1 Concept of Cohesion

Some scholars, in their definition of cohesion, have stressed the importance and the relationship between the elements in the text. Halliday and Hasan (1976), cited by Woodley (1993), define cohesion as a means by which elements which have no structural relationship are linked together because one depends on the other for its interpretation of meaning. Halliday and Hasan (1976) also characterize cohesion as a semantic concept that occurs when the interpretation of one linguistic element in the discourse is dependent on another. They explain that the concept of cohesion in text is related to semantic ties or relations of meaning that exist within a text. If a previously mentioned item is referred to again and is dependent on another element, it is considered a tie. According to McNamara & al (2010), cohesion is concerned with the texture which engages the communication between the cohesion and other aspects in the text. It is referred to as the existence or non-existence of signals in a text. Likewise, Hoey (1991) defined cohesion as the way certain words or grammatical features of a sentence can connect that

sentence to its predecessors in the text. Cartner (1998) provide similar definition stating that cohesion embraces the means by which texts are linguistically connected.

In the same way, Baker (1992) defines cohesion as the network of lexical, grammatical and other relations which provide links between various parts of a text. He explains that a text is cohesive if its elements are linked together. Each sentence should be notionally linked to the one that precedes it using both lexical and grammatical means. He further clarifies that a text which is poorly organized is not going to be made more coherent simply by ‘sprinkling’ it with discourse markers. Ideas in a text need to stick together and flow smoothly. Lack of cohesion challenges the reader and can weaken comprehension thus rendering one’s attempt to communicate ineffective.

Equally, Markels (1983) describes cohesion as both a semantic and syntactic phenomenon. He explains that it is achieved when a dominant term, explicit or implicit, occupies concurrently the most important semantic position in the paragraph and also the most important syntactic position in each sentence in the paragraph. Cohesion may also be defined as the way in which a sentence is connected to its predecessors in a passage by means of some lexical items and grammatical features. Cohesion is essential to the analysis and understanding of discourse. Markels (ibid) points out that cohesion is a significant device which helps to realize the succinctness, coherence and the value of the language in the text. It extends beyond lexical terms, phrases, sentences and discourse to rhetoric.

Malmkjar (2004) also explains that cohesion is concerned with the way in which the linguistic items of which a text is composed are meaningfully connected to each other in a sequence on the basis of the grammatical rules of the language and formal devices signaling the relationship between sentences. He further points out that cohesion connects certain grammatical or lexical features of one sentence to another in a text. It guides the way in which texts can refer to themselves and is typically achieved through the use of grammatical devices. Additionally, Halliday (1994) defines cohesion as a set of resources in creating the relationships in discourse which goes beyond grammatical structure. He points out that to make a text to be coherent, it should organize the cohesion resources in ways motivated by the instant register.

It is, however, difficult to define cohesion but one can visualize it as small sentences adding up to make for a meaningful text. This study, nevertheless, has settled for the definition of Halliday and Hasan's (1976) which simplify cohesion as relations of meaning that exists within a text or simply linguistic devices that are used to link one part of a text to another.

2.1.1 Concept of Coherence

Coherence is a term of text linguistics used to refer to sense relations between single units (sentences or proposition) of a text. Due to these relations, the text appears to be logically and semantically consistent for the reader- hearer. When something has coherence, all of its parts fit together well. In a composition, coherence is a literary technique that refers to logical connections which listeners or readers perceive in an oral or written text. Coherence is when the theme or the main idea of the essay or writing piece is understandable. Coherence means the connection of ideas at the idea level while cohesion means the connection of ideas at the sentence level.

Coherence is considered as an essential element in any type of writing and it is principally critical in academic writing. According to Crème and Lea (2008), coherence is concerned with the overall sense of the text that should be arranged and bound together in a way that helps the reader understand better. Murry and Hughes (2008) similarly state that a good writer sticks their ideas together so that they act as links in a chain, each link connecting the one before it with the one after. If any link is missing, the connections become unclear and the argument structures break down. Any written text should follow a logical order of ideas so that it makes sense and if the ideas are not clearly stated, this leads to incoherent piece of writing.

Shannon (2011) states that coherence is the element which allows the reader to move easily from one idea to another and it is achieved through organizational structure, paragraph unity and sentence cohesion. He explains that in organisational structure, coherence is achieved by well order of ideas and through planning to organise the written material. He points out that coherence is a feeling that a text is linked together as one piece that makes sense. It is the progression of concepts and meaning in a logical way.

From the above explanations, it has been observed that cohesion and coherence are highly close but at the same time, they present two main independent parts in controlling the text. Baker (1991) makes a clear distinction between them. Like cohesion, Coherence is a network of relations which organize and create a text. Cohesion is the network of surface relations which link words and expressions to other words and expressions in a text while Coherence is the network of conceptual relations which underlie the surface text. That is to say, cohesion is what gives the text its surface unity through the use of different cohesive ties while coherence is what gives a structure to a text. There should be a connection and the connectivity of ideas because the intended meaning can be understood only if the ideas are in continuity and developing and at the same time supporting topic sentences.

Although cohesion involves both grammatical and lexical elements as earlier mentioned, some studies focus only on lexical elements while other studies focus only on the grammatical elements. The current study focused on both grammatical and lexical elements.

2.1.2 Studies on the use of grammatical cohesive devices

Davies (1984) analysed 38 Finnish teenagers' English language compositions of approximately 150 words each in length and found out that the learners were very economical in their use of conjunctions. The Finnish teenagers also tended to underexploit the ellipsis and substitution types but made excessive use of reference and repetition. This development could have been as a result of them not being conversant with the use of such cohesive devices. This study differs from the current study in that although both are looking at cohesive devices, the former analysed Finnish teenagers' English language compositions.

Another study by Jin (2000) examined the use of cohesive devices in Chinese graduate students' essays, paying particular attention to conjunctions. The essays were written in English language. The results found that there were different types of conjunctions that were used in the compositions. The results further discovered that the frequent use of conjunctions contributed to the overall writing quality and that the essays that ranked higher contained a greater proportion of other cohesive devices.

Additionally, Kudo (2009) investigated grammatical cohesive features in English language narratives and argumentative essays produced by 34 Japanese High School EFL Students with particular focus on the relationship between grammatical cohesion and the writing quality. It was found that for narrative writing, more proficient learners used a variety of references and conjunctions than the less proficient learners. Another notable finding was that students produced personal reference frequently in their writings probably because the type of writing was based on their personal narration. The findings also revealed that students' writings were characterized by grammatical cohesion as the most important feature to develop an organized text, and that grammatical cohesion, particularly personal reference and conjunctions, was the salient measurement to assess students' writings for all raters.

Alarcon and Morales (2011) in their study, *Grammatical Cohesion in Students' Argumentative Essays*, analysed the cohesive devices used by undergraduate students in their argumentative essays in Washington. Out of one hundred and sixty-four essays collected, sixty-four were analysed. Halliday and Hasan (1976) concept of grammatical cohesion were used as a framework for the analysis of the essays. Reference had the highest frequency of 90.67 %, conjunctions occurred 326 times with 9.08% while substitution was the least used type of grammatical cohesive device with only 0.25%. No instances of Ellipsis were found. As opposed to the current study which analysed Grade 12 French Narrative Compositions, Alarcon and Morales analysed grammatical cohesion in Undergraduate students' argumentative essays.

Nur and Bambang (2013) aimed at finding out the types of grammatical cohesive devices students at Tanjungpura University in Indonesia mostly used in their thesis writing and how those devices created cohesive discourse. In their study, the researchers applied descriptive case study as the form of research. The objects of the research were the research background part of ten (10) theses written by students of English Education study Program. The study further investigated the number of cohesive devices used and divided them into types of grammatical cohesive devices. The data revealed that students could produce various types of grammatical cohesive devices. The majority of devices used by the students were referential cohesive devices and conjunctive cohesive devices with 82.25% and 17.12 % respectively. Substitution and ellipsis contributed only 0.24% and 0.39% respectively. In many cases, students tended to misuse singular pronouns while referencing plural objects or vice versa. From the total of 1273

grammatical cohesive devices used, students somehow adequately mastered using grammatical devices by only using inappropriately 74 (5.81%) of them.

Lampung (2017) investigated the types of cohesive devices in students writing as part of Discourse Analysis. The research was conducted qualitatively to the students of English letters of Universitas Teknokrat Indonesia and employed Halliday and Hasan's (1976) Conceptual Framework. It explored sentence correlation and meaning as a whole discourse and figured out inappropriate use of devices. Further examining the grammatical cohesion through document, this research deeply looked at the data in form of sentences. The researcher found 122 Grammatical Cohesive Devices from three essays. Further, the researcher also found five inappropriate uses of cohesive devices. It included two additive conjunctions, two adversative conjunctions and one temporal conjunction. It was also noted that the lack of understanding and awareness about cohesion especially on grammatical cohesion led to the student use of inappropriate cohesive devices. It further problematized the semantic relation among ideas in the text. The research concluded that there was need to strengthen the use of cohesion and coherence in writing.

Husein (2014) conducted a research focusing on Grammatical Cohesion under the corpus based on discourse analysis of grammatical cohesion used in expository essay writing. He tried to explore eighth grade Emirate English as a Foreign Language learners familiarizing in generating expository texts. Compared to those previous studies, the current study investigated students' awareness towards grammatical cohesion in composing essays in a writing class and went on to examine inappropriate cohesive devices used. He discovered that many students had challenges in the use of grammatical cohesion and more so when using conjunctions.

2.2 Concept of Lexical Cohesion

Lexical Cohesion is another aspect that is cardinal in the creation of unity and cohesion in a text. It refers to the way related words are chosen to link elements of a text. It is also created by repeating the same lexeme or general nouns. There are two forms of lexical cohesion –repetition and collocation that are often used in writing texts. Repetition uses the same word or synonym or antonyms. Collocation uses related words that typically go together or tend to repeat the same meaning.

2.2.1 Studies on the use of Lexical Cohesion

Siti and Yunus (2014) investigated the use of lexical cohesion among Teaching English as A Second Language (TESL) Postgraduate students in academic writing in Malaysia. Fifteen (15) TESL Postgraduate students' essays were collected and analysed by the researchers to identify the types of lexical cohesion that was used. The research also wanted to establish the most and least used lexical devices and how the use of lexical cohesion affected the students' writing. Although cohesion involves both grammatical and lexical cohesion, for the study under review, only lexical cohesion was investigated. The results showed that there were four types of lexical cohesion used commonly by the students. These were repetition, synonyms, antonyms and collocation. The findings also showed that there was overuse of certain types of lexical cohesion, one of which was repetition. The finding further revealed that the use of common lexical cohesion created incohesiveness towards the ideas conveyed by the students in writing. The implication of this research suggests that other kinds of cohesive ties should be taught to the students instead of only overusing the same types. If this is done, better flow in writing will be enhanced.

Goodluch & al. (2016) investigated the use of lexical cohesion elements in the writing of English as Second Language second year students at university of Nigeria. Two Hundred (200) Essays of the said students were analysed. The results showed that students used the lexical elements as prostrated by Gutwinski in varying degrees in their writing. These included repetition, synonyms and antonyms. The students used more of repetition and made minimal use of synonyms and lexical sets to achieve cohesion in their writing. The study revealed that if lexical cohesion was taught in school, students would improve on their written essays. Lexical cohesive elements should be taught in schools to enable students improve in appropriate writing.

The study by Yifan of China (2017) focused on how lexical cohesion was used in the Queen's Christmas Broadcast. The study intended to figure out what and how lexical cohesion was used in the Queen's Christmas Broadcast. The researcher also analysed the distribution of different lexical cohesion. The researcher analyzed five samples of the Queen's Christmas speeches of 2011 to 2015. Each of the targeted years, the Queen gave Christmas Speeches to the public. The speeches had been a tradition and aroused the whole world's attention. In every year's

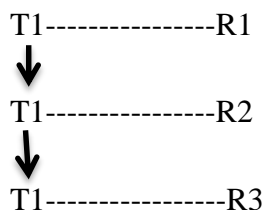
broadcast, a perfect speech required a strict logic thinking, well-knit organization and skillful presentation. The results revealed that among the five lexical cohesive devices, repetition occurred the most frequent while superordinate was the least used. On the one hand, repetition made the focal point of the speeches stand out so that the audience could easily understand. On the other hand, repetition of certain words and phrases made the context connect more closely and coherently making the whole speeches more compact and well organized.

2.3 Concept of Thematic Progression

One of the ways that can be used to give correction or feedback to pupils' writing is by analyzing the thematic progression in their writing. Thematic progression can be seen from the pattern of theme and rheme used in the compositions. It is one of the systems that help in the coherence of a text. Thematic Progression signifies the strategies available to writers for linking the themes and rhemes in a clause to those surrounding clauses. It is a key factor in the structuring of information because it acts as a bridge between sentence levels, discourse level, coordination cohesion and coherence. Danes (1974) the first to write on Thematic progression posits three types of thematic progression as constant thematic progression, simple linear thematic progression and derived theme progression.

2.3.1 Constant Thematic Progression

Constant thematic progression is progression where the same theme is used as point of departure for the sentence. A common theme is shared by all clauses and is equivalent to given information. The Constant thematic progression has the pattern shown below;



The T1 refers to the Theme that is used first then the Rheme.

The same theme is used in the second sentence with a different Rheme.

The same theme is again used in the third sentence with the different Rheme as in the example below:

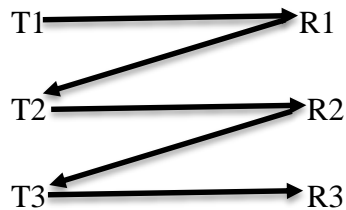
Table 1: Illustration of the Constant Progression

Pattern	Theme	Rheme
Constant Thematic Progression	Nous	allons en vacances.
	Nous	allons à Livingstone.
	Nous	avons pris un taxi à sept heures.
	Nous	Sommes arrivés à Livingstone à dix heures.

In table 1, the same element ‘Nous’ takes the departure of all the clauses though there are different rhemes for each clause.

2.3.2 Simple Linear Progression

Simple linear progression is where the rheme of the first clause becomes the theme of the second clause; the rheme of the second clause becomes the theme of the third clause and so on. The Simple Linear Progression has a pattern graphically represented as follows:



The T1 refers to the Theme that is used first then the Rheme1. The Rheme 1 then becomes Theme 2 and is followed by Rheme 2. Rheme 2 becomes Theme 3 and is followed by Rheme 3 as in the example below:

Table 2: Illustration of the Simple Linear Thematic Progression

Pattern	Theme	Rheme
Simple Linear Thematic Progression	Je	suis dans le parc.
	Dans le parc,	il y a beaucoup des animaux.
	Les animaux	sont grands

In Table 2 above, the Rheme of the first clause becomes the theme of the second clause and the rheme of the second clause becomes the theme of the third clause.

2.3.3 Hyper derived theme progression

Hyper derived theme progression is where one or some elements in clauses are distributed in themes of following clauses. It has a hyper theme to which all the themes relate as in the illustration below:

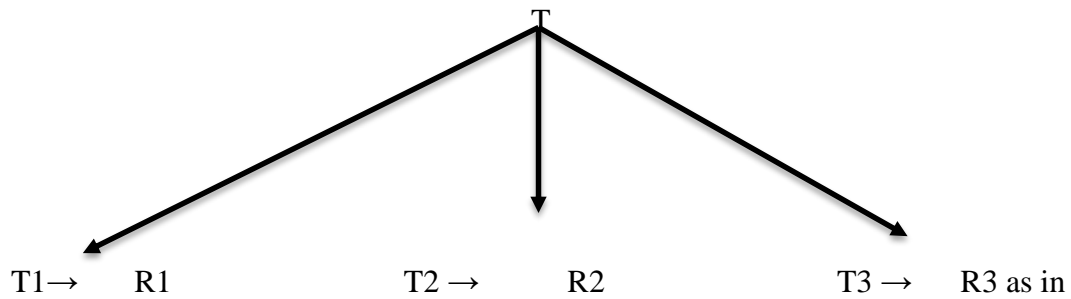


Table 3: Illustration of the Hyper Derived Thematic Progression

Pattern	Theme	Rheme
Hyper Derived Thematic Progression	Les animaux différents dans le parc,	sont très beaucoup.
	Les Lions	sont dix.
	Les zebres	sont huit.

This pattern uses a variety of words referring to the same hyper theme, ‘les animaux’ thus solving the problem of repetitions.

2.3.4 Split Rheme Progression

Split rheme progression is where the rheme of the first sentence is split to be the theme of the second and third sentences respectively. It means that a rheme may contain more than one idea and these ideas are developed in different subsequent clauses.

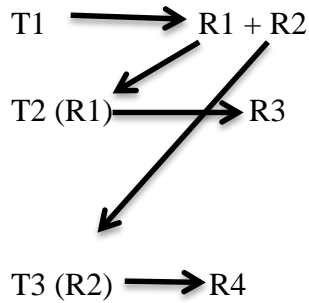


Table 4: Illustration of the Split Rheme Thematic Progression

Pattern	Theme	Rheme
Split Rheme Thematic Progression	Dans le parc,	il y a les lions et les zèbres.
	Les lions	sont grands et dangereux.
	Les zèbres	sont petits et timides.

In Table 4, the rheme of the first clause has been split into two items namely ‘les lions’ and ‘les zèbres’. Each of these items becomes a theme of the subsequent clauses.

Since Thematic progression signifies the strategies available to writers for linking the themes and rhemes in a clause to those of surrounding clauses, it is a key factor in the structuring of information because it acts as a bridge between sentence level and discourse level, coordinating cohesion and coherence. A coherent text can be seen from how information in a clause flows.

2.3.5 Related studies on Thematic Progression produced in written texts.

Downing (2001) elucidates that thematic progression is closely connected with discourse coherence. She postulates that a text is defined largely in terms of its semantic coherence. Not (1996) also explains that thematic progression is necessary for the construction of an optimally coherent and grammatically cohesive structured text.

Njobvu (2010) investigated the relationship between thematic progression patterns and English discourse coherence in the University of Zambia students' written discourse. The purpose of the study was to establish the types of theme- rheme patterns used by students at different levels of study at the University of Zambia in order to determine the extent to which these patterns enhanced coherence and those that obscure it. The investigation was motivated by informal complaints from lecturers about lack of coherence in most of the students' written pieces of discourse. The data was collected from 200 scripts comprising samples of written pieces of discourse produced by students at four academic levels of study which were: first year, second year, third year and fourth year. The researcher's findings were that there was a relationship between thematic progression patterns and discourse coherence in the students' scripts. The study also detected that constant progression pattern was the most dominantly used pattern at all levels. In some cases, there was a combination of simple linear and constant linear progression but more frequently used was constant thematic progression.

Rakhaman (2013) investigated how high school students organized their ideas in their expository texts and to what extent their texts were consistent with argumentative language features in terms of thematic progression based on the framework of Systemic Functional Linguistics. The data was collected from nine high school students' expository texts from low, middle to high level of achievement. The results showed that their students organized their ideas in three ways of thematic progression. These were simple linear, constant and multiple thematic progressions.

Davies (1984) opines that when the theme of an utterance corresponds with the theme of the previous utterance, the topical development is said to be thematic and when the theme of an utterance corresponds with the rheme of the previous utterance, the topical development is said to be rhematic. He further explains that if a text exhibits excessive thematic progression, it is likely to bring about rhetorical coherence in the text.

Belmonte and McCabe (1998) attempted to show that thematic progression could be very helpful for the evaluation of writing at the level of discourse. They analysed 25 student compositions written for a Mock test of English examination in terms of thematic selection and progression. They asserted that one way of achieving cohesion in text is through thematic organization and thematic progression. The results showed that the students used constant thematic progression more because of the use of nouns and pronouns.

Wang (2007) studied the relationship between theme and rheme in the academic texts and in improving the textual cohesion in students writing. His analysis showed that the texts lacked in thematic progression. He concluded that students' weaknesses in their arguments were due to problems of thematic progression. He advised that if students received instructions on theme/rheme structure, they would improve their textual cohesion of their academic texts. In composition writing, theme-rheme patterns are important in guiding the reader through the logical paths constructed by the writer. If little attention is paid to this pattern, the writers attempt to help readers to comprehend the text will be destroyed. He further concluded that thematic progression contributed to cohesive development of a text and it strengthened the text's coherence and cohesion.

Almaden (2006) investigated thematic progression in paragraphs written by Filipino English Second Language students. Sixty (60) paragraphs were analysed and it was found out that parallel progression was the most frequently used in the paragraphs followed by extended and sequential progressions. The study concluded that knowledge of the type of progression used in the paragraphs could help the Filipino teachers of English determine whether or not the students should be taught grammar and other discourse features. They needed to know that thematic progression was one of the strategies that would make their written pieces of compositions easier for the audience to understand.

Since thematic progression signifies the strategies available to writers for linking the themes and rhemes in a clause to those of surrounding clauses, it is a key factor in structuring of information because it acts as a bridge between sentence level and discourse level, coordinating cohesion and coherence. A coherent text can be seen from how information in a clause flows. Thematic

Progression, if taught to pupils, should widen their collection of choices when structuring their compositions.

2.4 Studies on the relationship between the use of cohesive devices and the quality of written texts.

Different Scholars have drawn different conclusions about the use of different cohesive devices in texts and its effect on both written and spoken discourse. Some researches on the relationship between frequency of cohesive ties and writing quality show that so far, unfortunately, no agreement has been reached. While some studies like Grant and Ginther (2000), Liu and Braine (2005), Norment (1994) and Song Meihua and Xia weirong (2000) discovered some evidence of a significant relationship between them, other studies by Castro (2004) and Xu (1999) find no difference in cohesive density in good and poor compositions. Some researchers have attributed the use of grammatical cohesion as an important component in the forming of texts while others have pointed out that lexical cohesion is also fundamental. There has also been a major focus on undergraduate and college students' writing in most of the studies done. Very little research on cohesion has been done in Zambia on Grade 12 pupils written compositions more so in French.

Chen (2008) investigated the relationship between the number of cohesive features used and the writing quality in Compositions of English as Foreign Language (EFL) college students in Taiwan. The aim of the study was to establish whether there was a relationship between the number of cohesive features used in the students' compositions and their writing quality. In the investigation, the researcher identified the misuse of cohesive devices as a common problem faced by the English as Foreign Language students despite the fact that cohesion is an essential textual component in creating organized text and in rendering the content comprehensible to the reader. His findings revealed that, of the forty-six (46) essays collected from the students, twenty-six (26) EFL undergraduate students were able to use various cohesive devices in their writing. Lexical devices were the highest percent of use followed by reference devices and conjunctions. The rest of the students were not able to use the cohesive devices as expected of an undergraduate student. The study revealed that there was no significant relationship between the number of cohesive devices and writing quality.

Unlike the present study which is investigating Grade 12 pupils French Compositions, Chen (2008) looked at the compositions of the Undergraduate English as Foreign Language students.

Meisuo (2000) researched the relationship of cohesive ties in the expository essays of Chinese students with the quality of writing. The researcher discovered that participants employed various types of cohesive devices in their writing. It was also revealed that some categories of ties were used more frequently than the others. Lexical category had the highest percentage of ties, followed by conjunctions and reference. The study also discovered that learners misused some conjunctions and that there was ambiguity in some referential devices in the texts. This suggests a general pattern of cohesive features in the compositions. Meisuo's study also found out that there was no significant relationship between the number of cohesive ties used and the quality of writing. The study revealed that the number of ties alone could not be a reliable indicator of the quality of writing.

Similarly, Johnson (1993) in his study sought to find out the relationship of cohesion to overall writing quality of a text in students' essays in Malaysia. To achieve this, he correlated the amount and types of cohesive devices used in three groups of students' essays to the overall quality rating of those essays given by the respective teachers of each group. The test revealed that there was no significant difference between the amount and number of cohesive ties used to the overall quality of essays among the three groups.

In addition, Zhang (2000) examined the use of cohesive devices in Chinese undergraduates' expository compositions. The researcher targeted the in-service teachers contrary to the current study which targeted secondary school pupils. One hundred and seven (107) essays from two universities were analysed based on Halliday and Hassan's (1976) taxonomy of cohesive devices. The researcher hoped that his study would be useful in an attempt to improve the quality of teaching writing. He found that students employed a variety of cohesive devices with some categories of ties used more frequently than the others. He also established that, there was no significant relationship between the number of cohesive devices and the quality of writing. This, however, does not mean that cohesion does not expedite coherence and overall quality of written discourse in general. There could have been some cohesive devices that needed to be used to qualify the quality of the essays.

Liu and Braine (2005), in their analysis of the relationship between the number of cohesive devices and writing quality in English argumentative compositions written by the Chinese undergraduate English as a Foreign Language (EFL) learners, did a correlational survey between the numerical genres and the frequency of cohesive devices in every composition with regards to the cohesive device categories. The findings showed that the composition scores were significant with the number of cohesive devices.

Zoozani (2014) examined the relationship between cohesive chains and chain interaction to the coherence of Iranian texts. Ninety-five English as Foreign Language (EFL) students were asked to write a composition on a particular topic. The compositions were scored by three experienced raters based on their perceived degree of coherence. The compositions were then ordered from high to low. Thirty high rated texts were labeled as group A while the other thirty as group B. The texts were then analysed for the presence and frequency of cohesive chains and chain interaction based on the model proposed by Hasan (1976). After collecting the data and statistically analyzing them, the results showed that the texts getting higher coherence scores had a higher proportion of relevant tokens to peripheral ones and a higher proportion of central tokens to non-central ones in comparison to the low rated texts. It was concluded that cohesive chain and chain interaction can be used as indicators of coherence. They have pedagogical and theoretical implications. The study also found out that though the students had a good command of the language in terms of grammar and vocabulary, foreign language teachers overlooked the difficulties students had in making meaningful relations within discourse.

Kookhaei (2014) carried out a study to investigate the use of Discourse Markers by Iranian EFL learners based on their writing proficiency. A sample of 29 students from Arak State University, Department of English Language and Literature were considered for this study. They were subjected to writing an essay on an argumentative topic. A quantitative approach in the analysis of data was employed based on Fraser's (2004) taxonomy of discourse markers. Unlike other studies presented in this chapter the findings of this study revealed that there was no statistically significant difference between the use of Discourse Markers and writing proficiency. The study by Kookhaei is relevant to the present one for comparative purposes as the findings seem to suggest that while the use of Discourse Markers might be necessary, it might not be sufficient to

guarantee discourse coherence and, consequently, writing proficiency. The indication is that there might be factors other than use of Discourse Markers which influence writing proficiency. Modhish (2012) investigated the use of discourse markers by Yemeni EFL learners in their composition writing. Both quantitative and qualitative methods were employed in analysing 50 pieces of composition written by level three undergraduate students. Fraser's (1999) taxonomy of Discourse Markers was employed in this study. The findings of this study revealed that the most frequently employed Discourse Markers were the elaborative markers, followed by the inferential, contrastive, causative, and topic relating markers. The findings also indicated that there was no strong positive correlation between participants' total number of discourse markers employed and the writing quality. On the contrary, the study demonstrated that there was a positive correlation between the topic relating markers and the writing quality of the participants.

The studies by Kookhaei (2014) and Moddish (2012) were considered relevant to the present one on account of the revelation that there was no statistically strong positive correlation between participants' total number of discourse markers employed and writing quality. The two studies seemed to provide evidence which was contrary to that provided by other studies reviewed. It was therefore considered necessary to include them in the literature review in order to be able to compare the findings with those from the present study.

Daif-Allah and Albsher (2013) carried out a study whose purpose was to identify the discourse markers used by Saudi EFL learners in their paragraph writing. Data were collected from one hundred (100) paragraphs written by fifty (50) students of the Preparatory Year Program at Qassim University. Both quantitative and qualitative approaches were utilized by three raters in the analysis of the paragraphs in terms of the number of discourse markers used and their preferred sub-categories. The findings of the study revealed that the students overused the additive connectors followed by the causative, the contrastive and the illustrative ones. The findings also revealed that students' use of discourse markers was too limited and the ones that were most frequently used were *and*, *in addition* and *for example*. The findings further showed a positive and direct relationship between test scores and the use of discourse markers. The study by Daif-Allah and Albsher provided evidence of the existence of a link between discourse comprehensibility reflected through high test scores and use of discourse markers. The current

study was also pursued in order to establish the role of the use of cohesive ties in enhancing discourse coherence and discourse comprehensibility.

Hmoud (2015) investigated the relationship between lexical cohesion and writing quality in five argumentative essays written by students in the field of English language literature in Saudi Arabia. The researcher used the model of lexical cohesion proposed by Witte and Faigley (1981) based on the taxonomies of cohesive ties presented by Halliday and Hasan (1976). According to Flowerdew and Mahlberg (2009), lexical cohesion is related to the meaning in a text which the lexical items connect to each other and other devices to build the continuity of the text. In relation to texture, according to Morley (2009) lexical cohesion contributes not only to the text's texture but also specifies the rhetorical growth of the discourse. Five teaching assistants were asked to rank the essays on a five-point scale based on their perception of the essays' written quality. The results showed that the essay that received the lowest rating in terms of the writing quality was the one that included the largest number of repetition occurrences of the same type. The study concluded that repetition might not be considered as monolithic and suggested that every type of repetition needed to be examined individually in order to determine what enhanced or deteriorated the writing quality. Whereas Hmoud (2015) based his research on lexical cohesion in argumentative essays written by students in the field of English Language Literature, the current study investigated cohesion in narrative compositions in Grade 12 French students.

Nakao (2011) investigated the use of grammatical cohesion in relation to the quality of writing produced by Japanese High School English as foreign language students. The study investigated the role of cohesion in a narrative type of writing produced by 34 Japanese high school students with the primary focus on the relationship between grammatical cohesion and writing quality. Samples were analysed on the basis of Halliday and Hassan (1976) Cohesion Theory. Four raters assessed the writings on the 20-point holistic scale. However, no specific rubrics were used to find out whether all raters used the same criteria and what linguistic features they paid attention to when assessing the writing. The findings revealed that students' writings were characterized by grammatical cohesion. Most students used this type of cohesion as a vital feature in developing organized texts. It was also discovered that grammatical cohesion, particularly personal and conjunctions were the two salient indicators to assess students' writing for all raters. The study, however, had some limitations in that the sample size was small and for

grammatical cohesion such as reference and conjunction to be identified in the students' writing, a broader study scale was needed to make strong generalization of the findings. The study concluded that grammatical cohesion was the essential benchmark that judged the quality of writing.

Shakir (1991) carried out an investigation into the weaknesses which affect coherence in students writing using 45 texts written by first year English as foreign language (EFL) students at Yarmouk University in Jordan. He used a scheme for the evaluation of coherence and cohesion in students' written texts. The major weaknesses he discovered were the students' mode of presentation, their inability to stay with the initial ideas and general statements, lack of depth of substantiation and deviation from the intended rhetorical functions of the writing tasks. He pointed out that coherence in students' written texts was achieved through content organization, focus functionality of connectives, topic development and appropriateness of grammatical structures. Hussein (2011) investigated Turkish undergraduate students of English as Foreign Language Learners' ability in composing cohesive texts in their first language and in English as their foreign language. The researcher also examined whether there were similarities between lexical reiteration and other cohesive devices they employed in composing cohesive texts both in Turkish and English. The study was conducted with the participation of 40 students. The data of the study came from written accounts of a story in both languages based on a set of pictures with eight episodes. The analysis of the data revealed that there were striking similarities in the use of lexical reiteration in both English and Turkish and that the most frequently used type of lexical cohesion was repetition in both languages.

Likewise, Khalil (1989) using Halliday and Hasan's (1976) model in his study of cohesion and coherence, explored the use of coherence and Cohesion in Arab undergraduate English as a Foreign Language College students writing where he discovered that there was a relationship between the use of cohesion and coherence in writing and both bring about order and logical flow of information. The study revealed that use of a number and kinds of cohesion ties had a high relationship with the quality of writing. The study also revealed that Arab students overused lexical reiteration of the same word in their written texts. The students failed to use synonyms, superordinate and near synonyms. The result would clearly suggest the students' low proficiency in English.

Some studies, Ahmed (2010), Connor (1984), Ferris (1994), Jin (2000) and Witte & Faigley (1981) found evidence of correlation between cohesion and writing quality. Ferris (1994) conducted a study with one hundred and sixty (160) English as Second Language (ESL) learners of different levels of proficiency to determine the lexical and syntactic features used at different levels of second language proficiency. The learners were engaged in a 35-minute English Composition writing as part of University placement test. The study found out that advanced students used a range of syntactic and lexical tools when writing, as well as a variety of cohesive devices and an assortment of lexical and referential cohesive devices such as synonyms, antonyms, definite articles, reference and deictic reference. Less advanced students used more lexical repetition in their essays to promote textual cohesion. The study also found out that more proficient learners produced higher rated essays that contained a larger number of cohesive devices.

Similarly, Crowhurst (1987) investigated the kinds of cohesive ties used by grades five, six and seven in Canada. The study discovered that the most frequent kinds of cohesion used by the students were repetition, pronouns, demonstratives and articles. The use of synonyms and collocation increased significantly with grade level. The use of causal and temporal conjunctions, exophora and repetition decreases with grade level. The sixth grades use of repetition was attributed to their immature lexical choices but the twelfth graders' use of repetition reflected their tendency to summarise and elaborate their arguments. The use of synonyms and collocation by the older students mirrored vocabulary development and their ability to elaborate arguments.

Martinez (2004) conducted a study on the use of discourse markers in expository compositions produced by 78 Spanish EFL undergraduate students. Fraser's (1999) taxonomy of discourse markers was employed in the analysis of Discourse Markers in the participants written pieces of discourse. The findings revealed that there was a variation in the use of discourse markers. The other finding was that there were significant differences in the use of these discourse markers between the highly rated and the poorly rated compositions. The highly-rated compositions displayed more use of markers as compared to the poorly rated ones. The study was relevant to the present study as it seemed to support that the use of more discourse markers contributed to higher rating of pieces of compositions which the present sought to establish. In this regard, it

was considered important to establish the extent to which the findings from the current study would relate to those of Martinez.

A similar study by Chiang (1999) investigated the relationships among grammatical and discourse features in 200 college students enrolled in a French Course at a University in the United States. Each of the students was asked to write an essay in French of 250 to 300 words on a specific topic. Only 172 essays were investigated in the study and no reason was stated on the cause of the reduction. Three native speakers of French rated the essays. The results showed that the raters relied prominently on the discourse features, especially cohesion, in judging the overall quality of essays. The quality of cohesion could, therefore, have been a reliable indicator of good and poor writing. This is what makes this information relevant and provides a link to the current study.

In Nigeria, Olateju (2006) investigated the extent to which English as Second Language Learners (ESL) have been able to achieve cohesion in their written texts by examining cohesive devices used by the students during their continuous writing sessions at school. The data used was drawn from seventy final year students of Ooni Girls High School in Osun State. The elicitation technique was used in an essay writing exercise in which the students were given two essay questions which would enable them to demonstrate their knowledge of cohesive devices in English. An analysis of the data revealed that the students lacked competence in their use of cohesive devices despite the fact that they had been exposed to intensive teaching of English for six years in their schooling. The research also noted that some of the cohesive devices were used wrongly or not used sufficiently and were related to the insufficient exposure to the English language. The researcher further concluded that pupils who varied their use of cohesive devices scored good results as opposed to those who repeatedly used the same cohesive devices.

Dissimilar to the present research, Olateju (2006) investigated use of cohesive devices among the final year students of English as a second language from a girls' school in Nigeria as opposed to the final year students of French in five secondary schools in the Central Province of Zambia, particularly Kabwe.

Akindele (2011) analysed cohesion which examined both grammatical and lexical cohesion in two academic papers of Students of English as a Second Language. The researcher adopted the

taxonomy of cohesive relationship based on Halliday and Hassan to create the relationship inside the text. All the cohesive devices were highlighted and identified thoroughly. The results showed that a cohesive text must use and hold together some grammatical or lexical linguistic devices. It also stressed the importance of a meaningful discourse or text which could only be achieved when it involved a variety of segments in developing a unified form. The researcher found out that both grammatical and lexical cohesion was important in the coherence and quality of a text. He pointed out that improper use of cohesion muddled a text and as a result, there was no proper flow of information.

Al-araki (2015) investigated grammatical cohesion in undergraduate's writing in two universities in Sudan. The study aimed to investigate linguistic cohesion in students' written discourse. The researcher used descriptive analytical method of both qualitative and quantitative design. The researcher used two instruments to collect the data of which were the students' written work and a questionnaire for teachers in two Sudanese universities. The sample of the study consisted of sixty (60) students' written work and fifty (50) teachers of English language third year students. The data were analysed by using the statistical programme (SPSS). The analysis of data showed that there were weaknesses in using some grammatical devices in students' written work. That was due to the students' ignorance of grammatical cohesion. Students were also not able to produce well coherent texts. The study recommended that teachers should pay attention to the use of grammatical cohesion in designing syllabuses and making sure that students practice more in the use of grammatical cohesion.

Azzouz (2009) did a discourse analysis of grammatical cohesion in Algerian university students' writing. The researcher was trying to check whether students were familiar with the use of grammatical cohesive devices in writing essays. The study also aimed at finding out the importance of using cohesive devices to create cohesion discourse. Its hypothesis was that the use of grammatical cohesive devices would strengthen students' writing. A group of 40 second year students was asked to write essays and then a description of their production was carried out to show to what extent they were able to use grammatical cohesive devices appropriately. The researcher discovered that students did not use grammatical cohesive devices effectively because they had many problems in writing effective discourse in general and in using cohesive devices in particular. According to the researcher, learners' avoidance in using some cohesive features

such as ellipsis, was traceable to their unfamiliarity with them, as they did not know when, how, or where to use such devices. The researcher concluded that the more grammatical cohesive devices were employed by the learners, the more inappropriate occurrences were detected.

Similar studies have been conducted in Zambia though they were not done on the Grade 12 pupils of French. O'Brien (1996) in his investigation on writing in Zambian schools explained how the use of cohesion and coherence helped sentences and paragraphs hold up together to make up a story or the exposition. He stated that coherence showed the necessity for a central controlling idea behind whatever appeared on paper in order to achieve unity and meaning while Cohesion showed what particular language structure must be used to achieve coherence.

Chishiba (2003) also analysed Cohesion and Coherence in DELF and DALF French students' compositions from Alliance Française. He discovered that the use of cohesion and coherence was cardinal in written texts as it helped to unify them. He noted that grammatical errors, inappropriate use of cohesion and misuse of connectors occurred in some students' written texts thus producing incoherent texts. The researcher's conclusion was that cohesion and coherence were interdependent and needed to be taught to the learners of language for efficient writing. All the above studies are in line with the perspective of cohesion and they have all been found appropriate in the present study.

A review of studies on discourse markers as used by English Language learners in EFL settings as presented above was necessary for the present study for a number of reasons. Firstly, none of the studies was conducted in an ESL setting indicating knowledge gap in this respect. Secondly none of the studies was based on data from a secondary school environment thereby indicating another knowledge gap. Finally, none of the studies was based on the Zambian context, which was another knowledge gap.

Maingueneau (1996) quoted by Chishiba (2003) studied the distinction between the notion of cohesion and that of coherence. He found out that cohesion was a result of linear arrangement of a text while coherence was nonlinear global constraints depending on the context and the genre of a text.

Halliday and Hasan (1976), Hasan (1968), Lyons and Van Dijk (1977) have carried out investigations into Cohesion as a source of Coherence. According to Louwse and Graesser (2005) quoted by Njobvu (2013), Cohesion alone is not sufficient for the interpretation of discourse. She added that both speakers and listeners generate inferences on the basis of background knowledge and discourse constraints. The study of cohesion and coherence in a text constituted the essential object of textual linguistics which is interested in the manner in which a phrase forms a unit and in which it constitutes a text.

Furthermore, Witte and Faigley (1981) quoted by Simwinga (1992) carried out a study in which it was observed that though cohesion and coherence may interact to a certain extent, a cohesive text may be only minimally coherent. Their study was guided by Halliday and Hassan's theory of cohesion similar to the present study. They analysed five low rated essays and five high rated essays from the ninety essays written by the University of Texas Freshmen students on a specific topic. The results showed that the high rated essays had denser cohesion than the low rated essays. It was also observed that a text must conform to a reader's expectations for particular types of texts and the reader's knowledge of the world in order to be coherent.

Other Studies that were relevant to this current study were those that focused on the factors affecting the decline of French as a teaching subject in Zambian schools. These studies were done in Applied Linguistics which distinguishes the methods used in the teaching of language as opposed to Linguistic Science which is descriptive.

Habimana (2011) found out that Composition and Structure were perceived as difficult components in the French subject component when he investigated factors contributing to poor performance by pupils in Grade 12 French Examination. His study, therefore, confirms the assertion by Examination Council of Zambia that composition writing has been problematic to the grade 12 pupils thus the need to find out why.

Later, Kalima (2012) looked at teachers and pupils' perceptions of factors contributing to pupils' poor performance in composition writing in grade 12 French Examination. She revealed that both pupils and teachers had their own challenges ranging from lack of motivation, lack of teaching materials, less teaching periods and the introduction of French at grade 10. All these studies affirmed that Grade 12 pupils of French had challenges in their final examinations.

According to Machinyise (2009) there were a lot of factors that were contributing to the decline and low grades in French. He noted among other factors the teaching methods, the inability to motivate teachers and the lack of teaching and learning materials. Chishiba (1992) in a similar study observed that there were many difficulties in teaching French because it was not offered as a compulsory subject. He affirmed that there had really been a decline especially in Public schools.

However, despite referring to these studies that have been reviewed, none provided an analysis of the relationship between cohesion and the quality of Grade 12 pupils' French compositions. If anything, Chishiba (2003) and Chiang (1999) analysed cohesion in French compositions of tertiary students but they did not look at the relationship between cohesion and quality per say. These studies, therefore enable the current researcher to understand what other studies have said about the decline of French in Secondary schools and more so why it is important to investigate the discourse of Grade 12 pupils in French as the last grade at secondary level. The researchers give reasons to the poor Grade 12 French results in general and the decline in the teaching of French.

2.5 Summary

In this chapter, a review of the Literature related to the current study has been presented. The Literature review has provided some available literature that has direct relevance to the study. It reflects a global picture about cohesion, thematic progression and the quality of writing. In the Literature review, it has been noted that Cohesion is important in writing of quality texts and in terms of speech and writing, it is crucial in language learning. It has also been noted that lack of thematic progression will result in lack of cohesion which will in turn affect the quality of writing. Most of the studies cited above do not concentrate on pupils written compositions but on students from higher institutions of learning and in some cases teachers of language. However, the current study wishes to approach the subject of cohesion with its bias on grade 12 pupils written compositions in French. As cited in the studies in this review, the use of Cohesion might impact on the quality of Compositions pupils write. Based on the literature review, it is therefore, not known whether or not the use or none use of Cohesion has impacted on the poor results of

these Grade 12 French Compositions. The next chapter discusses the methodology employed in the current stud

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter presents the description of the methodology of the study. Research Methodology defines what the activity of research is, how it progresses and what constitutes success. It describes the research design, sample size and population. The chapter also describes the research methods and data collection instruments. Lastly, it looks at the limitation, delimitation and ethical consideration of the study.

3.1 Methods of Investigations

3.1.1 Research Design

A research design can be explained as the structure of the research that holds all parts or elements in the research project together to try and address the central research questions. Orodho (2003) as quoted by Hanchoko (2013) defines it as the scheme, outline or plan that is used to generate answers to research problems. According to Locke et al (1987) Research Design gives direction and systematizes the research. They define research design as the overall plan for collecting and analyzing data including specifications for enhancing the external and internal validity of the study.

The current study employed a descriptive qualitative analysis. Descriptive design is a description of data whether in words, pictures, charts or tables and whether the data analysis shows statistical relations or is merely descriptive. The design was appropriate to the study because it was aimed at describing the cohesive devices the pupils of French used, those they did not use, the thematic progression they used, the challenges they had in their writing and the relationship between cohesion and the quality of writing. The research aimed at analyzing data from the respondents on their perspectives about language use in their compositions in relation to cohesion. The choice of this design helped to describe the characteristics of the target population and determine relationships between variables and made specific predictions for solving research problems (Stebbins, 2001).

The study was qualitative in that it provided a descriptive analysis of the cohesion used in the pupils' compositions and most of the findings were descriptive as it gave an explanation of why the state of affairs was like that. However, because of the aspect of compilation of marks, frequency tables and statistical results, quantitative approach was also utilized. Qualitative research generates non-numerical data and focuses on gathering of mainly detailed description and verbal data rather than measurements.

3.2 Method of Data Collection

An introductory letter was obtained from the University of Zambia Languages Department and presented to the head teachers of the five schools that were targeted for the study. After permission was sought, pupils were asked to write a Narrative Composition in French. The written texts and questionnaire from the pupils were the Author's major source of primary data. As noted by McCabe & Peterson (1991), Narratives have a very high density of markers of discourse cohesion. The Composition was between 100-120 words. The Narrative was set in line with the Grade 12 Examination Council of Zambia standards and these are the numbers of words used in the rubric of the Grade 12 French Composition final examination. All the pupils wrote the sample test under the same conditions of being supervised by their teachers. The theme of the composition was 'Les vacances de Pâques.' The instruction was 'Vous voyagez de Livingstone pendant les vacances de pâques. Parlez de votre voyage. The topic was chosen because pupils had learnt how to narrate situations. They had an idea of Livingstone the tourist capital and what Easter Holiday was. The compositions were collected and marked generally to get the result score out of twenty (20) and in line with the use of cohesive devices and thematic progression. Text books, research papers, the internet and journals provided secondary data on the literature to the study.

3.3 Target Population

The Target population of the study was Central Province: Kabwe District in particular. It was drawn from the five secondary schools which are offering French to Grade 12 pupils for purposes of the examination.

3.4 Sample Size

Blanche et al (2006) defined a sample size as a process of selecting research participants from an entire population and involves decisions about which people, settings, events, behaviors or social processes are to be observed. The study sample size consisted of a total of sixty (60) Compositions for the pupils that had been entered for 2014 Grade 12 Final Examinations in the five secondary schools; twenty-two (22) from School A, ten (10) from School B, eight (8) from School c, five (5) from School D, and fifteen (15) from School E. These were purposively selected as they were the only Grade 12 students that were taking French in the province and they were the only ones that had been entered for the 2014 Grade Twelve French Examinations. The rationale for choosing the Grade twelve pupils was that they had done French to be able to write an examination.

The table below shows the details of schools as well as the number of participants.

Table 5: List of participating schools and the number of participants.

Name of School	Public/Private	Co-education / Single	Number of participants
School A	Public	Co-education	22
School B	Public	Single	10
School C	Public	Co-education	8
School D	Public	Co-education	5
School E	Public	Co-education	15
TOTAL			60

Table 5 shows a list of participating schools and the number of participants in the study. The schools listed were the schools that took French as a teaching subject.

3.5 Sampling Techniques

Purposive sampling was used in this study. As Bogdan and Biklen (2007) explain, purposive sampling is used when the researcher solicits information with specific characteristics to participate in a study. It was used for the purpose of this study where the researcher purposively targeted a group of people believed to be reliable for the study and the pupils and schools chosen were the only ones that were taking French. The grade 12s were also purposively sampled because the researcher sought to make inference to whether or not the pupils had learnt adequate cohesive ties to enable them produce coherent pieces of discourse.

3.6 Data Collection Instruments

These are the resources or tools which are supposed to be utilized in a study for one to come up with consolidated required information in order to prove the theoretical framework of the research being undertaken by the researcher. According to Kombo and Tromp (2006), research instruments include: questionnaire, interview schedules, observation guides and focus group discussion guides.

A Narrative Composition text was used as the instrument of data collection. It was the most direct and suitable way of measuring participants' writing ability. The Narrative Composition was written by the pupils as an exercise. Typically, Narratives are about an agent carrying out a series of actions involving animate or inanimate objects. More specifically, narrating is a sentence-generating process that abides by certain regularities. Putting a story into narrative format requires the use of a number of linguistic devices. A composition test requires participants to organize their own essays, express their own ideas and words. A total of Sixty (60) scripts were collected from the five schools that were targeted.

The Junior and Senior French Syllabi were referred to so as to ascertain whether the pupils had been taught different grammatical and lexical cohesive devices. That was to help the researcher establish whether they had been taught the use of cohesion in composition writing. It also helped the research to have a general view of pupils' ability to write compositions using both grammatical and lexical cohesion. In order to achieve effective communication, pupils need to be

exposed to the use of reference, substitution, ellipsis, conjunction, lexical cohesion and organization of information.

As a supplementary tool for data collection, an interview guide was designed for the teachers of French in a way that allowed the researcher to compare the pupils' responses to those of their teachers and increase the comparability of responses thereby reducing the interviewer effect and bias.

3.7 Data Analysis

The written Compositions were marked by the researcher as she is a Grade 12 ECZ Examiner. Cohesive devices were identified and classified under the appropriate headings on the cohesive analysis sheet. The analysis was conducted to find out the students use of both grammatical and lexical cohesive devices in general. Data gathered was analysed according to the themes of the study following the order of the research objectives and questions listed in chapter 1. Halliday and Hassan's (1976) taxonomy of Cohesion devices and their framework for analysis were used. A coding system was devised to suit the study. It provided a means of representing the cohesive ties in the written compositions of the current analysis. The coding form captured the following data;

- Index-Serial number of each sentence in ascending order.
- Each cohesive item with a code identifying the sub –category to which it belongs.
- The referent or the presupposing item of the particular cohesive item.
- The number of cohesive ties used in a particular composition.

In the analysis of the data, the compositions that the Grade 12 pupils of French wrote were marked and analysed. The total use of each device in both grammatical and lexical cohesion was considered. Frequencies of use of the cohesive devices were also determined. On the basis of the Halliday and Hassan's taxonomy of cohesive ties (1976/2001), a coding system as shown in Table 6 was devised to suit the needs of the study. The coding system provided a means of

representing the cohesive ties in the written compositions of the current analysis. Reference for instance was coded as GR where G refers to Grammatical Cohesion and Reference as R

Table 6: Summary of Types of Cohesion and Coding System

S/N	TYPES OF COHESION	CODING SCHEME
1.	GRAMMATICAL COHESION: Reference Substitution Conjunction	GR GS GC
2.	LEXICAL COHESION Reiteration Collocation	LR LC

3.7.1 Identification of cohesive devices in the pupils' compositions

In order to identify cohesive ties in the compositions each sentence was given an index number and sentence by sentence the cohesive ties were marked by virtue of the coding schemes set up. To avoid committing any error during coding, a qualified teacher of French read through the Compositions.

The following table 7 provides a review of the types of cohesion and their corresponding cohesive devices targeted in the research.

Table 7: Cohesive devices targeted in the research.

REFERENCE	CONJUNCTION	LEXICAL
Personal Reference	Additives	Repetition
Demonstrative	Adversatives	Synonyms
Definite Articles	Causal	Superordinate
Comparatives	Temporal	General terms
		Collocation

During the analysis, each type of cohesive device was scrutinized and presented in percentages of total ties in order to find the frequency of certain devices. The Researcher's attention turned to the development of theme throughout the compositions. Sentences in the compositions were also analyzed to ascertain their provision of thematic progression. The Researcher investigated what kind of elements the pupils chose as points of departure and how they were picked up elaborated and /or abandoned in the following discourse. Thirty Compositions picked at random were analysed to distinguish the thematic progression used by the pupils

To ascertain the score rates of the pupils, the grade 12 French marking scheme was used as shown in Appendix 3. The marking scheme was obtained from the Examination Council of Zambia.

The Product Moment Correlation Coefficient was calculated using the Scattered Plot Formula as a formula for calculating correlation. Correlation was computed between the numerical scores of the composition and the frequency of the cohesive devices for each composition. The compositions that had the highest mark and those that had the lowest were analysed to determine whether the use of grammatical and lexical cohesive devices had any impact on the results they obtained. Computer generated tables of frequencies and percentages were used in describing distributions of the variables which have been presented in form of tables, bar charts and pie charts.

Secondary information was obtained from various publications such as textbooks, journals and previous studies similar to the study. As a way of supplementing the textual analysis, a questionnaire was distributed to the pupils to ascertain the problems the Grade 12 Pupils of French faced in writing compositions in general. The Researcher used ten (10) closed ended questions. The Pupils were asked to answer 'Yes' or 'No' for each item.

Both the Junior and Senior Syllabi were analysed to ascertain whether the pupils had had any contact with grammatical and lexical cohesion in the period they learnt French from Junior to Senior secondary. The schemes and records of work were accessed to ascertain whether the teachers followed and completed the syllabus in their teaching. Data analyses commenced immediately after data collection.

3.8 Ethical Consideration

The study took into consideration all possible and potential ethical issues. Permission was sought from the relevant school authorities before the research was undertaken. As rightly identified by Wimmer and Dominick (1994), the principles of confidentiality and respect are the most important ethical issues requiring compliance on the part of the researcher. According to the Cambridge International Dictionary, ethics is the science of morals, the branch of philosophy which is concerned with the human characters and conducts, what is morally right and what is not. The basic ethical requirements demanded that the researcher respects the rights, values and decisions of the respondents. The scripts of the pupils and any information relevant to the study were kept strictly confidential and for the purpose of the study. Teachers and pupils were also informed verbally and assured that all the information obtained would be treated confidentially and results would be used for academic purposes only. A consent form was also given for them to read and consent that they would take part in the research. This was done to uphold the confidentiality and protect the anonymity of the research participants. This approach eliminates threats from their psychological wellbeing. An aspect of confidentiality in research raises confidence in the participants and increases their level of participation.

3.9 Summary

The chapter dealt with the methodological aspect of the investigation by focusing on the research procedures and techniques which were adopted in the current study so as to provide satisfactory answers to the research questions raised in the study. Sixty (60) compositions were analysed. Both qualitative and quantitative methods were employed in the study though the study was mostly qualitative. Qualitative data was analysed thematically while quantitative data was analysed using the SPSS computer programme. The chapter also stated the limitations and delimitations of the study. Ethical issues, too, were taken into consideration. The next chapter presents the research findings according to the research questions.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

The present chapter presents the findings on the relationship between the use of cohesion and the quality of grade 12 French compositions. It begins by identifying the different categories of both grammatical and lexical cohesion in the pupils' compositions and those that they fail to use. The chapter proceeds to examine carefully thematic progression in the written sentences of the compositions. It then points out the challenges that the grade 12 pupils of French encounter in their writing. It also determines whether there is a relationship between the use of cohesion and the quality of the compositions. Lastly, the chapter concludes with a brief discussion of the main issues in the research findings.

The findings are presented according to the study questions. The first question was to establish what types of cohesive devices Grade 12 pupils taking French use in their compositions. The second question was to establish what types of cohesive devices Grade 12 pupils taking French fail to use in their compositions. The third question was to establish what challenges, if any, the Grade 12 pupils taking French encounter in using cohesion. The fourth question was to determine whether there is any type of thematic progression used in the Grade 12 pupils' French compositions. The fifth question was to determine whether the use of cohesion in the grade 12 pupils' French compositions relate to the quality of their results.

4.1 The types of cohesive devices used by grade 12 pupils of French in their compositions

The findings from the study show that the pupils were able to use both grammatical and lexical cohesion. In grammatical cohesion, the pupils were able to use reference followed by conjunction. In the reference category, the pupils were able to use personal, demonstrative and comparative reference. As regards to lexical cohesion, the pupils were only able to use reiteration. Below is the categorization of reference, conjunctions and reiterations as used by the pupils:

4.1.1 Use of Reference

Table 8: The distribution of reference ties in subcategories.

Ties	Personal	Demonstrative	Comparatives	Total Number of Reference Ties
Frequency	1000	50	03	1053
Mean	16.6	0.83	0.05	17.48
Percentages	95%	4.7%	0.3%	100%
Most frequently used cohesive items	Je, il, elle, nous, ils, elles I, he, she, we, they	Cet, cette , ces	Comme	

Table 8 above illustrates the distribution of reference ties in subcategories.

The pupils were able to use personal reference (95%) predominately in their compositions followed by demonstratives (4.7%) then comparatives (0.3%) as could be seen from the analysis.

4.1.2 Use of Conjunction

Table 9: The distribution of conjunctive ties in subcategories.

Ties	Additives	Adversatives	Temporal	Total
Frequency	300	50	8	358
Mean	5	0.8	0.1	5.9
Percentages	84%	14%	2.0%	100%
Most frequently used cohesive device	Et	Mais	Après	

Table 9 above illustrates the distribution of conjunctive ties in subcategories.

It is clear from the foregoing analysis that pupils were able to use the additive ‘et’ (84%) more than any other additives. This was followed by adversative (14%), temporal (2%) and lastly causal (0%). The causal conjunctions were not used by all the pupils who wrote the compositions. This finding seems to suggest that arising from five years of exposure to French structure lessons in which discourse markers are taught, pupils have sufficiently internalised knowledge of the existence of additive ‘et’ and try to use it in their pieces of composition whether appropriately or inappropriately but have challenges with the use of other conjunctions.

4.1.3 Use of Reiteration

Table 10: Use of Reiteration

Ties	Repetition	Synonym	Superordinate	General –word
Frequency	300	0	0	0
Mean	5	0	0	0
Percentage	100%	0%	0%	0%
Words frequently used	Famille, Parc, animaux,			

Table 10 above illustrates the distribution of reiteration.

The study exemplified the use of reiteration as observed in the examples below.

Table 11: The use of reiteration in the pupils’ compositions.

S/N	FRENCH	ENGLISH
01.	J’habite avec ma famille . Ma famille est grande. Dans ma famille , nous sommes six : ma mère, mon père, mes deux sœurs et mon frère. Ma famille habite à Lukanga.	‘I live with my family. My family is big. In my family, we are my mother, my father, my two sisters and my brother. My family lives in Lukanga’
	‘ Ma famille ’ was repeatedly used in the example 1 above.	
02.	J’ai vu beaucoup d’ animaux dans le parc. Les	‘I saw many animals in the park.

	animaux dans le parc sont les lions, les zèbres, les léopards et les girafes.’ Les animaux sont grands et petits. Les animaux sont dans la cage.	The animals in the park were lions, zebras, leopards and giraffes. The animals were big and small. The animals were in the cage.’
	The reiteration in example 2 above was repetition of ‘ animaux ’	
03.	Le parc est très grand. Dans le parc , il y a les animaux. Le parc a beaucoup de fleurs. J’aime le parc . Il y a aussi la piscine dans le parc .	‘We are in the park. The park is very big. In the park, there are animals. The park has a lot of flowers. I like the park. There is also a swimming pool in the park.’
	In example 3, the word that was reiterated was ‘ le parc ’	

The examples above show the reiterations that were observed in the pupils’ compositions. The words that were constantly repeated were ‘ma famille,’ ‘les animaux’ and ‘le parc’.

Table 12: A Description of Cohesive Devices used in the Sixty (60) Grade 12 Pupils’ French Compositions

Types of Cohesive ties	Reference	Conjunction	Reiteration	Total No of cohesive ties
Frequency	1053	358	534	1945
Mean/	17.55	5.9	8.97	32.35
Percentage based on total	54.14%	18.5%	27.5%	100%

Table 12 above shows the cohesions used in the Grade 12 pupils’ French compositions.

In their use of grammatical cohesion, the pupils used more of reference (54.14%) followed by conjunctions (18.5%) In the use of lexical cohesion, the pupils were able to use reiteration (27.5)

4.2 The types of cohesive devices grade 12 pupils of French failed to use in their compositions

In terms of grammatical cohesion, the grade 12 pupils of French failed to use ellipsis and substitution. Ellipsis is the omission of one or more words from a sentence that would complete or clarify the construction. It is a deliberate omission of a word or words readily implied by context, as exemplified in the following sentences:

1. Pierre a mangé une pomme et Mulenga une banane. (Peter ate an apple and Mulenga a banana.) ‘a mangé’ has been omitted in indicating what papa ate.
2. Les lions sont grands mais les léopards petit. (The lions are big but the leopards small.) ‘sont’ has been omitted in the description of leopards.
3. Marie a acheté les biscuits et Jean les fruits. (Mary bought the biscuits and John the fruits.) ‘a acheté’ has been omitted to describe what John bought.

Substitution is the replacement of a word or phrase with a filler word such as one, so, or do in order to avoid repetition. Pupils were not able to use such a cohesive device in their compositions.

As regards to lexical cohesion, the pupils could not use collocation. When words are used together regularly, rules are formed about their use not for grammatical reasons but because of the association. This meant that they were not able to use superordinate – words that are more generic than a given word for example furniture, animals, antonyms- opposites, hyponyms- words that are more specific than the given word, and synonyms – similar word or general words.

4.3 Challenges Grade 12 pupils taking French encountered in the use of cohesion

4.3.1 Some of the challenges grade 12 pupils of French encountered in their composition writing

Some of the challenges grade 12 pupils of French encountered in their composition writing included substantial grammatical/lexical mistakes, misuse / overuse of a variety of additives, ineffective use of connectors, misplacement of conjunctions, multiple errors and run on

sentences. These errors had an effect on the cohesion of the text as it disjointed some parts of sentence. If the combination of words, sentences, paragraphs, numbers and other characters are not properly done, the pupils' compositions may not be satisfactory and may affect cohesion.

4.3.1.1 Substantial grammatical /lexical mistakes

The study further revealed that the pupils that the grade 12 pupils of French had substantial grammatical and lexical mistakes. This could be noticed from the errors that were contained in the sentences they wrote. There was substantial evidence of inappropriate sentence construction as shown below:

Table 13: Examples of substantial grammatical / lexical mistakes in the pupils' compositions

S/N	Example of Error	Correction
4.	Les lions est tres grand. Ils est mange le viande. Ils est dangereux.	Les lions sont très grands. Ils mangent la viande. Ils sont dangereux.
5.	Maman sont content parce que elle sont au parc.	Maman est contente parce qu'elle est au parc.
6.	Je suis a la parc avec maman et papa joue le balle avec mon sœur et le chien .je suis petit mon sœur grand.	Je suis au parc avec maman et papa. Je joue la balle avec ma sœur et le chien. Je suis petit et ma sœur est grande.

The study further found out that the pupils lacked linguistic competence (ability). Each time they could not recall the appropriate word or failed to write the words in French, the pupils ended up using English instead as in;

Table 14: Examples of Pupils Linguistic incompetence

S/N	SENTENCE WITH ERROR	CORRECT SENTENCE	ENGLISH
7.	J'ai vu les <u>animals</u> .	J'ai vu les animaux.	I saw the animals.
8.	Les animaux sont <u>fierce</u> .	Les animaux sont féroces.	The animals were fierce.
9.	Le <u>vacance</u> était très <u>interesting</u> .	Les vacances étaient très intéressantes.	The holiday was interesting.

The pupils might have thought that the words (animals), (fierce) and (interesting) in English were the same as the French words (animaux), (féroces) and (intéressant.) This shows clearly that their linguistic ability was minimal.

4.3.1.2 Misuse /overuse of a variety of additives

The study has also shown that the grade 12 pupils of French misused and in some cases overused the additives. This could be noticed from the errors that were contained in the sentences they wrote.

Table 15: Examples of Pupils' Misuse / overuse of a variety of additives

S/N	Example of Error	Correction
10.	Je voyage avec maman et papa et ma sœur et mon frère.	Je voyage avec maman, papa, ma sœur et mon frère.
11.	Dans la parc, il y a les lions et les zebra et les leopards et les crocodile.	Dans le parc, il y a les lions, les zèbres, les léopards et les crocodiles.
12.	Les animaux sont très grands et ils sont très dangereux et ils mangent beaucoup.	Les animaux sont très grands. Ils sont très dangereux et ils mangent beaucoup

The table 15 shows the pupils misuse of the additive 'et' 'and' in their written work.

4.3.1.3 Ineffective use of conjunctions

The study has also presented that the grade 12 pupils of French misused and in some cases overused the additives. This could be noticed from the errors that were contained in the sentences they wrote.

Table 16: Examples of Pupils ineffective use of conjunctions

S/N	Example of Error	Correction
13	Mais nous sommes à Livingstone et mama est malade.	Nous sommes à Livingstone mais maman est malade
14	Après, ils mangent du viande, ils dorment.	Ils dorment après avoir mangé de la viande.

The table 16 illustrates some of the pupils' inefficient use of conjunctions.

4.4 The Types of Thematic Progression used by the French Grade 12 Pupils.

Thematic progression was classified as constant thematic progression, simple linear thematic progression, derived theme progression and split rheme progression.

4.4.1 Constant Thematic Progression

The Constant Progression pattern demands the application of the same or similar theme in a series of sentences. The study revealed that most of the pupils were able to use constant thematic progression with less difficulty. This was clearly shown in the way they were able to use the similar themes as point of departure for the sentences. Below are some of the examples where constant thematic progression was used:

1. Je suis à Livingstone. Je vois les animaux. Je suis content.
2. Nous allons à Livingstone. Nous avons pris un taxi à sept heures. Nous sommes arrivés à Livingstone à dix heures.
3. Les animaux sont beaucoup. Les animaux sont petits et grands. Les animaux sont les lions, les léopards, les girafes et les singes.

4.4.2 Simple Linear Progression

The study also revealed that the pupils were able to start their sentences with Simple Linear Progression in some of the sentences. The Simple Linear Progression Pattern is realized when the rheme of the first clause is turned into the theme of the following clause.

Below are examples of sentences where Simple Linear Progression was used:

1. Je suis à au parc. Dans le parc, il y a beaucoup des animaux. Les lions sont très grands.
2. Maman et papa sont dans la voiture. La voiture est bleue. C'est une jolie couleur.
3. La famille mange le petit déjeuner. Le petit déjeuner est délicieux.

4.4.3 Hyper Derived Theme Progression

As regards Hyper Derived Theme Progression, the study revealed that pupils were not able to use such a progression. This could have been because of the complexity of the type of progression. The teachers may have not taught the pupils such a type of thematic progression.

4.4.4 Split Rheme

Concerning Split Rheme Progression, the study discovered that the pupils were not able to use the said progression as it was not found in any of their compositions.

Table 17 summarizes the overall distribution of thematic progression pupils used in their compositions.

Table 17: The Types of Thematic Progression

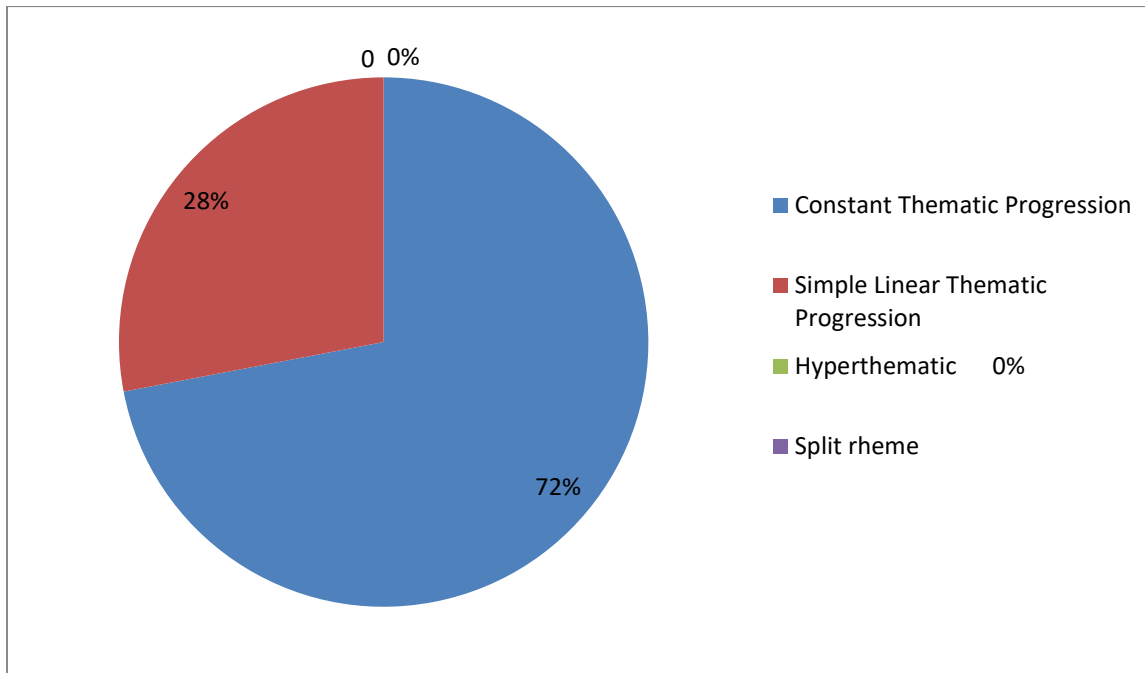
Texts used in the analysis	Total Number of clauses in the text	Types of Thematic Progression			
		Constant Theme Progression	Simple Linear Progression	Derived theme Progression	Split Rheme Progression
Text 1	20	15	5	0	0
Text 2	18	10	8	0	0

Text 3	20	14	6	0	0
Text 4	18	12	6	0	0
Text 5	18	14	4	0	0
Text 6	16	10	6	0	0
Text 7	12	10	2	0	0
Text 8	20	14	3	0	0
Text 9	20	14	2	0	0
Text 10	14	10	2	0	0
Text 11	14	10	2	0	0
Text 12	12	10	2	0	0
Text 13	16	12	4	0	0
Text 14	20	14	3	0	0
Text 15	18	10	2	0	0
Text 16	12	09	3	0	0
Text 17	18	08	4	0	0

Text 18	14	08	4	0	0
Text 19	12	10	2	0	0
Text 20	16	12	4	0	0
Text 21	12	12	2	0	0
Text 22	18	10	2	0	0
Text 23	16	10	6	0	0
Text 24	18	12	6	0	0
Text 25	14	12	2	0	0
Text 26	18	10	8	0	0
Text 27	16	12	4	0	0
Text 28	14	10	4	0	0
Text 29	16	13	3	0	0
Text 30	12	8	4	0	0
Total		256	57	0	0
Percent		72%	28%	0%	0%

Table 17 above shows that the Grade 12 Pupils of French compositions that were examined have a similar distribution of thematic progression pattern. The pupils used more of constant thematic progression (72%), followed by simple linear progression (28%) but could not use Hyper

Figure 2: The summary of thematic progression type in the Grade 12 French Compositions.



The findings in Figure 2 clearly indicate that constant thematic progression was the most predominant in the thirty (30) texts totaling 72 % (instances) followed by linear thematic progression with 28%. Hyper derived thematic progression and Split Rheme progression were not used by the pupils.

4.5 The Relationship between the use of cohesive devices and the quality of the Compositions.

This section tried to establish whether there was a relationship between the use of cohesive devices and the quality of grade 12 pupils' French compositions.

Table 18: The distribution of cohesive devices and marks in the highest, middle and lowest pupils' compositions.

S/N	TEXT	TOTAL COHESIVE TIES	CONTENT	ORGANISATION	VOCABULARY	LANGUAGE	TOTAL SCORE OUT OF 20
1.	1	40	4	4	3	3	14
2.	2	30	4	4	3	3	14
3.	3	20	3	3	3	3	12
4.	4	20	3	3	3	3	12
5.	5	20	3	3	2	2	10
6.	6	18	3	3	2	2	10
7.	7	16	3	3	2	2	10
8	8	16	3	3	1	1	08
9.	9	14	3	2	1	1	07
10.	10	14	2	2	1	1	06
11.	11	10	2	2	1	1	06
12.	12	10	1	1	1	1	04
13.	13	10	1	1	1	1	04
14.	14	09	1	1	0	0	02
15.	15	06	1	1	0	0	02

Table 18 shows the distribution of cohesive devices and marks in the highest, middle and lowest pupils' compositions.

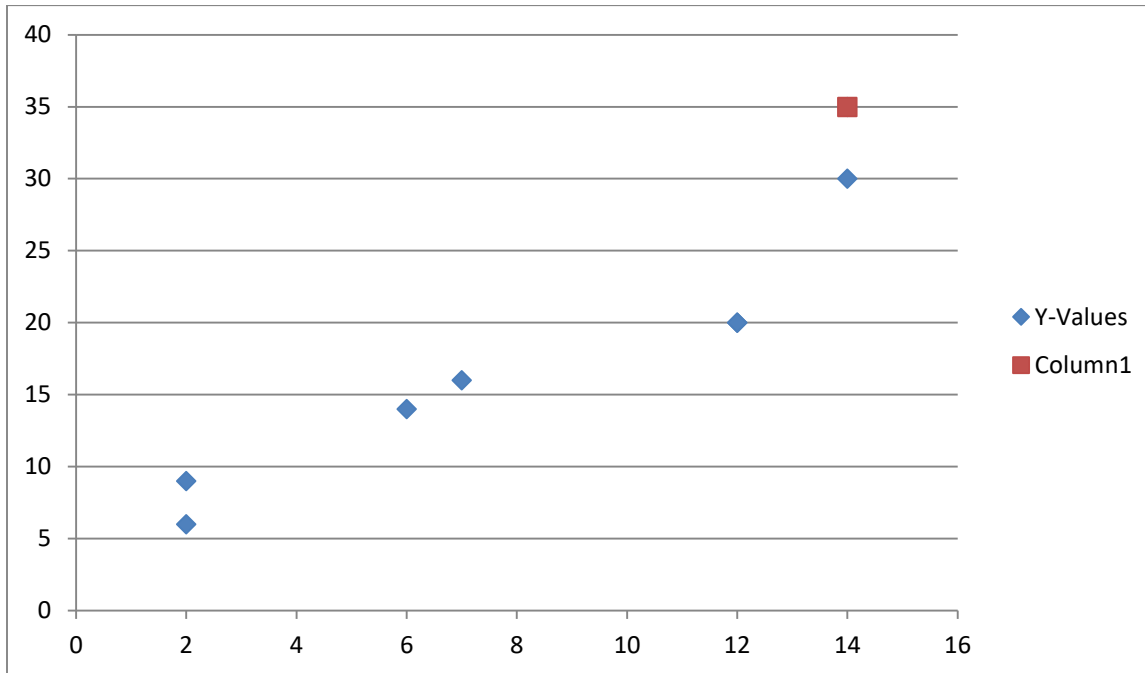
The results showed that the pupils who obtained the highest marks used the cohesive devices relatively well and they were able to organize their composition in paragraphs. They also had the idea of what they were expected to write. Their compositions were coherently written. Those who obtained the lowest marks were not able to use the cohesive devices adequately and were not able to organize their compositions in paragraphs. They also had limited vocabulary, thus making them write sentences that did not correlate.

4.5.3. The Product Moment Correlation Coefficient

The product moment correlation coefficient was calculated using the Scatter Plot as a formula for calculating correlation.

Figure 3: The Product Moment Correlation Coefficient

Number of cohesive devices



Quality of Results out of 20 marks

Figure 3 shows a scattered plot for the scores of the compositions and the scores of the cohesive knowledge test.

There was a strong and positive correlation between the use of cohesive devices and the quality of the compositions written by the pupils. The scatters on the diagram were not spread all over but the movement was upward to the right. There is therefore, a close association as the independent variable (Cohesive knowledge) increases, so does the dependent variable (composition score). The scatter plot showed that the quality of results and the cohesive ties had a positive relationship. The pupils that performed better were those that used a variety of grammatical and lexical cohesions. Those that performed poorly were those that were limited in

their use of grammatical and lexical cohesions. The results showed that there was a relationship between the use of cohesion and the quality of grade 12 French compositions. It was, however, not the quantity of the cohesive devices but the variety of the cohesive devices that affected the quality of the compositions.

4.6 Summary

The present chapter presented the findings on the relationship between the use of cohesive devices and the quality of grade 12 French compositions. It began by presenting the different categories of both grammatical and lexical cohesion in the pupils' compositions and those that they fail to use. The chapter also presented thematic progression in the written sentences of the compositions. It then pointed out the challenges that the grade 12 pupils of French encounter in their writing. It further presented findings on the relationship between the cohesive devices and the quality of the compositions.

The study found out that the pupils were able to use some grammatical and lexical cohesion. Grammatical cohesion that French grade 12 pupils frequently used in their compositions were reference and conjunctions. As regards reference, the ones that dominated were personal reference and for conjunctions, the additive conjunction and adversative conjunction were used. Additionally, the Lexical cohesion that they used was reiteration. The grammatical cohesions that they rarely used in their compositions were substitution and ellipsis. Collocation was the lexical cohesion that was not used in the compositions.

The study revealed substantial lexicon-grammatical mistakes that could have been due to ignorance of rules. The findings also indicated that Grade 12 pupils were incapable of using grammatical and lexical cohesion proficiently in their writing. One prominent type of grammatical /lexical cohesive error was the singular/plural disagreement which ended up affecting the whole passage. The other findings were that the pupils expressed limited vocabulary.

Concerning thematic progression that the grammatical and lexical cohesion provide, the study revealed that constant thematic progression was more predominant followed by linear thematic progression.

The study also discovered that there was a relationship between the use of cohesive devices and the quality of grade 12 French compositions. The pupils that performed better were those that used a variety of grammatical and lexical cohesion. Those that performed poorly were those that were limited in the use of grammatical and lexical cohesions.

CHAPTER FIVE

DISCUSSION OF THE RESEARCH FINDINGS

5.0 Overview

This chapter discusses findings of the study in line with the objectives which were to establish what types of cohesive devices Grade 12 pupils taking French use in their compositions, to establish what types of cohesive devices Grade 12 pupils taking French fail to use in their compositions. The other objectives were to establish what challenges, if any, the Grade 12 pupils of French encounter in using of cohesion in their compositions, to determine whether there is any thematic progression used in the Grade 12 pupils' French compositions and to determine whether the use of cohesion in grade 12 pupils' French compositions relate to the quality of their compositions.

5.1 The Cohesive devices the Grade 12 pupils taking French used in their Compositions.

The first objective of the study endeavoured to establish what cohesive devices the Grade 12 pupils taking French used in their compositions. The results of the study revealed that the pupils were able to use two major types of grammatical cohesions in their compositions. These were reference and conjunction. This could have been because the pupils learnt the use of reference and conjunctions from inception. They start learning about 'persons in French' way before they get into intermediate or advanced learning.

5.1.1 Grammatical Reference

Grammatical Reference includes personal, demonstrative, interrogative, indefinite, relative and reflexive pronouns. As pupils start learning a language, they need to first learn these important aspects of language.

5.1.1.1 Personal Pronoun

The study revealed that the Grade 12 pupils of French were able to use personal pronouns. A personal pronoun is a pronoun that expresses a distinction of person. It is a pronoun that is associated primarily with a particular person, group or thing in grammatical sense. According to

Chishiba (2003), personal pronouns are the most important form of grammatical devices that help to minimize the use of similar nouns and should be used appropriately to enhance cohesion of a text.

It was noted that the Grade 12 pupils of French were able to use the personal pronouns with less difficulty. This clearly showed that they had grasped the personal pronouns from the time these pronouns were introduced to them. The findings revealed that the pupils widely used the personal cohesive devices such as 'Je, il, elle, ils, elles' (I, he, she, it, they) in almost all the sentences. They were able to start their sentences with appropriate personal pronouns and even replace the proper nouns with appropriate pronouns. This implied that they had mastered the different types of persons with less difficulty as could be seen from the sentences in their compositions. This could probably be due to the fact that proper nouns and pronouns were learnt in all their French lessons. Like Siti (2016), the researcher's findings that personal pronouns are predominantly used as cohesive devices in written texts resonate with what was discovered in her study. Equally, the findings are in line with Alarcon and Morale (2011) who discovered that reference had the highest frequency of 90.67% in the students' academic writing.

5.1.2 Conjunctions

The study further established that in order for whole sentences to make sense, their different parts needed to be linked in a logical, meaningful way. This linking role was played by conjunctions. Halliday and Hasan (2005:226) and Feng (2010), have summarised and divided these conjunctive relations into four categories as: additive, adversative, causal and temporal or continuatives. Fraser (1999) in his types of discourse markers refers to additive relations as elaborative discourse markers, adversative relations as contrastive discourse markers and causal relations as inferential discourse markers. In the present study, all the terms used by Halliday and Hasan (2005), Feng (2010) and Frazer (ibid) in classifying discourse markers have been adopted and used interchangeably. Conjunctions need to be understood by pupils at all levels of study because they are cardinal in the sentence construction.

5.1.2.1 Additive Conjunctions

Additive conjunctions are coordinating conjunctions used to denote addition. The additive conjunctions indicate that the second word, phrase, clause or sentence contains an additional fact that is related to the earlier word, phrase, clause or sentence. Though conjunctions function extremely appropriately to create cohesion in texts, in these compositions, it was however observed that, the pupils were only able to use the conjunction ‘et’ (and) an additive conjunction. Even though there were various devices that could be used to express addition, the pupils were only able to use ‘et’ in order to fulfill its functions. It also seemed clear that they had little experience in using other types of additives other than ‘et’. Examples of additives that could have been used in the compositions are as indicated in the table 19 below:

Table 19: Examples of Additive Conjunctions.

S/N	TYPE OF CONJUNCTION	FRENCH	ENGLISH
01	Additives	Et de plus en plus de en outre/ de plus aussi également ou de surcroit semblable à de même	And additionally in addition to further more also equally, also, as well or in addition similar to similarly

The table 19 above illustrates other examples of additive conjunctions in French

It is clear from the many other types of additives indicated in the table above that the pupils were restricted in the use of such. Dikilita’s (2012) and Chishiba (2009) supports the findings as they explained that most students failed to use a variety of additives except ‘and’ in their written texts.

5.1.2.2 Adversative Conjunctions

Adversatives refer to main meaning of relation described as contrary to the expectation.

In the study, the Grade 12 Pupils of French were only able to use ‘mais ‘but’ in their compositions. The cohesive device ‘mais’ ‘but’ was predominantly outstanding among the adversative conjunctions. ‘Mais’ ‘but’ is used when preceding information opposes the earlier proportion. Its prominence in the pupils’ compositions analysed, echoes the explanations of Blakemore (2002) who found out that ‘but’ is the most used in contrastive. The pupils were limited in their use of other adversative conjunctions as could be clearly seen in their writing. Although there are other adversative conjunctions as tabulated in the table below, only the adversative ‘but’ was used by the pupils.

Table 20: Examples of Adversative Conjunctions

S/N	TYPE OF CONJUNCTION	FRENCH	ENGLISH
01	Adversatives	Mais Cependant Au contraire Encore Quoique Bien que Cependant Néanmoins Encore Malgré Même si Par rapport à Alors que	But However On the contrary Yet Though Even though Nevertheless Nonetheless Still Despite Even if In comparison Whereas

Table 20 exemplifies the adversative conjunctions in French

There are many types of adversative conjunctions in language but it is clear that the pupils of French still needed to grasp as many of those as possible other than using only one.

5.1.3 Lexical Cohesion

Lexical cohesion refers to the ties created between lexical elements. These elements can be classified into reiteration and collocation. The findings revealed that the pupils were only able to use reiteration as opposed to collocation. This could have been due to the limited vocabulary that they pupils exhibited in their compositions.

5.1.3.1 Reiteration

As regards the use of lexical cohesion, the pupils were able to use reiteration or ‘repetition’ as it is sometimes referred to. Reiteration refers to repetition of a lexical item though the repetition may not exactly match the presupposed lexical item. Reiteration can take the form of repetition of the same word or through the use of a synonym, antonym, metonym or hyponym.

Reiteration was the most dominant lexical cohesion in the respondents’ compositions. The analysis of the compositions in the study did in fact show that the majority of the compositions contained larger numbers of ties of repetition. The above findings are supported by the results of Santo (1988) as quoted by Hartnett (1986). Chishiba (2003) also confirms the findings from his study which discovered that many students used reiteration recurrently in their DELF Compositions.

The repetitions used by the respondents was more with the following words “famille, animaux, parc” as in the examples in table 21 below.

Table 21: Examples of Repetition (Reiteration)

FRENCH	ENGLISH
J’habite avec ma famille. Ma famille est grande. Dans ma famille, nous sommes six : ma mère, mon père, mes deux sœurs et mon frère. Ma famille habite à Lukanga.	'I live with my family. My family is big. In my family, we are my mother, my father, my two sisters and my brother. My family lives in Lukanga'
J’ai vu beaucoup d’animaux dans le parc. Les animaux dans le parc sont les lions, les zèbres, les léopards et les girafes.’ Les animaux sont grands et petits. Les animaux	‘I saw many animals in the park. The animals in the park were lions, zebras, leopards and giraffes. The animals were big and small. The animals were in the cage.’

sont dans le cage.	
Le parc est tres grand. Dans le parc, il y a les animaux. Le parc a beaucoup de fleurs. J'aime le parc. Il y a aussi la piscine dans le parc.	We are in the park. The park is very big. In the park, there are animals. The park has a lot of flowers. I like the park. There is also a swimming pool in the park.'

Based on the researcher's observation, the usage of repetition in most of the compositions was quite redundant as the respondents used the same words over and over within the same paragraphs. That made their writing quite boring and lacked quality within the compositions. Overuse of a limited set of preferred or better understood words caused break in the flows of information thereby obscuring discourse coherence. This finding resonated with those of Li and Schmitt (2009) who discovered that since non-native student writers lacked deeper knowledge of discourse markers, they overused the limited sets of those they knew well. There was lack of resourcefulness or substitution of words used by the respondents to make their writing interesting to read.

It was also observed that learners were not familiar with such lexical cohesion as synonyms, antonyms, metonymy or hyponymy which were observed not to have been used in the compositions. The writers needed to be creative in their writing because the use of different types of lexical cohesion would have shown enriched vocabulary. The learners could have effectively employed these different cohesive ties if they had known the functions that they performed. However, because of lack of deeper knowledge, the pupils reiterated the same words of 'animaux, parc, famille' over and over.

These findings are also consistent with those of Sanna-Kais (2006) when his study examined how the sources of lexical cohesion could be used across spoken and written language. The study discovered that reiteration relations were more frequent than collocation relation.

This is also in line with the findings of Rahman (2013) and Wu (2010), as they also found that reiteration was one of the types that were overused in their research. However, although the

result is as stated, it could be noted that the overuse of one type of cohesive device may create monotony and/or less quality of writing.

5.2 The type of cohesive devices the Grade 12 Pupils of French failed to use in their Compositions.

The second objective attempted to establish what types of cohesion the grade 12 pupils taking French failed to use in their compositions.

5.2.1 Types of grammatical cohesion pupils failed to use

As regards grammatical cohesion, findings revealed that the pupils were not able to use Ellipsis and Substitution. These features are used so that the presupposed reference is not unnecessarily repeated. Meihua et Braine (2005) confirm that these two grammatical cohesions are difficult to use. They pointed out that even advanced learners had difficulty in using them. The researcher feels that ellipsis and substitution could have probably not been used in the pupils' compositions because they are mostly associated to speech and conversations.

5.2.1.1 Ellipsis

Ellipsis requires omitting particular pieces of information parallel to the previous context. It is where something is left 'unsaid' in the passage and the reader must supply missing information as in;

1. Les lions mangent les cadavres et girafes les fleurs. 'The lions eat the corps and the giraffes the leaves.' (Where the verb 'mangent' 'eat' is omitted in the second clause).
2. Les garçons jouent avec les balles mais les filles les jouets. 'The boys play with the balls but the girls with the toys.' (Where the 'verb jouent avec' is omitted in the second clause).
3. Je prendrai un jus d'orange et elle de la bière. 'I will take orange juice and she beer.' (Where prendrai is omitted in the second clause)

The study revealed that ellipsis was not used by the pupils in their compositions. The uncommon use of ellipsis in written discourse also reduced the dependence of the readers' expectations to supply meanings to ideas unsaid. No instances of ellipsis were found since according to Halliday

and Hassan (1976), they appear more in oral discourse than written discourse. Pupils still needed to be taught on other ways of avoiding repetition by using such methods as ellipsis.

5.2.1.2 Substitution

Substitution is the replacement of a word or phrase with a filler word such as do, so, one to avoid repetition. In substitution, there are two expressions A and B. A could be repeated as in A but instead we replace it with a substitute word. The study revealed that the pupils were not able to use substitution in their compositions. From the discovery, this could have been that the pupils were not taught how to substitute words with other filler words. Teachers needed to teach the pupils some of the skills of substitution at an initial stage so that such difficulties are not encountered at higher levels. The syllabus needed to be reviewed to include such topics too.

5.2.2 Types of Lexical cohesion the pupils failed to use

5.2.2.1 Collocation

Regarding Lexical cohesion, the pupils could not use collocation, items that are likely to be found together within the same text. Halliday and Hassan (ibid) explain that the closer lexical items are to each other between sentences, the stronger the cohesive effect. The category of collocation consists of synonyms and near synonyms for instance: garcon /fille (boy /girl) antonyms amour / la haine (love / hate) and converse ordonner/ obéir (order /obey).

The pupils were only able to use one form of lexical cohesion and therefore their composition writing was adversely affected. As pointed out by Grant and Ginther (2000), Liu and Braine (2005) and Xu (1999) Lexical cohesion indeed contributes to the quality of compositions. Other scholars like Bailey (2003), state that 'when writing a text, it is necessary to find synonyms in order to provide variety and interest for a reader.

The researcher feels that learners had limited vocabulary choices. They were not able to answer the question as they had been asked to. The results, therefore, highlights the importance of helping the learners with the use of good writing skills. This means that though the pupils were able to write their compositions, they did not have comprehensive and adequate knowledge of the subject.

Findings from the study showed that grammatical and lexical cohesion were taught to pupils from Grade Eight (8) to grade twelve (12). This is clearly indicated in the junior and senior syllabi. However, these grammatical and lexical cohesions inclined to structure as opposed to composition writing. The implication could be that the knowledge provided to the pupils was inadequate to make the pupils write coherent compositions. Similarly, Azzouz (2009) reports that grammatical and lexical cohesion assist in the formation of cohesion in texts.

It was obvious that the Grade 12 Pupils of French were not familiar with all types of cohesive devices to the same degree, so they only utilized those that they were familiar with because they found them easy to use. It was also noted that in every type of cohesive device used, there was a predominance of a specific device at different times. This occurrence may refer to the pupils' mastery of such cohesive devices and their knowledge about what they could identify themselves with. Some little use of cohesive devices and absence of others, however, could have been due to the pupils' little experience in using them before.

5.3 Challenges the Grade 12 Pupils taking French face in the use of Cohesion in their Compositions.

The third objective attempted to establish the challenges the grade 12 pupils of French faced in the use of cohesion in their compositions.

Based on the results of the questionnaire, it could be concluded that most of the students had difficulties in composition writing. It was observed that they had difficulties in sentence construction, spellings, tense, subject –verb agreement and inadequate word choices. By and large, the findings showed that the pupils found French to be a difficult subject. They needed to be motivated to have interest in French as a subject.

5.3.1 Misuse of Pronouns

The misuse of pronouns was the major challenge that the pupils faced and this affected the cohesion in the text. The pupils misused pronouns by using the ones that were not supposed to be used. Instead of using the feminine form of pronoun, they, in some cases used the masculine form. The lack of agreement between the noun and correct pronoun distorted the sentences. Instead of using 'elle', 'il' would be used and vice versa. In some cases, there was a problem of

pronoun shift where the writer adopted 'ils' to cataphorically refer to 'les animaux', and then shifted to 'elles'. The two pronouns have different referents and cannot be used in the same sentence to refer to the same referent. This might cause confusion as the reader might think that the writer is speaking about two different groups of animals. This lack of agreement would be attributed to intralingua interference /direct translation from L1. Chen (2008) explains that the misuse of pronouns faced by the students was one of the major challenges that were recorded in his research. This echoes with the finding of the current study. There was huge misuse of pronouns in the pupils' compositions.

5.3.2 Numerous writing barriers and strategic choices in pupils writing

The Grade 12 pupils of French were also faced with numerous writing barriers and strategic choices in their writing which involved how to skillfully fuse their scattered and independent ideas into coherent whole within a short time. Shakir (1991) points out that the major weakness the students made in the presentation of their texts was to stay with the initial ideas. They scattered ideas thus obscuring the flow of information. Baker (1992) also clarifies that a text which is poorly organized is not going to be made coherent simply by sprinkling it with discourse markers. These findings are in line with Murry & Hughes (2008) who explains that any written text should follow a logical order of ideas so that it makes sense. If ideas are not clearly stated, the written text will be an incoherent piece.

The pupils needed to be taught and trained before the examinations to make sure that they were aware of how a cohesive and coherent piece of writing was constructed. It was also necessary for the pupils to know the way clauses joined in order to have a clear flow of information.

5.3.3 The Overuse of specific cohesive ties

The qualitative analysis also revealed the excessive use of the additive 'et' and the adversative 'mais'. The overuse of specific cohesive ties did not contribute to the unity of discourse through relating and joining discourse segments in coherent ways. It was also indicative of limited exposure of the participants to the available range of cohesive ties and the contexts in which they were used. This observation seems to suggest inadequate proficiency in the use of discourse markers by the participants even after learning and using French for the five years in secondary

school. Overuse of cohesive ties, therefore, caused the pupils' compositions to be redundant and difficult to comprehend. Caution must however; be taken to avoid over-use of same cohesive ties. Using too many of them, or using them unnecessarily and inappropriately can make a piece of writing sound too heavy and 'artificial.' Cohesive ties are important, but must only be used when necessary. Most of the learners investigated in this study used the discourse marker 'et' (*and*) and '*mais*' (*but*) more than once. These results seem to support Chishiba (2003) who points out that since cohesive ties facilitate communication, it is reasonable to suppose that lack of them in the learners' pieces of discourse or their inappropriate use could compromise discourse coherence. The other observation arising from the analysis of the data was that some learners also used only one discourse marker repeatedly instead of a variety of them.

5.3.4 Substantial Lexicon-grammatical mistakes

The study further revealed substantial lexicon-grammatical mistakes that could have been due to ignorance of rules. One prominent type of grammatical /lexical cohesive error was the singular/plural agreement which ended up affecting the whole passage. The pupils were not able to use singular personal reference to agree with the pronoun that was being cataphorically referred to. They also had challenges with the use of plural due to the complexity of the French language. In some instances, the pupils were not able to agree the verb with the noun. In French the noun is always masculine or feminine, singular or plural and is in generally preceded by a definite or indefinite article. The article is also masculine or feminine, singular or plural, definite or indefinite.

In French, for persons, the genre of nouns corresponds to gender. Particular cases are un garçon, un fils, une fille, une dame, un homme 'a boy, a son, a woman, a man'

5.3.5 Use of Grammatical and Lexical Cohesion

The findings further revealed that the Grade 12 pupils of French faced challenges in diversifying the use of grammatical and lexical cohesion. They used the similar words over and over. Going by the findings mentioned above, it is evident that the Grade 12 pupils of French have quite some challenges in the writing of compositions and cohesion. They may have not been taught a variety of sentence construction and vocabulary. They may probably have had less vocabulary to build

on in their French language. The findings also indicated that Grade 12 pupils were incapable of using grammatical and lexical cohesion proficiently in their writing. Alarmed by students' failure to write cohesive papers, Liu (2000) had observed that the focus in Language classrooms had been on discussion of functional connectives instead of providing help in expanding students' vocabulary and facilitating understanding of acquired lexical items.

Some of the errors noticed were as indicated in the table 22 below:

Table 22: Some errors noted in the pupils' compositions

S/N	ERROR	CORRECT
01.	Ma famille aller a Livingstone	Ma famille va à Livingstone
02.	Je commencer ma deuxième classe a Kabwe Trust School	J'ai commencé ma deuxième class à Kabwe Trust School
03.	Je changement l'école.	J'ai changé l'école
04.	Il y a les lions et les leopards les leopards sont trois et lions deux Les lions est grands mais les leopards est petit.	Il y a les lions et les léopards. Les léopards sont trois et les lions sont deux. Les lions sont grands mais les léopards sont petits.

The findings were that most of the sentences were either grammatically wrong or run -on. In some cases, the sentences were not quite clear. In other cases, the errors committed by the pupils were errors that could not be classified. Such errors could be committed due to the incomprehension of the rules of French conjugation.

When language is used, it should not necessarily be done in a random and unconstructed way. Rivers (1968) as quoted by Simbeye (2016) argued that any academic writer must meet four major conditions. He must learn the graphic systems of the foreign language and spell according to the convention of the language. He must also learn to control the structure of the language and select from among the possible combination of words and phrases those which will convey the nuance s\he has in mind in the register which is most appropriate.

5.3.6 Ineffective Use of Lexical items

Being the main carrier of message and means of expression, lexical items are principal components of composition. The students had two areas of difficulty in using lexical devices. Firstly, the pupils had a restricted style of lexical items that caused repetition and none use of collocation. This is implied by the fact that the majority of the lexical devices were the repetition of words. This restricted use of lexical items might have been due to the pupils' French proficiency because they might have had little exposure to French outside the French lessons offered by their teachers. Another reason could have been that they had little time for writing compositions in French. The students' limited knowledge of vocabulary justifies the statement above. Most pupils wrote essays which were shorter than the word limit and had weaknesses in grammar. Since the findings indicated that the pupils preferred repeating words rather than using synonyms and antonyms to describe the main points of their topic, teachers should help them to enlarge their choice of vocabulary. Teachers could engage the students in some vocabulary activities such as word association games before writing.

The pupils' lack of vocabulary did not allow them to extend or elaborate on ideas or concepts that they introduced as evidenced in low rated compositions. It also exposed the writers' low levels of fluency and inability to effectively direct or signal the reader to the direction he/she must take to interpret and understand authentic language use.

The findings further revealed that the Grade 12 pupils of French faced challenges in diversifying the use of lexical cohesion. They demonstrated a limited choice in the use of lexical items and the majority of lexical devices were repetitiously used. The rare use of synonyms, antonyms, superordinate and collocation indicates that much needs to be done in the teaching of vocabulary in French.

Research has found out that the most effective forms of lexical cohesion are cohesive chains created through complex repetition and paraphrase rather than simple repetition. Texts which used a variety of terms to refer to key content rather than repeating the same tokens throughout the texts were better written than those relying on simple repetition. Through the use of vocabulary, cohesion existed when ties between lexical items could be identified.

They may have thought that these words were homographs, homophones and signified the same thing. These words may have provided a special problem since pupils had heard anglicized pronunciation of such words and many others like chaise, café, cinema, avenue, journal, film. The selection of appropriate words for the composition was a problem to some pupils and thus the excessive use of the same words. A number of sentences written by the pupils contained multiple grammatical errors and broken French. The research also revealed that the pupils used direct translation from English to construct their sentences. These sentences were picked from the compositions as the pupils had written them.

Table 23: Challenges of sentence construction

S/N	SENTENCE WITH ERROR	CORRECT SENTENCE	ENGLISH
1.	Dans December, nous allons à Livingstone.	En décembre, nous allons à Livingstone.	In December, we go to Livingstone.
2.	Au parc nous <u>voir</u> les animaux.	Au parc nous voyons les animaux.	At the park, we saw animals.
3.	Dans martin, ma famille et moi arrive à Livingstone.	Le matin, ma famille et moi arrivons à Livingstone.	In the morning, my family and I arrive in Livingstone.
4.	Dans Livingstone, j'ai vu beaucoup d'animaux dans le parc.	A Livingstone, j'ai vu beaucoup d'animaux dans le parc.	In Livingstone, I saw a lot of animals in the park.

The findings indicated that the pupils had challenges in sentence construction. Where sentences are muddled and disorganized, communication of ideas is affected. Sentence construction is cardinal in writing as it helps with the flow of information. Composition writing means making a paragraph of words using letters, numbers, characters as well as writing materials. It is from this kind of writing where the composition originates. If this combination of words, sentences, paragraphs numbers and other characters are not properly done, the pupils' compositions may not be satisfactory and may affect the result. It may also affect the coherence of sentences and the text at large as there will be no proper flow of information and the sentences may not relate one to the other. Chishiba (2003) and Lampung (2017) both attest to the fact that if texts are

muddled and disorganized, coherence will not be attained. The flow of information will be disrupted.

The study has shown among other things that the pupils entered grade 12 with an unstable background of French and do not have the basic writing skills. The pupils do not seem to be with a language rich environment.

In some cases, sentences written by the pupils were ill bound and the thoughts did not flow smoothly and steadily from the first sentences to the last. This was due to wrongly structured construction, improper observation of sequence of tenses, wrong use of coordination and wrong word order. In some cases, ideas were not arranged in the most effective rhetorical order. This was caused by erroneous use of transitional links, wrongly chosen lexical items and disorganized structure of sentences.

The findings also revealed a stream of disconnected ideas, which contributed significantly to the incoherence of ideas as has been emphasized by Chishiba (2003) and Lampung (2017) respectively. Moreover, the ideas were not well organized since the thematic progression used was jumbled. As mentioned earlier, Coherent text should have connected ideas and this could only come about when the new information was presented in a systematic manner.

The pupils failed to cope with spelling and punctuation. At this level of their final grade, it was expected that they could employ appropriate lexico-grammar items that best express the intended meaning and message to be communicated. The problem could be attributed to the fact that the pupils are not well trained in French composition writing more so thematic progression. In cases where pupils wrote sentences that were grammatically weak and incorrect, the information was unclear and mixed. Other factors that brought about lack of coherence were the shift in tense, unclear reference, weak structures and organization of ideas. Teachers focus more on the sentence level than the discourse level and do not emphasise much on the use of cohesive devices.

5.3.7 Ineffective use of connectors

Another challenge to the contribution of cohesion in the pupils' texts was the ineffective use of connectors. The pupils had difficulties in the use of connectors. Basic categories of connectors

such as additions cause/effect, contrast, examples, intensification and ordering were scarcely used and those used were wrongly placed.

J'étais avec maman et papa et ma sœur et mon frère.

Les animaux sont les lions et les léopards et les girafes et les singes et les impalas.

Connectors signal relation between clauses. Shea (2009) compiled a search list of connectors as follows: additives *et, aussi, également, outre plus de*, appositives, causatives, contrastive such as *quand meme*, enumerative such as *premièrement, d'abord, au commencement (firstly), alors (then), ensuite, puis (next)*, summative such as *enfin, finalement, définitivement, en dernier lieu (finally)* and transition. The pupils only used the additive (*et*) and contrastive (*mais*) but were not able to use such conjunctions as ‘*cependant, toutes fois, neanmoins, pourtant, au reste, du reste, au demeurant, d'ailleurs, au contraire, en revanche, par contre, au lieu que, loin que*’

This means that the pupils lacked this vital component for their good writing skills. Knowledge of cohesion is essential for effective writing and comprehension of written discourse and if it is better understood, it can be better taught. Analysis of cohesion may also be potentially useful in distinguishing between stages of writing development.

5.3.8 Misplacement of conjunctions

Pupils also had challenges of misplacement of a few conjunctions in the initial position whereas the more natural position should be in the middle between two clauses. The pupils seemed to overuse certain types of cohesive devices while ignoring others. The overuse of particular cohesive devices is counterproductive and results in tediousness in their written work. It seemed obvious that the pupils were not familiar with all types of cohesive devices to the same degree so they only utilised those that they were familiar with. The other reason leading to failure within the composition writing was the poor literacy. This included poor handwriting, poor presentation of ideas, poor grammatical expression and thus poor sentence construction. No matter how well grounded in knowledge of the text one might be, if they could not write a coherent essay, they limited the chances of good grades.

The findings are consistent with Chishiba (2003) who highlighted some of the challenges the candidates of French DALF and DELF at Alliance Française encountered during their composition writing. As already observed in the study, the DALF/ DELF candidates faced similar problems as the ones that had been observed in the grade 12 French compositions. Availability of adequate French literature could probably be a solution to some of the challenges faced by the pupils their written work as it could serve a dual function in helping the pupils to improve their vocabulary and language. It is worth mentioning that without having a good command of the linguistic ties; pupils could not construct a cohesive discourse.

Typically, the poorest candidates lost marks for both inadequate command of French language and badly argued essays. In other cases, many candidates misunderstood the question to some extent or were unable to present their arguments in a relevant and well-organized fashion. Students generally lacked the skills of manipulating cohesive devices to increase the readability of the text by making what was being stated related to what had already been established in the text.

The findings therefore revealed that the pupils had problems using reference, conjunctions and lexical cohesions and they depended on either misusing or overusing other linguistic tools in trying to achieve cohesion. The pupils' problems of writing cohesive texts could also be attributed to their limited knowledge of the use of cohesive devices and lack of vocabulary. The pupils, writing challenges could further be attributed to the inappropriate methods of language teaching and learning environment which teachers attested to be unsuitable for learning a foreign language. For the pupils to succeed in a foreign language and writing skills specifically, they need to be surrounded by a language learning environment. On the other hand, teachers should endeavor to employ multiple teaching techniques in order to improve the pupils' composition writing. Using activities like games and scrambled sentences would motivate the pupils in learning French. This correlates with Ober (1992) who emphasized on including micro-writing activities that focus on the pupils' problems in writing. He also encourages using activities that are simple and related to the pupils' academic discipline. It also corresponds to Manchishi (2010) who emphasized the need to be eclectic in language teaching by using different teaching techniques.

5.4 The Thematic Progression the Grade 12 Pupils taking French use in their Compositions.

The fourth objective tried to determine what thematic progression, if any, the grade12 pupils taking French used in their compositions.

As Halliday and Mathiessen (2004) point out, the thematic organization of the clauses is the most significant factor in the development of the text. It plays a major role in organizing the message and in enabling it to be communicated and understood clearly. Failure to employ devices that facilitate cohesion renders pieces of discourse incoherent and incomprehensible, resulting in poor compositions.

Halliday and Hassan (1976) point out that ‘Cohesion utilizes cohesive ties to sequence and connect sentences together causing a text to be one piece, not a group of unrelated sentences.’ So much attention should be paid to generation and organisation of ideas during the teaching of Composition as pupils seemed to have challenges in that area. The writing skill should involve skills like the general knowledge about the subject in question and the ability to transfer ideas into grammatical sentences. Most of the pupils did not have such skills. They wrote compositions which were shorter than the word limit and had weaknesses in grammar. The main ideas were not clear and there was seemingly a random collection of information.

In relation to thematic progression, the results of the study revealed that the Grade 12 pupils of French organized their ideas in two patterns of thematic progression namely Constant Thematic Progression and Simple Linear Thematic progression.

5.4.1 Constant Thematic Progression

Constant thematic progression is where pupils use the same theme over and over. The results show that the most dominant occurrences in pupils’ compositions is Constant thematic progression. The finding is in line with Fries (1995) who points out that Constant thematic progression occurs mostly in Narrative texts. Similarly, as stated by Wang (2007), starting a sentence with the same theme in both the initial and subsequent sentences is especially useful in helping pupils to communicate their ideas successfully. Belmonte & Mccabe (1998) stresses that

the use of constant thematic progression is more common in narratives due to the use of nouns and pronouns.

There was clear evidence of the use of Constant Thematic Progression in the compositions as indicated in the following sentences below:

1. Je suis à Livingstone. Je vois les animaux. Je suis content.
2. Nous allons à Livingstone. Nous avons pris un taxi à sept heures. Nous sommes arrivés à Livingstone à dix heures.
3. Les animaux sont beaucoup. Les animaux sont petits et grands. Les animaux sont les lions, les léopards, les girafes et les signes.

The pattern in the sampled compositions clearly showed the similar pattern of overuse of constant (continuous) progression in which the same theme was used in several clauses. Constant progressive pattern was followed by the Simple Linear thematic progression which was sparingly used.

There was overuse of personal pronouns 'je, il, elle, nous' 'I, he, she, we' and nouns as shown in the above examples. One of the reasons could have been that since the pattern took the same element as the point of departure for all clauses, it was easier for the pupils to comprehend and stick to the initial theme. Constant thematic progression seemed to be easier for the pupils because they did not need to find new themes in the next clauses.

This is also in line with Sade (2007) as quoted by Njovu (2010) points out that constant progression is realized mainly by pronouns and nouns that refer back to the initial theme. These pronouns and nouns are said to be anaphorically used in the essays. Similarly the findings are supported by Belmonte & McCabe (1998) who explains that use of Constant thematic progression is dominant in narratives because of the use of nouns and pronouns.

5.4.2 Simple Linear Progression

Simple Linear progression is where a different theme for each sentence is used as a point of departure. The findings showed that linear thematic progression was used by some of the pupils. This is where each rheme became the theme of the next utterance. The theme of a sentence in

this pattern is identical with the rheme of the previous sentence. These findings are consistent with Njobvu (2010) who found out that the simple linear thematic progression was applied mostly after the application of the constant progression pattern in the students' academic writing.

5.4.3 Hyper derived thematic pattern and Split Rheme

Hyper derived thematic progression is where one or some elements in clauses are distributed in themes of following clauses while Split Rheme progression is where the rheme of the first sentence is split to be the theme of the second and third sentences respectively

The pupils could not, however, use hyper derived thematic pattern and split rheme thematic pattern.

In the pupils' compositions, lack of text coherence was identified as a major problem which contributed substantially to lower scores in their compositions. They encountered failure to control the flow of information from theme to rheme causing difficulties for the reader to follow the progression of ideas. This might have contributed to the poor performance of these Grade twelve pupils of French. It is imperative for teachers to be involved in Curriculum Professional Developments (CPDs) and refresher courses in teaching methodologies. These might help the pupils develop their writing skills. It is also necessary for the pupils to know the way clauses join in order to provide a logical sequence to their discourse and how to use linguistic devices to produce a good piece of coherent text. Much more, pupils should understand that the way they organize ideas matters if the text has to be coherent.

After analyzing students' writing, it can be concluded that the use of thematic progression is really essential in teaching writing. The findings indicate the need to integrate cohesion and thematic progression in the teaching of pupils 'writing. The results suggest that thematic progression is a highly effective and valuable component in teaching writing. It enhances connectivity between ideas in the text. In composition writing, theme –rheme patterns are important in guiding the reader through the logical paths constructed by the writer. The scenario also calls for the teachers to explicitly design exercises intended to teach cohesion and thematic progression. As such, the pupils' composition writing will be effectively enhanced and results improved.

5.5 The relationship between the use of cohesive devices and the quality of Grade 12 French Compositions

The fifth objective attempted to determine whether there was a relationship between cohesive devices and the quality of grade 12 French compositions.

In order to investigate the relationship between the number of cohesive devices and the quality of the compositions, correlation was computed between the numerical composition score and the total number of cohesive devices in the compositions. The scatter plot chart type was used to observe and visually display the relationship between variables. There was a positive correlation that depicted a rise as data pointed slopes upwards from the lower –left corner of the chart towards the upper -right.

The findings revealed that good students used more cohesive devices in their writing as compared to the weak pupils. This was supported by the findings of Chen (2008) who explained that quality cohesive devices in composition writing relates to the quality of the composition.

An analysis of the findings further indicated that lack of grammatical and lexical cohesion negatively contributed to the quality of composition writing. The findings revealed that the 5% of the class B that employed a variety of cohesive devices in their Compositions had a good score as opposed to those that did not. The composition scores positively correlated with the total number of cohesive devices. It is the case, therefore, that cohesive ties play a facilitative role in discourse coherence and, consequently, discourse comprehensibility.

The relationship between cohesive devices and the quality of the compositions as proved in the current study also concurs with the previous studies by Martinez (2004) and Alghamdi (2014) whose investigation showed that correct use and frequency of discourse markers were key indicators of the quality of ESL writing. It also supports Jalilifar (2008) who observed that there was a positive relationship between writing experience and appropriate use of discourse markers. It also agrees with Kalajahi *et. al* (2012) whose findings revealed that there was a significant relationship between the scores of the compositions and the number of discourse markers utilized; Furthermore, the study is in line with Daif-Allah and Albeshher(2013) who observed that there was a positive and direct relationship between test scores and the use of discourse markers.

Kamalli and Noorii (2015) similarly observed that teaching discourse markers to students enhanced their awareness and sensitivity of discourse and subsequently sharpened their writing skills.

Lexical reiteration, personal reference and adequate thematic progression were also the better prediction of the quality of students' compositions. The 20 % in class C were the average pupils who tried to write the compositions though with difficulties. 75% of the compositions had limited grammatical and lexical cohesion. Their compositions lacked the linguistic ability and they were not able to answer the question as had been asked. They were categorized in Class D. The results of the analysis indicate that those who did not use cohesive devices adequately had low composition scores. Most of the pupils' compositions analysed were in the low score. This implies that pupils lacked this vital component for good composition writing.

As to whether the pupils' use of grammatical and lexical cohesion in the grade 12 French Compositions has an effect on the quality of the compositions, it can be proved that the 5% of pupils that had a good score used a variety of grammatical and lexical Cohesions. They also had a positive linguistic ability. They had understood the question and were able to describe what happened from the start of the journey to the end.

The 75% of pupils who had the lowest marks were not able to write good compositions because they lacked the linguistic ability. They were only able to use limited grammatical and lexical cohesions which in turn affected their thematic progression. Most of them had a memorized composition of my family got from the topic 'Ma Famille.' This meant that they could not write beyond what they had memorized as seen in the findings.

There was no correlation between what they were writing with the question they had been asked to write. This could have been due to inadequate and insufficient knowledge of the language. It is likely that the pupils could have not been adequately prepared in composition writing.

The findings clearly indicate that cohesion contributes to the quality of grade 12 French compositions. The finding was also echoed by Grant and Ginther (2000) who pointed out that cohesion is a better predictor of the quality of student compositions though their predicting is not high. Kookhaei (2014) and Modhish (2012) whose findings do not conform to the link between

the use of discourse markers and writing quality explains that the absence or presence of statistical significance alone is not sufficient indicator of absence or presence of link between use of discourse markers and discourse coherence. All studies show that it is not so much the quantity of cohesive ties used which enhances coherence but the quality with which they are used. This is the case because it is possible for one student to use more discourse markers inappropriately thereby scoring less and another using fewer cohesive ties correctly thereby scoring more. The defining character is not how many cohesive ties have been used but how they have been used.

Liu and Braine (2005) support the positive correlation between cohesion and writing quality. They say that when cohesion used in compositions is diversified through reference, conjunctions, lexical synonyms, hyponyms, metonyms and antonyms; they surely will improve writing quality. Using one cohesive item over and over, clearly affects the writing quality.

From the pupils written compositions, it can clearly be assumed that their vocabulary level is low and limited. As can be seen from Table 2, the pupils were not able to use all the cohesive devices that could enhance quality writing. This could only be because they might not have been exposed to methods of teaching that demanded their active participation. There was lack of variation in the use of discourse markers in composition writing which suggested lack of proficiency.

The findings have also revealed that in general, Grade 12 pupils of French in Kabwe district have a weak grammatical and lexical usage, low levels of grammatical and lexical ability. This implies that they need to be helped by their teachers as they are being taught the different structural components of language. This poor performance could therefore be attributed to candidates' failure to write a continuous piece of writing coupled with the incorrect application of rules of grammar, poor paragraphing, punctuation, tenses and sentence construction.

5.6 Summary

This chapter has discussed the findings of the study based on the objectives. It started by discussing what grammatical and lexical cohesive devices Grade 12 pupils of French use in their Compositions. It then looked at what grammatical and lexical cohesive devices they failed to use. The chapter went on to look at the thematic progression that the grade 12 pupils of French

used in the compositions and whether there was a relationship between the grammatical and lexical cohesive devices used and the quality of compositions the pupils wrote.

The study found out that the grammatical cohesive devices the French grade 12 pupils frequently used in their Compositions were reference and conjunctions. The reference devices were the most extensively used category in both the weak and the good pupils' compositions. As regards reference, the ones that dominate are Personal Reference 'je', 'il', 'elle', 'nous' 'I' 'he' 'she' 'we' and for conjunctions, the additive conjunction 'et' 'and' and adversative conjunction 'mais' 'but' were used. Additionally, the lexical cohesive device that they used was reiteration. The grammatical cohesive devices that the pupils failed to use in their compositions were substitution and ellipsis. Collocation was the lexical cohesion that was not used in the Compositions. The use of lexis was not frequently used by the pupils. Pupils need to be aware of the role of lexis in the compositions. With regard to conjunctions, only the two 'and, but' were used. As shown in table 5, among the five sub categories of conjunctive devices, additive devices (84%) accounted for the largest percentage of use followed by adversatives (14%) and temporal (2%). Causal conjunctions were not used by the pupils. This may imply that the pupils were not competent enough to use other cohesive items to indicate transition of meanings.

Concerning thematic progression that the grammatical and lexical cohesion provide, the study revealed that Constant thematic progression was more predominant followed by linear thematic progression. The study revealed there was a relationship between grammatical and lexical cohesion and the quality of grade 12 French compositions. The pupils that performed better were those that used a variety of grammatical and lexical cohesion. Those that performed poorly were those that were limited in the use of grammatical and lexical cohesions.

It is therefore, important that the issues that have been observed and found out are taken seriously to avoid poor results in future. Much more improvement should be done in the teaching of composition writing. Students should also be trained to paraphrase words or phrases to develop the use of synonyms and antonyms.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS.

6.0 Overview

The previous chapter has presented the findings and discussion of the study on the basis of the research objectives and question raised in chapter one.

The present chapter presents the conclusion and recommendations emanating from the findings and discussion of the study. The conclusions are presented first and then recommendation follow.

6.1 Conclusion

This section concludes the relationship between the use of cohesive devices and the quality of grade twelve French compositions. The objectives of the study were to establish what types of cohesive devices Grade 12 pupils taking French use in their compositions, establish what types of cohesive devices Grade 12 pupils taking French fail to use in their compositions, establish what challenges, if any, the Grade 12 pupils of French encounter in using of cohesion in their compositions, determine whether there is any thematic progression used in the Grade 12 pupils French compositions, determine whether the use of cohesive devices in grade 12 pupils' French compositions relate to the quality of their compositions.

6.1.1 The types of Cohesive Devices Grade 12 Pupils taking French used in their Compositions

The findings of the study review that the cohesive devices the Grade 12 pupils of French used consistently in their compositions was grammatical reference. They were able to use personal pronouns and demonstratives. They were also able to use two grammatical conjunctions 'et' and 'mais'.

6.1.2 The Types of Cohesive Devices Grade 12 Pupils taking French failed to use in their Compositions

As regards the cohesion that they fail to use, it was found out that they were not able to use ellipsis, substitution and collocation. The study also concludes that the pupils' linguistic ability is weak. They are only able to scantily use reiteration in the lexical cohesion. This could be due to the teaching methods used by the teachers of French in schools.

6.1.3 Challenges grade twelve pupils taking French encounter in their composition writing

The findings reviewed some challenges grade 12 pupils of French encountered in their composition writing which included substantial grammatical/lexical mistakes, misuse / overuse of a variety of additives, ineffective use of connectors, misplacement of conjunctions, multiple errors and run on sentences. These errors had an effect on the cohesion of the text as it disjointed some parts of sentence. If the combination of words, sentences, paragraphs, numbers and other characters are not properly done, the pupils' compositions may not be satisfactory and may affect cohesion. Most of the pupils in the targeted secondary schools, as far as composition writing was concerned, were below average. Some pupils were unable to write simple sentences and worse still, the majority would either leave the page blank or just reproduce the question. Some candidates appeared to be totally ignorant of principles of paragraphing and use of punctuation marks. Other notable weaknesses on the part of the candidates included poor spelling, poor punctuations, lack of clarity and coherence.

6.1.4 Types of thematic progression used by the French grade twelve pupils

Concerning the thematic progression, the pupils used, it was noted that constant thematic progression was predominantly used. This was realized by the constant use of linguistic elements such as nouns and pronouns. The pupils were also able to use simple linear progression

6.1.5 The Relationship between the use of Cohesive Devices and the Quality of Grade Twelve Compositions

As to whether the use of cohesive devices had an effect on the quality of the results, it was noted that those who used as much grammatical and lexical cohesion had better results than those that

did not use any at all. The findings reviewed that there was a positive relationship between the use of cohesive devices and the quality of grade twelve composition. Following Lehmann (1985), it may be argued that it is lexical cohesion that greatly contributes to the empirical knowledge of textuality. From this situation, the conclusion is that the learners can perform better if they are exposed to methods that enhance the use of grammatical and lexical cohesion in composition writing. These findings are of practical significance as they have implications for teachers. It is therefore, important that teachers seriously teach composition writing to avoid poor results in future. The findings imply that grammatical and lexical cohesion need to be emphasized by the teachers and Curriculum Development Centre as they plan and institute their teaching. It has also been concluded that writing of foreign language like French could be a quite difficult skill hence it should be beneficial if the learners are introduced to the use of cohesion at an earlier stage. If little attention is paid to discourse analysis of texts, the pupils' composition results will always be low.

Based on the findings, the study concludes that writing is quite a difficult skill to be learned among the pupils of French as a foreign language. Hence it is beneficial for the learners to be introduced to the use of cohesion early as they start learning French if they are to produce quality work. As cohesion provides the variety or diversity in creating better sentences, it will also help the learners to lead their readers without losing track of the ideas transmitted by the writers. However, the teachers should also create awareness to the learners about overuse of certain types of cohesive devices which might distract the readers to continue reading their compositions. Both teachers and pupils should concentrate on how to apply cohesion in producing better texts. It should be stressed more during lessons and the focus should not be simply on one type of cohesive device but a variety. The pupils' vocabulary is limited. This can be attested from the findings that have indicated that pupils are not able to use cohesion effectively.

6.2 Recommendations

This study has a number of findings as indicated in the section on results which are very important to take note of if appropriate measures are to be taken to improve the results of French composition writing. Based on the study findings, the following recommendations are made;

- i. In order to help the pupils to use grammatical and lexical cohesion in composition writing, teachers should change their teaching strategies of composition writing by incorporating a more precise plan for teaching the appropriate use of cohesion. Teachers should put emphasis on teaching pronouns, references, conjunction and conjunctives as a textual resource that can enhance the coherence in students' texts. They should use the most effective method of visual situations. They should also expose pupils to various situations. Candidates who are adequately exposed cannot fail to respond to any given situation. From the observations made to the findings, it has been noted that teachers have not paid attention to cohesion in writing.
- ii. In line with Thematic Progression, Theme and Rheme patterning should be effectively applied in classrooms to help students while writing. Based on the research findings, discussions and conclusion, it is suggested that the pupils and teachers develop text organization by applying thematic progression patterns in the process of writing, so that it can lead the students to having a good control of writing, especially in managing their information in their compositions.
- iii. To enhance the relationship between cohesion and the quality of composition writing, teachers need to look beyond the traditional grammar of the clause when teaching writing and should teach students how to connect their sentences so as to produce a coherent and cohesive text. It is also essential for learners to improve their vocabulary. The richer the pupils' vocabulary in French is the better they are in expressing themselves in terms of composition writing. The lesser the pupils' vocabulary is, the more the pupils struggle to write a composition in French.
- iv. Ministry of Education and Curriculum Development Centre should ensure that schools have revised authentic teaching and learning materials. Strong emphasis should be made on the use of *Materiel didactique* so as to capture the interest and attention of pupils. French lessons should be live and interesting and this can only be achieved if teachers used tape recorders, video tapes, radios and charts.

It is hoped that if all the above are done, pupils will be able to use cohesive devices effectively and thus enhance their writing skills.

6.3 Implications of the Study

The findings from the present study raise three major implications. The first is that there is inadequate teaching of cohesive devices and how they are used during the pupils' course work. This observation explains why only a restricted number of cohesive devices were used out of so many that were available. The other implication is that the practice on the use of cohesive devices with which the learners are familiar is inadequate thereby resulting in the misuse/over use of such observed in the analysed scripts. Lastly, the learners have limited vocabulary. This results in the learners being limited in their use of cohesive devices.

6.4 Suggestions for Future Research

The study was centered on the relationship between cohesion and the quality of grade 12 French compositions in Kabwe District, it would be interesting for the future studies to be carried out on Grade 12 pupils of French in other Provinces more so on University of Zambia students. Cohesion deserves further exploration to gain a broader understanding of this issue.

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APPENDICES

Appendix 1: Informed Consent Form

Dear Respondent,

This serves to give you an understanding of the purpose of this research and the proceedings. You are being asked to sign this form to indicate that you have agreed to participate in this exercise. Thank you in advance.

1. Description

This exercise is an educational research. The researcher is a student at the University of Zambia pursuing Masters in Linguistic Science. The Research is a major requirement for the researcher to complete her programme. This research exercise is purely academic.

2. Purpose

The Researcher wishes to find out if there is a relationship between cohesion and the quality of Grade12 French Compositions.

3. Consent

Participation in this exercise is voluntary. You are free to decline to participate in the exercise.

4. Confidentiality

All data collected from this Research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in the research.

5. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any proceedings in the Research.

Declaration of consent

I have read and fully understood this document. I therefore agree to participate in this exercise.

.....

Signature

.....

Date

Appendix 2: Questionnaire for the pupils who take French in Central Province

The researcher is a student at the University of Zambia pursuing a Master’s Degree in Linguistic Science. The Researcher is calling out a research on the challenges pupils of French face in the writing of compositions. Be assured that your identity and information you will provide will be treated as confidential.

Instructions: Tick all the questions on either “Yes” or “No”

S/N	QUESTIONS	YES	NO
	Is French an interesting subject?		
	Do you think writing French composition is interesting?		
	Do you understand the French lessons?		
	Does the teacher ask you questions which make you get interested in French?		
	Do you do any oral activities or vocabulary games to help you in writing compositions?		
	Do you have any difficulties in writing Composition?		
	Do you take time generating your ideas in Composition?		
	Has your teacher ever given you an exercise in composition?		
	Do you understand the explanation given by your teacher?		
10.	Is French a difficult subject		

Appendix 3: Questionnaire for the Teachers of French in Central Province

The researcher is a student at the University of Zambia pursuing a Master's Degree in Linguistic Science. The Researcher is calling out a research on the challenges pupils of French face in the writing of compositions. Be assured that your identity and information you will provide will be treated as confidential.

S/N	QUESTION	ANSWER
	What is your name?	
	How long have you been teaching French?	
	What is your qualification?	
	What are some of the experiences you have had with the teaching of French	
	How do you pick pupils to take French?	
	Have you had challenges from the pupils, teachers or administrators on teaching French?	
	What would you suggest would help you in your teaching of French?	
	How have your results in French particularly Composition been in the past years?	
	What are the notable challenges your pupils face in composition writing and French in general?	

Thank you for your participation.

Appendix 4: The Grade 12 French Examination Marking Scheme

Mark Categories

CLASS	CATEGORY	MARK RANGE	DESCRIPTION
A	A+ A A-	20-19 18 17-16	Positive linguistic ability, Variety of correct sentence-structure Wide range of vocabulary Content adequate, few errors or slips And relevant clear and appropriate arrangement
B	B+ B B-	15-14 13 12-11	Fair ability with language Some variety of sentence structure and adequate use of vocabulary, satisfactory treatment of subject reasonable arrangement
C	C+ C C-	10-9 8 7- 6	Flat and uncertain handling of language Some structures faulty. Vocabulary limited a fair number of errors. Subject not adequately dealt with, little clear development arrangement poor or only fair
D	D+ D D-	5-4 3 2-0	Errors frequent, sometimes multiple. Subject inadequately handled or misunderstood. Arrangement muddled development erratic or non-existent.

The Examination Council of Zambia Grade 12 French Composition Scheme