THE RELATIONSHIP IN THE USE OF COHESIVE PATTERNS AND THE WRITTEN DISCOURSE PERFORMANCE OF HAUSA STUDENTS IN GOVERNMENT SECONDARY SCHOOLS IN ZARIA

BY

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JULY, 2015

DECLARATION

I declare that the thesis on "The Relationship in the use of Cohesive Patterns and the Written Discourse Performance of Hausa Students in Government Secondary Schools Zaria" was written by me in TESL, Department of Arts and Social Science Education, under the supervision of Prof. I. A. Olaofe. The information derived from related literature has been duly acknowledged in the text and list of reference provided. The study was not previously presented for the award of another degree at any institution.

…….. ……..

HAFSAT USMAN **DATE**

CERTIFICATION

This thesis titled "The Relationship in the use of Cohesive Patterns and the Written Discourse Performance of Hausa Students in Government Secondary Schools Zaria", by Hafsat Usman meets the requirements governing the award of Masters Degree in Education of Ahmadu Bello University Zaria, and it is approved for its contribution to knowledge and literacy presentation.

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DEDICATION

This work is dedicated to my late father, Malam Usman Umaru, to my loving husband AdamuKasim and to my lovely valuable children, Kasim, Ahmed, Suleiman and Nana Khadija.

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All praise and gratification goes to Allah the most high for giving me the strength to successfully have the patience, knowledge, wisdom and means of completing this study. My profound gratitude goes to my research supervisor, Prof. I.A Olaofe, for accepting to supervise this work. His attention, guidance and academic advice have been useful and rewarding. To my second supervisor Dr. Mohammad Sadiq and my head unit Dr. Ramlatu J. Daura May Allah reward you abundantly. I wish to acknowledge NuhuBamalli Polytechnic for allowing me to undergo this study. I wish to thank my HOD Mal. Alhassan Mohammad, Mal. Bello of the Part Time Unit, DrIsah Abbas and to all member of the defense panel who contributed immensely for the success of this study.

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ABSTRACT

The study analyzed the relationship in the use of cohesive patterns and the performance of written discourse by Hausa students. The study also examined various grammatical cohesion of Hausa student written essay. In the study,four (4) researched questions which were based on Halliday and Hassan (1976) taxonomy of cohesive relationship were considered. The sampled population covers SS two Hausa students from three (3) Government Secondary Schools inZaria; with total population of 1271. 10% of this population was the sample size.Data collections were done using written essay of Hausa students and identification of cohesive patterns such as reference, substitution, conjunctions and ellipsis. The study employed descriptive research in other to evaluate the performance of the students and to analyze the relationship in the use of cohesive device. Summary of findings on the relationship in the use of cohesive patterns and the students' written performance was stated. Significant relationship did exist between the use of reference, substitution, conjunction and the written English performance of Hausa students in secondary schools in Zaria. However, significant relationship did not exist between the use of ellipsis and the written English performance of Hausa students.The study recommended that cohesive patterns in English should be given adequate consideration in order to improve Hausastudents' written English performance especially at the SS level of government secondary school, Zaria.

LIST OF ABBREVIATIONS

L2	Second Language
M	Mean
MT	Mother Tongue
NECO	National Examination Council
SD	Standard Deviation
SS	Senior Secondary
SSCE	Senior Secondary School Certificate Examination
PPMC	Pearson Product Moment Correlation
WAEC	West Africa Examination Council
REF	Reference
SUB	Substitution
CONJ	Conjunction
ELLP	Ellipsis

OPERATIONAL DEFINITION OF TERMS

Apposition: A noun phrase comes immediately after another noun phraseandreferto the same person or things.

CohesivePatterns: Relation of meaning that exist within text, to form a united whole.

Cohesion:A formal linguistic means that texts have for showing that they have structure beyond that of a clause.

Conjunction: They are used to combine clauses, phrases and words.

Discourse:A continuous stretch of spoken or written language.

Ellipsis: This is the deletion of a syntactic element for the purpose of avoidingrepetition.

Enumeration: To follow a logical or time sequence of event or items.

Mahadi:A Hausa term referred to as connections or links.

Mother Tongue: The first language or native language. It may be the languagefirst acquired by the child at home.

Reference: This is the relationship that exists within a text, between words and what they point to in the real world.

Second Language: Additional language spoken as the language ofcommunication apart from the mother tongue (First Language).

Substitution: Word replacement for the purpose of avoiding repetition.

Summation:A summary of what has been done or said. It is a collection of different parts that form a complete account or impression of something.

Hausa Students: Group of Hausa Students SS II who learn English as a second language and whose first language (L1) is Hausa language.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Language is a means of communication and it does not exist in a vacuum; it is contextualized and amenable to the natural process of changes. As human beings, interaction takes place at various levels of language and culture in different speech communities.

In Nigeria today, English language has become a very important second language. Thus, it is the language of government, communication with outside world, inter-ethnic communication, the mass media, business and commerce. It is also the principal medium of instruction in the Nigeria educational system. Therefore,the importance of English language in Nigeria cannot be overemphasized. Nigerian learners of English learn English as adults quite different from native speakers who acquire the language as children. The Nigerian learner already has a language to cater for hisneeds, English is, therefore, learnt as a second language and the learner naturally transfers some features from the mother tongue to the second language (Olateju,2006:325). This challenge of linguistic interference is applicable to many ethnic groups in Nigeria; therefore, the Hausa learner of English language is not left out. Transfer of some features from mother-tongue to English language has created a lot of problems for learners. Such learners are those associatedwith ineffective written and spoken communication among Hausa learners of English at all levels of education more especially at senior secondary school level.

The study, therefore, is inspired by quite a number of factors; among these is the researcher'sexperience in the teaching of "Use of English" and "Communication Skills" to students of the Kaduna State Polytechnic from 2006 to date. It has been discovered that students are unable to achieve cohesion in their written English. The act of writing requires is purposeful selection and organization of thoughts, facts, opinions and ideas. This means that students writing should be appropriate and effective (Murphy and Snell, 1991). Most times, students do have the ideas, thought, facts but lack the skill to relate these ideas or manage the thought flow. When speaking and writing (the expressive skill) the language user strives hard to ensure that his intended message is conveyed to the audience in a way that can be easily understood (Barau, 1999). Halliday and Hassan (1976) opine that, texts achieve their status and communicative event through the use of cohesive devices. According to them, "the primary determinant of whether a set of sentences do or do not constitute a text depends on the cohesive relationships within and between the sentences which create texture "(1976:315).This, the researcher realized that students are unable to achieve. The study is also inspired by the researcher's experience as a marker of English language examinations of both West Africa Examination Council(WAEC) andNational Examination Council(NECO) from 2002 to 2007.It was discovered that students lack the necessary competence and proficiency with regards to expression and organization in their written essays which could have been achieved through cohesion. In the opinion of Olatunde (2002:317), cohesion is concerned with relating the internal organization of language to the social situation of language and there is a general feeling of dissatisfaction with the poor level of proficiency in written English among secondary school students due to inability to express themselves in writing.

Secondly, there is a general outcry by teachers and the public through various media (newspapers, radio, television), as well as various English language examiners' reports, that the standard of written English has fallen drastically (Balarabe 2001:1-2).The stakeholders all complain of the inability of students to express themselves clearly, succinctly and intelligibly. English teachers are baffled by the type of written compositions that are produced by the students as the teachers sometimes cannot comprehend a single sentence that the students write. Therefore, in this study, an attempt wasmade to investigate the use of cohesive patterns in the written English of Hausa students at SS2 level and provide possible solutions.

Writers had variously labeled the performance of students as very poor, disappointing, incomprehensible (Olaofe, 1987 and, Arua, 1988). National Examination Council Board revealed the results of NECO 2010/ 2011, with 10% passed English atcredit level. These few were able to relate their ideas together in writing by way of achieving cohesion. This continuous failure in English language has been on for years. The need to teach the various segments of cohesion such as reference, substitution, ellipsis and conjunction, can contribute to the written discourse of Hausa students. This is necessary in order to reduce this constant failure. The concern of the study therefore, is to look into the use of cohesive patterns in the written English of Hausa students at SS2 level.

The rate at which students misuse or even omit cohesive devices in written discourse, calls for attention. There are many possible cohesive devices used for knitting a given relationship between propositions inlanguage; some are likely to be preferred options (Hatim and Mason 1990:195).Thus, theresearcher feels that there is a need to carryout an

investigationon the use of cohesive patterns in the written English of Hausa students at the SS2 level.

1.2 Statement of the Problem

The study is concerned with the students' poor level of proficiency in written English, especially in Senior School Certificate Examination (SSCE).Generally, learners of English as a second language have not been able to achieve cohesion in their written texts. The constant failure in English language by students in both NECO and WAEC examinations in Zaria Local Government proves the above statement to be true. The Zonal Education Office Zaria states that about 20% of the students passed English in 2011, the remaining 80% failed. For any written discourse to be comprehensible, many indices must come to play, such as cohesion and coherence, punctuation, grammar etc.Effective communication inEnglish languagerequires the learner to write coherent and cohesive sentences as an essay and this form the academic survival of the students.Students' poor performance in writing causes the perpetual low- level attainment especially in Senior Secondary Certificate Examination(SSCE) (English language)essays. This is because of the students' inability to relate and organize ideas through the use of cohesive devices.

The linguistic competence much needed by the writer at the senior secondary school includes idea generation and organizational accuracy. All of these aspects of linguistic competence can only be achieved throughthe use of appropriate cohesive patterns.Gomwalk (2005) stated that a good essay is an indication of the language use in communication. Writing a good essay through the use of cohesive patterns is a general problem ofstudents and this

hasaffected their performance in English language. If this problem is not properly addressed, the tendency that the constant failure syndrome will continue,most especially the Hausa studentsfor whom this study is aimed at.

Therefore, the study primarily seeks to investigate the use of the various cohesive devices such as reference, substitution, ellipsis and conjunction in the written discourse of Hausa students. The researcheraimsat findingout whether Hausa students hardly use cohesive patterns in their written English discourse. Finally, the study seeks to find out whether the use of the various cohesive devices enhances Hausa students written English performance.

1.3 Objectives of the Study

The purpose of this study is to investigate the use of cohesive patterns in the written discourse of Hausa students. Therefore the study is determined to:

i). investigate the use of cohesive patterns in the written discourse of Hausa students and the positive effect on their written English,

ii). investigate the use of reference and substitution as a cohesive patterns in the written discourse of Hausa students of English,

iii). Investigate the use of conjunction as a cohesive patterns in the written discourse of Hausa students of English and

iv). Investigate the of ellipsis as a cohesive pattern in the written discourse of Hausa student of English.

1.4 Research Questions

The study is expected to provide answer to the following research questions.

1. What is the relationship between the use of reference as a cohesive pattern and the written discourseperformance of Hausa students of English at the SS2 level?

2. What is the relationship betweenthe use of substitution as a cohesive pattern and the written discourse performance of Hausa students of English at the SS2 level?

3. What is the relationship between the use of ellipsis as a cohesive patternand the written discourse performance of Hausa students of English at the SS2 level?

4. What is the relationship between the use of conjunction as a cohesive pattern and the written discourse performance of Hausa students of English at the SS2 level?

1.5 Hypotheses

1. There is no significant relationship between the use of reference as a cohesive pattern and the written discourse performance of Hausa students of English.

2. There is no significant relationship between the use of substitution as a cohesive pattern and the written discourse performance of Hausa students of English.

3. There is no significant relationship between the use of ellipsis asa cohesive pattern and the written discourse performance of Hausa students English.

4. There is no significant relationship between the use of conjunction as a cohesive pattern and the written discourses performance of Hausa students of English.

1.6 Significance of the Study

This study is significant in different ways. This is because the result of this study would be of great help to teachers, students, curriculum planners and school managers in that it would give a critical analysis of cohesive patterns in the written discourse of Hausa students of English. Thus the study would be of significance in the ways this section:

English textbook authors could benefit from the study by including the various types and uses of cohesive patterns discovered to be relevant and problematic inwritten discourse enhancement at the senior secondary level in their textbooks.

Curriculum planners are expected to benefit from the study. This is by re-examining the content of the English and communication syllabus as well as incorporating the aspect ofcohesive patterns in order to ease students' difficulty in writing

Finally, it is hoped that the study could be of great importance to English language teachers and learners. The outcome of this work may help teachers solve cohesion problem areas at SSS levelby teaching the appropriate devices. Learners could achieve cohesion in their written essays through this study. The study would be useful in motivating a research on a similar topic of this nature.

1.7 Scope and Delimitation of the Study

This study is delimited to someaspects of cohesive patterns such as reference, substitution, ellipsis and conjunction in the written English of Hausa students.The study coversSS2 Hausa students of English. Hausa students are chosen because the research would be

conducted in the Northern region where Hausa is the language of the wider community. The research is delimited to only SS2 since they are those preparing for the next WAEC/NECO examinations. It is assumed that students already have the knowledge of essay writing which involves the use of cohesive devices. SS1 would neither be chosen because they are newly introduced into SSS English, nor SS3, as they are out going students. The study is delimited to three secondary schools.The study is further delimited to Halliday and Hassan's grammatical cohesion, using Halliday and Hassan's taxonomy of cohesion.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature relevant to cohesive patterns of written discourse. In this chapter,the literaturereviewis presented in the following sub headings: Discourse meaning and type, cohesive patterns in written English, reference, substitution, ellipsis and conjunction as a cohesive pattern and written English performance of Hausa students, cohesive patterns in Hausa language, previous studies in cohesive patterns, theoretical framework adopted in the study, gains from the review of literature and summary.

2.2Discourse: Meaning and Types

According to McCarthy (1991:1), discourse "is concerned with the study of the relationship between language in use and the context in which it is used". Yet Coulthard(1985:3) notes that "there is no single discipline which concerns itself with the study of interaction",thus suggested that discourse analysis is the intersection of many other fields including philosophy, sociology and anthropology, among others. Discourse is organization of language above the sentence or abovethe clause(Stubbs, 1983:1). Fasold (1990:65) notes that discourse is the study of any aspect of language use. Cook (1989:3), posits that, "there is more to using language and communicating successfully with other people, than being able to produce correct sentences". Therefore, hesuggests that successful discourse involves aspect that is beyond the sentence level of grammar.Discourse is a continuous stretch of spoken language which is larger than a

sentence, often constituting a coherent unit such as a sermon, argument, and narrative(Crystal, 1992:25). On the other hand,Dakowska (2001:81) claims that being aware of differences between kinds of discourse indicates the unity of communicative intent as a vital element of each of them. Consequently, terms like “text” and ‘discourse’ are used almost interchangeably taking the former to refer to as the linguistic product, while the latter implies the entire dynamics of the processes. Cook (1990:7) notes that, novel as well as shortconversations might be equally named discourse.

The analysis of discourse cannot be restricted to the description of linguistic forms independent of the purpose or function, which these forms are designed to service in human affairs(Brown and Yule 1983:1). In discourse, language is seen as a system beyond the domain of signs and has entered into another universe, which is an instrument of communication. Discourse is more than just language use. It is language use, whether speech or written, or as a type of social practice (Fairclough1995:28). It is often described as socially situated text and talk (Cook 1989.)

The above definitions are in line with the study as the students are expected to write an essay as part of their final examination, that is, WAEC/NECO. The researcher in this study will analyze Hausa students’ written essay,to find out whether they constitute a coherent unit, whether or not the students are able to produce correct sentences through the application of cohesive patterns such as reference, substitution, ellipsis and conjunction. Also to find out if these students are able to communicate successfully,through the use of logical ideas, as they relate to one another through the use of cohesive patterns.

Not only is discourse difficult to define but it is also not easy to make clear cut division as such. Therefore, depending on the form, a linguist distinguishes various kinds of communicative products; a type of discourse might be characterized as a class of either written or spoken text(Cook, 1990:156). Spoken discourse might be spontaneous, which result in mistakes, repetition and sometimes less coherent sentences. Among other significant features of spoken discourse are the rhythms and intonations. Speed uttering and most important the inability to cancel mistake made while speaking are all unique features of spoken discourse (Crystal, 1995:291, Dakowska, 2001:07).

Trappes-Lomax (2004) noted thatwritten discourse is the art of communication in writing. The writer conveys a message or feeling through the use of words, pen and paper. The art of writing, therefore, is peculiar in some ways and requires some techniques. Unlike in spoken discourse, the writer has the opportunity of looking over what has been written, pause to reconstruct or re-order his/her choice of words or even change entirely on what is planned to be written. To get a well written discourse, cohesion is needed. Cohesion is the way a text is held together and has meaning (Holland and Lewis 2001:53). Cohesion is the manner at whichrelatedstructural element are linked together, through the dependence of one on the other for its interpretation" (Halliday and Hassan 1976:27)(Holland and Lewis 2001:55).

Understanding the concepts of cohesion as the semantic grammatical properties of the language could improve learners' writing skills (Bex 1996). It is only with written language analysis that certain features of communicative products begin to be satisfactorily described as in the use of 'that' as reference cohesion to previous phrase or clause (McCarthy 1991:37).

These devices, apart from linking clauses or sentences,they are also used to emphasize notions that are of particular importance (Salkie 1995: XI).

Writing includes some medium which keeps record of the conveyed message. The writer is frequently able to consider the content for almost unlimited period of time which makes it more coherent and having complex syntax (Crystal 1995:29). In addition,writing is a task for every level of education. To compose ideas for writing is not an easy task, which is why composition is viewed as a thinking process. Gomwalk (2005) says, the degree of students' competence in the language determines the extent to which students' goal and written communication is achieved. The perpetual low-level attainmentin English language paper is a problem which must be urgently addressed. The above review is relevant to this research as the populations of the study are Hausa students and are expected to write an essay as part of their final examination (Weac/Neco). The study will adopt written discourse as the instrument to test Hausa students (written English). Thus, compare the relationshipsbetween the two languages that is, Hausa and English with regard to language in use and in context. The study also adopts the fact that discourse is a long stretch writing which is beyond the sentence level as working tool for this study. Often constituting a coherent unit with the use of appropriate cohesive devices, having in mind the main concern of this research that is the relationship in the use of cohesive patterns and written discourse performance of Hausa student in government secondary schools in Zaria.

2.3. Cohesive Patterns in Written English

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence. There are two main types of cohesion, grammatical cohesion which is based on structure content and lexical cohesion which is based on lexical content and background knowledge. The present study focus is on grammatical cohesion. This is because of the populationof the present study. It looks into consideration the level of the students (Hausa students).

For several years, the analysis of cohesive devices in texts has been a key topic in the study of discourse. It refers to the relation of meaning that exists within a text. It is part of the system of language which has the potentials for meaning enhancement in text (Olateju,2006:317). In addition, discourse is about how texts are held together lexically and grammatically. More so, cohesion is the linguistic means by which a text functions as a single unit (Holland and Lewis, 2001:53).

Osisanwo (2003:31) states that when a text is properly held together as a unit, it is said to be cohesive. Baker (1992:180) notes that it is the network of lexical, grammatical and other relations which link various parts of a text.These relations or ties organize and to some extent, create a text, which requires the reader to interpret expressions through reference to other expressions in the surrounding sentences and paragraphs. Cohesion is a surface relation which connects the actual word and expressions that can be seen or heard.Yule (1992:215) posits that cohesion is the ties and connections which exist within a text. The links of cohesion in a text gives some insight into how writers structure what they want to say.Halliday and Hassan

(1976:04) noted that, cohesion occurs where the interpretation of some elements in discourse is dependent of another.

Baker (1992:209) observes cohesion as the network of lexical, grammatical andother relations which link various parts of a text, thus,the act ofsticking together. Also it is a way of forming a united whole. Halliday and Hassan (1976:27)posit that, cohesion is the way unrelated structural elements are linked together, through the dependence of one on the other for its interpretation. Therefore, cohesive patterns are essential feature of a text if it is judged to be coherent (Parson, 1991:415),(Castro, and 2004-215). Likewise, Cox,et.al. (1990) state that,cohesive patterns areimportant to the reader to construct the meaning from a text and to the writer to create a text that can be easily comprehended. The potential for cohesion lies in the systematic resources of reference, ellipsis and so on,that is built into the language itself. The actualization of this potential relationship in any given instance, however, depends not merely on the selection of some option from these resources, but also on the presence of some other elements which resolves the presupposition that this potentials sets up.

Cohesive patterns distinguish texts from non texts and enables readers or listeners to establish relevance between what was said, is being said, and will be said, through the appropriate use of the necessary lexical and grammatical cohesivedevice (Olatunde, 2002:317). Furthermore, when students write composition as course requirement, they need to establish clear relations between one sentence and the next by connections among their different parts, so that what is said in one sentence or paragraph not only sets up what is to come but is clearly reformed by what has already been said. Graft, (2006) observes that connection can be done

by using transition terms, adding pointing words, using key terms and phrases, and repeating words but with a difference. Therefore, the study adopts the taxonomy of cohesive relationship as provided by Halliday and Hassan (1976) which is to establish relationship within a text. The researcher adopt this taxonomy because these authors have given the most comprehensive and adequate treatment of the subject (Cohesion in Text) and has become a standard text in this area. The aspect of cohesion that this study is concerned withand would be analyze is grammatical cohesion whichincludes: reference, substitution, ellipsis and conjunction.

There are many cohesive devices capable of relaying a given relationship between propositions, however, ina given language; some are likely to be preferred options (Hatim and Mason, 1990:195). These patterns are the demonstration of semantic relations that form the basis for cohesion between the messages of a text (Olateju, 2006:318). In addition,Baker (1992:180) defines the function of cohesive patterns as the network of lexical, grammatical and other relations which provide link between various parts of a text.

These relations or ties organize a text; it requires the reader to interpret words, expression makes reference to other words and expressions in the surrounding sentences in paragraphs. Although, Olateju, (2006:318) notes that the concept of ties makes it possible to analyze a text in terms of cohesive properties andgives a systematic account of patterns and texture. Halliday, (1985:48) outline a taxonomy of types of cohesive patterns of relationship which can be formally established within a text which include grammatical and lexical cohesionthisstudy however, will concern itself with grammatical cohesion, this is because of the

level of the population for the present study.Grammatical cohesion is how words and expressions of text are connected via the use of devices such as reference, substitution, ellipsis andconjunction. Similarly, it is the use of grammar in a text which helps to bind it together. It is the sentential elements used by the encoder to achieve cohesion in discourse (Halliday and Hassan, 1976).Finally, for the reader to follow a writer's flow of thought he/she needs to connect his/her sentences to each other, this is achieved by the use of cohesive patterns. Cohesive devices are usually placed at or near the start of sentences so that they signal to the readers where the text is going, whether in the same direction it has been moving, or in a new direction. Cohesive devices tell readers whether the text is reaffirming a previous sentence or paragraph, adding something to it, offering an example of it and generalizing from it. However, cohesive devices do not only guide readers through the twist and turns of a discourse, but also help ensure that the writer has a point. Graft (2006) notes that, the more a writer uses cohesive patterns, the more the writer is able to connect the parts of a text.

2:4Reference as a Cohesive Pattern and written English Performance

The term 'reference', according to Hatim and Mason (1990), isbasically for the relationships that exist between a word and what it points to in the actual world. In other words, reference is a semantic relation that exists between two or more items within a text. It is characterized by specific nature of the information. For instance, the reference of 'house' would be a particular house that is being identified on a particular occasion. However in Halliday and Hassan's (1976) model of cohesion, reference is used in a similar approach but in a more restricted way. Instead of denoting a direct relationship between words and

extralinguistic objects, reference is limited in the model to the relationship between two linguistic expressions which exist in a text. For example:

(1)Mrs.Adams has resigned.She announced her decision this morning.

The pronoun 'she' in the above example points to Mrs. Adamswithin the textual world itself. So reference, in the textual rather than the semantic sense, occurs when the reader has to retrieve the identity of what is being talked about by referring to another expression in the immediate context. The resulting cohesion lies in reference, whereby the same word enters into the discourse a second time. Hence, reference is a device which allows the reader or hearer to trace participants, entities and events in a text.

The study therefore will adopt the concept and the use of grammatical cohesion from the review and will analyze the cohesive relationship as provided in Hausa students' written essay. The relations or ties organized in their written essay will determine the relationship between the use of the patterns and the students' performance. The study also adopts from the review how words and expressions of a text are connected via the use of devices such as reference, substitution, conjunction and ellipsis.

Reference is also classified into two, anaphoric and cataphoric reference. (Holland and Lewis, 2001:53). In anaphoric referent ties, the implicit term follow its linguistic referent. In cataphoric referent ties, the implicit term precedes its linguistic referent. The interpretation of an implicit device is said to be exophoric when the source for its interpretation lies outside the co-text and can only be found through an examination of the context (Olateju, 2006:319).The relations discussed are given in the examples below:

(2)Ishall give you this report now; Bola missed the plane atlast(Cataphoricreferent tie).

(3) Tinu can never agree.She has decided to go (Anaphoric referenttie).

(4) Will you stop doing that? I'm busy (Exophoric reference) (Olateju2006:319).

Anaphoric reference operates as organizational signal. Itserves to label a preceding stretch of discourse, integrate and align it with the on-going argument.Thus, represents a position which the writer hopes to have established with the reader. The semantic basis for anaphoriccohesive devices universally, is toemploy text building which is formed with co-reference to the identical meaningful units. The Nominal headwords (antecedent) on one hand, and pro-form (anaphoric elements) on the other, creates close ties between items of text (Shengelaia, 2002:01) for instance.

(5) Our teacher is very kind;hewould never reproach us for minor spelling errors.

Cataphoric reference on the other hand, points the reader /listener forward. It draws us further into text or essay in order to identify the elements to which the reference item refers. Cataphora is a variant of the anaphoric device which also depends on identical co-reference of cataphoric pronominal element and a nominal headword(Shengelaia,2002:02).Cataphoric reference is often used for the dramatic effect to create suspense. For example:

(6) The one that started discussion was my son!

(7) Go there, and see for yourself. Everybody is in the kitchen.

In the above examples, the implicit terms‘the one’ and’ my son’; ‘go there’ and ‘in the kitchen’ precede the linguistic reference.

Eggins (1994:97) states thatanaphoric reference surfaces when the reference appears at an earlier point in the text. Cataphoric reference appears when the reference has not yet appeared, but will be provided subsequently. In addition reference is the mechanism that relates one element of the text to another for its interpretation which can be present or not (endophoric and exophoric reference). However, functionally speaking, there are three main types of cohesive reference, they include, personal, demonstrative and comparative. Personal reference give track of function through the speech of situations using nouns or pronouns like he, him, her, she, and possessive determiners such as, like, mine his, hers etc. Demonstrative reference on the other hand, keeps track of information through location using proximity reference such as, this, that, these, there, here, the etc. While comparatives keep track of identity and similarity through indirect reference using adjective such as;same, equal, similar, different, else, better, more and adverb like; so, much, otherwiseetc. (Josephine and Morales,2011). Based on the above review, the present study will analyze the following aspects of reference in Hausa students’ written discourse: ‘personal’, ‘demonstrative’ and ‘comparatives’. The reason is because it is believed at SSII level;students are familiar with the above examples under each cohesive reference. This is based on the fact that they already learnt part of speech at previous levels.

2:5 Substitutions as a Cohesive Pattern and Written English Performance

Substitution and ellipsis, unlike references, are grammatical in nature. Substitution which usually works anaphorically, replaces a reference with a dummy object. Substitution and ellipsis are similar in nature, except the missing reference is replaced by nothing(Holland and Lewis, 2001:58). In substitution, an item is replaced by another item in order to avoid repeating the same word several times in one paragraph by using the grammatical resources of language to replace the item. Whereas referencing functions to link semantic meaning within text, substitution and ellipsis differ in that they operate as a linguistic link at the lexicogrammatical level. According to Halliday and Hassan (1976:88), substitution is a relation on the lexicogrammatical level, the level of grammar, vocabulary or linguistic form. For example:

(8) "Did you come yesterday?""Yes, I did"; is a good example of substitution. The word 'did' is a substitute for "came yesterday". Items commonly used in substitution in English include "one", "so," "do" and "the same" (Wisniewski, 2006).

(9) Tom has created the best web directory. I told you so long time ago.

'I told you so' substitute 'Tom has created the best web directory'.

(10) The lion was about to reply when suddenly they came to another gulf across the road. But this one was broad and deep that the lion knew atonce he could not leap across it.One substitutes for gulf.

The above illustration is in line with the study as the researcher would attempt to analyze substitution as a cohesive pattern and how it enhances or affect Hausa

students'written English performance using the three major ways of substituting in a sentence. They are nominal, verbal and clausal.

Based on the review above the study intends to:

a. Analyze the use of substitution as a cohesive pattern in the written essay of Hausa students of English.

b. Determine how Hausa students are able to replace items with grammatical devices in the language in order to avoid repetition in their written essays.

c. Look into how the use of substitution as a cohesive pattern improved their written discourse.

2:6 Ellipses as a Cohesive Pattern and Written English Performance

Ellipsismeans deletion of a syntactic element to make room for grammatical cohesion in discourse. In ellipsis, an item is replaced by nothing. This happens when leaving something unsaid,which is nevertheless understood. In other words, it is the omission of elements normally required by the grammar which the writer assumes are obvious from the context, therefore, no need to be raised. Ellipsis is very similar to substitution;if substitution is replacing one word with another, ellipsis is the absence of that word, that is, something left unsaid.However, it replaces a phrase or a clause on the assumption that it is understood from the linguistic context (Wisniewski,2006).For Example:

(11) "Lek ordered a cup of tea and her mum^ a bowl of soup".

The word ‘ordered’ in the second clause in sentence 11 is ellipted. Ellipsis is represented with the symbol (^) and it manifests itself in three ways: nominal ellipsis, verbal ellipsis and causal ellipsis. Some examples are:

(12) My kids play an awful lot of sport, both (^) are incredibly energetic. – Nominal ellipsis

(13) Have you been working? I have.(^)verbal ellipsis

(14) Nigeria will play next match. Who told you (^)?-Clausal ellipsis.

(15) Your physics teacher comes to class regularly, does he? Yes (^). -Clausal ellipsis.

An elliptical item is one which leaves specific structural slots to be filled from elsewhere. This is exactly the same as presupposition by substitution. Where there is ellipsis, there is a presupposed item in the structurethat something is to be supplied (Martin,2001). Therefore, the nominal ellipsis permits the omission of head nouns in a nominal group as in example (11). Verbal ellipsis is common in all short form answers and responses as in example (12). The lexical verb is omitted in example(13) and example (14) is illustrations for clausal ellipsis.

In summary ellipsis is the omission of an item. The three kinds of ellipsis are nominal, verbal and clausal ellipsis. Nominal ellipsis means the omission of a noun, verbal, omission of lexical verb andclausal ellipsis is the omission of a clause. The present study, therefore, considers the types of ellipsis above in order to find out if there is significant relationship between the use of nominal, verbal and clausal ellipsis as a cohesive pattern and the written discourse of Hausa students.

2:7Conjunctions as a Cohesive Pattern and Written English Performance

The final type of cohesive relations is conjunction. It is rather different in nature from the other cohesive relations. Theelements are cohesive not in themselves but indirectly, by virtue of their specific meanings (Holland and Lewis 2001:58). Conjunctions are not primarily devices for reaching out into proceeding texts, but express certain meaning which presupposes the presence of other components in the discourse. Conjunction acts as a cohesive tie between clauses or section of text in such a way as to demonstrate a meaningful pattern between them,though, conjunctive relations are not tied to any particular sequence in the expression. Therefore, amongst the cohesion forming devices within text, conjunction is the least identifiable relation.

A conjunction involves the use of formal markers to combine clauses, sentences and paragraphs. Unlike references, substitution and ellipsis, the use of conjunctions does not guide the reader to supply missing information by looking for it elsewhere in the text. Instead, conjunctions signal the way the writer wants the reader to relate what is about to sayto what has been said (Josephine and Morales2011:116). Halliday and Hassan (1976) noted that, using conjunction to achieve cohesion entails the use of conjunct markers such as additive,comparative, adversative,causal, and temporal as seen in the following examples:

(15) Additive: acts as structurally coordinate or link by adding to the presupposed item and are signaled by the following:

and, also,in addition and besides, furthermore, it may also act to negate the presupposed item and are signaled by nor, and, with, either, weather etc.

(16) Comparative:likewise, similarly, compared withandin contrast

(17) Adversative: acts as indicate contrary to expectation and are signaled by:

but, yet, on the one hand and instead

(18) Causal expresses result, reason and purpose. It is signaled by: so, consequently for, in this respect, for this reason andbecause (Hallidayand Hassan, 1976:238).

(19) Temporalconjunction is signaled by sequence or time. Some sample temporal conjunctive are then,next,after,that, until, at the same time, at this point etc.

Example: After the battle, there was snowstorm. They fought a battle afterwards it snowed.

Additiveconjunction serves to further the discourse topic.For example:

(20) The party got to the summit and had their lunch. And they had time for rest afterwards.

Here the first 'and'co ordinates the propositions the party got to thesummit and had their lunch. The second 'and' however, introduces a supplementary idea. Adversative conjunctions are explained as introducing an item of information which is contrary to expectation. For example:

(21) All the figures were correct, they'd been checked. Yet the total came out wrong.

Causal conjunction marks the relationship of reason, consequence and purposes. For example;

(22) He didn't pass this time, so he will have to resit.

Comparative conjunctions specify the time sequence relationship which exists between sentences. For example

(23) First he forgot his money then he forgot his keys.

In a nutshell, conjunctions are particular expressions that contribute to create discourse connection (Castro 2004) for example;

(24) "Two years ago Tsunami happened in Thailand. As a result, many local and international tourists died and it destroyed a number of tourist attractions. However, after a few months, the government worked hard to reconstruct the new building in those places."

The underline words in the example (24) are additive and causal conjunctions. Based on the above review the study adopts the use of the following conjunctions which shall be analyzed in the Hausa students' written essay:

(a). Addition, (b). Comparative, (c). Adversative, (d). Causal and(e). Temporal

Other cohesive patterns which are observed with the analysis of discourse by Haslinda (2009) are:

Enumeration and Addition

This is used to show additional information. Enumeration can follow logical or time sequence, it can simply be used to move on the text piece of information. For example, in

writing we often come across enumerative conjunctions such as furthermore,finally andlastly. Addictive, on the one hand, links items together. They state explicitly that two items are similar to each other. For example: also, similarly, likewisemoreover.These examples can be illustrated below:

(25) Musa's last result was poor;first he had a carryover in financial management where he scored 35%. Furthermore he has earlier failed in communication skill. Finally his business management result was a pass.

Summation

Summation as a cohesive device states that the essay's concluding summation often signals the summarization of information already presented. For example; in conclusion, all in all, overall, to summarize, as in seen in the example below

(26) In conclusion, I hope you are convinced and not confused that military rule is better than civilian rule. Thank you.

Apposition

Apposition shows that the following piece of information is a restatement of the previous information, it is expressed in a slightly different manner to make it more explicit. For example: which is to say,that is,inaddition etc. Appositive is used to produce example that is the equivalent of the first piece of information. For instance:namely,specifically, forinstance and so on.

(27) The banana is unripe that is you can't eat it now.

Result / Inferences

It demonstrates to readers that, the following textual element is the result or consequence of the previous information. For example:consequently,thus,as a result,hence,so,therefore, and so on.

(28) I once acquired a set of twincatsI was very fond of, but my mother didn't like them,as aresult of her hatred I had to give them out.

Contrast / Concession

Contrast signals differences or alternatives between two pieces of information. For example:In contrast,alternatively,conversely,bycomparison, and instead.While concession demonstrates that the following piece of information is a reservation concerning the previous information. Example:though,anyway,however,nevertheless,in any case,in spiteof,and so on.

Transition

Transition as cohesive device signals that the following items do not directly follows the previous item. However,this does not mean that the information is not related at all, just that it is not directly related. For example:now,meanwhile,Incidentally,by the way, withrespect to, regards to,with reference to, and so on. These expressions or words are used to introduce a new area or stage of discussion as illustrated below:

(29) We have paid all workers salary arrears. With regards to leave bonus, everybody must exercise some patience.

Apart from the cohesive devices observed by Haslinda (2009) others include the coordinating and the subordinating conjuncts.

2.7.1 Coordinating Conjuncts

Writers use coordinating conjunct to achieve cohesion. It is used to stick elements of a sentence. These coordinators indicate that element have the same syntactic role, that is, they are on equal level. Coordinating conjunctionentails the use of conjunction such as but,and,or and nor. For example:

(30) We cameand we ate.

(31) The police arrived but it was too late.

2.7.2 Subordinating Conjuncts

Subordinating conjuncts also contribute greatly to the cohesion of a text. Unlike coordinating conjunct, they introduce ideas that are main clause in a sentence. Subordinating conjunctsentail the use of conjunct such as although,because,more over,yet, andnevertheless (Osisanwo 2003:33). For example:

(32) Although the team workedhard, it lost the crucial match.

(33) We left the party because it was getting late.

The study however, intends to adopt the various sub types of conjunction by Haslinda (2009), which include:Apposition, Enumeration/Addition, Summation, Result/ inference etc.Having in mind that conjunctions are cohesive elements not in themselves but by their

specific meanings. They express contain meanings which presuppose the presence of other components in the discourse. Conjunction is one type of cohesion which specifies additive, adversative, causal, or temporal relations between what has been said previously and what follows.

The study will analyze the use of cohesive patterns such as reference, substitution, ellipsis and conjunction as adopted from the review in the written discourse of Hausa students. That is, their ability to select the appropriate cohesive devices for effective communication. It is generally believed that a text, whether written or spoken, is meaningful when various segments are brought together to make a unified whole. Osisanwo (2005:31) remarks that a text is said to be cohesive when the linguistic means by which a text function is held together as a single unit.

2.8. Cohesive Patterns in Hausa language

Hausa is one of the best known and widely spoken languages in West Africa. It is classified as a member of the Chadic group of the Afrosiatic family of languages. Hausa is largely and predominantly spoken in Nigeria and the Niger republic. However this study aims at using the standard Hausa language which is widely spoken here in the north. Cohesive patterns in Hausa language are referred to as sentence connectors (Mahadi). It means words or phrases that joins and link up a text (Sani, 2007). These words or phrases include the following examples:

2.8.1 Conjunctions

Conjunctions in Hausa language can be classified into three main groups, they are (A) The basic coordinating conjunctions; (B) the special function words har and sai; (C) miscellaneous subordinating conjunctions (Newman, 2000).

The basic co-coordinating conjunction include; (da) and,(Ko) or, and (amma) but.

The conjunction da (and) serves to cojoin two noun phrases (NP) or two post nominal adjectives. It is not used to co join sentences. Examples:

(34). BaladaBabiyasuna son wasa.

BalaandBabiya like to play.

(35). Sunanemanwatayarinyafaraceda (kuma) doguwa.

They are looking for a light-skinned and (also) tall girl. (They are looking for a light skinned tall girl).

The da(and) is often used in front of the conjunct as well as between items, especially if the first item is a pronoun, example:

(36). (da) nidashidaabokin Musa munyarda.

He and I and Musa's friend agree. (All of us agree)

With some items like question, words, universals etc, the conjunction serves to form pseudo plurals. Examples are:

(37). Tuna masa (komaidakomai) yazamaaikina ne

Reminding him of everything (everything and everything) has become my job. (it is my job to remind him of everything)

(38). da wadawazasuzo?

Whoand who will come? (who will come)

(B). Theconjunction ko (or) serves to connect two noun phrase (NP). One can optionally use ko in front of the first disjuncts, examples;

(39). Kawomana (ko) kofikoti!

Bring us either coffee or tea!

Unlike da 'and', the conjunction ko can be used to connect sentences example:

(40). Zaidawonan da awabiyukozaibugamanawaya.

He will return within two hours or he will call us.

Furthermore, the conjunction "amma" ('but', nevertheless'), which is a loan word from Arabic serves to connect sentences or phrases in which there is a contrast between the two construct (Newman, 2000). Example:

(41). Ina sonta ammabasosaiba.

I like her but not that much.

(42). Munrokeshiammayaki.

We begged himbut he refused.

Another category of conjunction is the word 'har''up till' and 'sai' 'Untill' they are extremely high frequency items that function both as prepositions and as conjunctions. The conjunction har indicates; as far as, up to, until, even, including, even though, even with, so much and so that(Newman, 2000). It serves to co join sentences where the first sentence is viewed as moving forward and leading into (something resulting in) the second sentence. Example:

(43). Zaniyatsayawaharkagama.

I can wait until you have finished.

(44). Ciwoya ci karfinta har ta mutu.

The illness weakened her to the point of death. (she died as a result of the disease)

(45). Sun yiaikihar sun gaji.

They worked until (with the result that) they got tired.

However, the word har is unusual in that it allows proposing of a following noun subject example:

(46) Na dadeinakaratuharwuyanayakage = nadadeinakaratuwuyanaharyakage.

I was reading for such a long time that my neck got stiff.

The conjunction sai (not) until, except, only.unless etc. (Which is sometimes accompanied by da) defers from har in connoting a terminal point in time or space. It often occurs with an expressed or implied negative. Example (47) Ba zaniyahawanwannanginibasaiansatsani.

I won't be able to climb this wall unless a ladder is put up.

(48). Yacesaikagamaaikinzakatafigida.

He said “you can only go home after you had completed the work”.

(49). bazakatafidagananba,saikabiya.

You are not going to leave here until you have paid.

However, one often get har plus sai together in immediate succession to indicate up until, that is, har serves to lead the action forward, while sai serves to put on the brakes and specify an end point. Example:

(50). Zan bar ta a gonarharsai ta bushe.

I will leave it on the farm until it dries.

(51). Za a yitafiyaharsaiankaiSaminaka.

One will keep going until one reaches Saminaka

Another form of conjunction is the subordinating conjunction .Subordinators introduces sentence initial clauses. Example:

(52). damukariskesusaisukagudu.

When we reached them, they fled. (we met them, but they fled)

(53). Rather than (that): Ya fi araha a nanda a tafi Kano.

It is cheaper to buy it hererather than to go to Kano. (it is cheaper here than in kano)

(54). Baya– (da)after: bayan sun fitamunbudekwali.

After they have gone, we opened the parcel. (we opened the parcel after they have left)

(55). Domin (don) because, in order that: an daureshidonkada yagudu

They tied him up so that he would not run away.

(56). Idanif, when (in future):Idankacuce mu za mu rama.

If you cheat us, we'll get back at you

(57). Kafin = kafin (kamin = kamin) before;kafin mu hutaza mu kamala aikin.

Before we rest, we should finish the work. (we should finish the work, before we rest)

(58). Kama (tamkar) like,as if: najikamarzanyiamai.

I feel like vomiting.

(59). Ko (even if): Ko daAuduyagaji, yakarasaaikinsa.

Even ifAudu is tired, he will finish his work.

(60). Da zaran,(as soon as): Da zaranyadagahannu, saikajishiru.

As soon as, he raises his hand, the students wouldstop talking.

(61). Ko da (Yake), even though: Ko da yake kina shirintashiina da magana da ke

Even though you are prepared to leave, I have something to say to you.

(62). Maimakon(instead of): Maimakona koreshi,harza a yimasakyauta.

Instead of sending him away, they are even going to reward him.

(63). Muddin(as long as), provided that:Muddinyanazuwagidanbaza a rabu da tashinhankaliba

As long as he keeps coming to this house, there will always be trouble.

(64). Saboda(because), on account of: nayifushisabodakamakara.

I am angry because you are late (Newman, 2000).

2.8.2 Ellipsis

Also known as shafakalma in Hausa Language: This simply means deletion, it could be in coordinate phrase, that is, conjoined phrase in which the same noun appears with different modifiers which permit deletion of the repeated noun. Example:

(65). Fararmota da bakamota : a white car and a black car.=

Fararmota da bakar(/): a white car and black ^

MiyinBinta da (/) naJummai

Binta ‘s husband and Jummai’s (^) (Sani, 2007).

Another form of ellipsis in Hausa language is the verbal ellipsis. In this case a repeated verbal action can be replaced by the pro-form haka ‘thus plus model particle ma ‘also’ ‘indeed’ as in the following example:

(66). Auduya(biya) Bintahaka ma Musa.

Audu paid Binta and also (Paid) Musa.

Ina (son) Ladi, haka maLawan.

I like Ladi and alsoLawan. (Sani, 2007.

2.8.3 Substitution and Reference

In Hausa language substitution and reference go hand in hand. Reference is the form of cohesive tie which means referring backward, while substitution is the replacement of one item by another. In reference, the referent items are usually nouns which appear with different modifiers. Example:

(67). Da lemuakantabur. Na shanyeshi.

There was an orange on the table. I ate it.

(68). Dije ta dafa wake. Tazubagishiri da yawa

Dije cooked beans. She added a lot of salt

In the first sentence above 'ta' refer back to 'lemu' while 'Ta' in the second sentence refer back to 'Dije'. At the same time in the first and second sentences ta and ta are substitute of both lemu and Dije respectively. More examples and illustrated below:

(69). Mijina,ya ban haushi.

My husband, he made me angry

(70). Nacinyeabincinka. Zandibomakawani.

I have eaten your meal. I shall get you another one.

(71). Yayiaikikwarai. Mallamin

He did a good job. The teacher.

(72). Ta cebaaikigobe? Haka ta ce.

She said no work tomorrow? So she said

Other forms of cohesive ties found in Hausa language which are used to link up sentences and paragraphs in any piece of discourse include:

(73). A Karshe - Finally

Bugu da kari - In addition

Harilayau - More over/again

Hakakuma - Also

Sannankuma - Similarly

Ko da yake - However.

During the review, the researcher discovered that there is no much, research work on the analysis of cohesive patterns in Hausa language. However, the review of both Hausa and English cohesive patterns shows that cohesive patterns found in English Language are also found in Hausa language. English language has varieties of these devices in term of usage. English language for instance uses the conjunctionand,also etc. for additional information but in Hausa language the conjunction da can stand for both andand also.

2.9. Previous Studies on Cohesive Patterns of English

Over the years, there have been some studies of cohesive features in students' composition in English either as a native language or a second or foreign language (Zhang, 2004:79). Researches on the relationship between frequency of cohesive patterns/tie and writing quality shows that there is evidence of significant relationships between cohesive patterns and performance. Studies like Gran and Ginther (2000), Liu Braine (2005), Norment (1994), Song, M. and Xia weirong (2002) discovered some evidence of significant relationship between cohesive devices and writing quality. Other studies like Castro (2004) and Xu (1999) find no difference in cohesive ties in good and poor easy.

The study of Johnson (1992) sought to find out the relationship of cohesion to overall writing quality of a text or coherence. To achieve this, she correlated the amount and type of cohesive devices used in three groups of students essay to the overall quality rating of these

essays given by the respective writing teachers of each group. The test procedure revealed that there is no significant difference between the amount and number of cohesive ties used to the over all quality of essay among the three groups. The present study, however, shall be different from the study of Johnson (1992) because it will not only rate the quality of writing by the types of devices used, but it will also rate the performance scores along with the total number of cohesive devices used by the respondents.

Palmer's (1990) study is concerned with coherence and cohesion in the English classroom. The purpose of his study was to analyze the way non-native English language students create coherent text. Results have suggested that lexical reiteration is often used by ESL students in order to create coherent texts. He recommended the enhancement of the teaching of coherence and cohesion in English lesson, in an attempt to join any theoretical approach to both reading and writing instruction with a more practical activity. The present study is different from that of Palmer's (1990) because it analyses grammatical cohesion. Previous study by Palmer (1990) was on lexical cohesion.

As in Johnson's study, Meisuo also (2000) investigated qualitatively the relationship of cohesive ties in the expositing essays of Chinese students with their quality of writing. The study revealed that lexical category had the highest percentage of ties, followed by conjunctions and references which suggest a general pattern of cohesive features in the expositing composition of China undergraduates. The findings are supported by Tierney and Monsenthal (1983) Connor (1984) Allard and Ulatowska (1991), Johnson (1992) and Karasi (1994). The study is different from that of Meisuo(2000) because it intend to

investigatequalitatively the relationship of cohesive patterns in both narrative and argumentative essays of Hausa students in Nigeria.

In Nigeria, Olateju (2006) was able to examine the cohesive devices used in the texts written by students in secondary school in Ile Ife, Osun state, Nigeria. The researcher discovered that, though the students' work shows evidence of the use of some of the cohesive devices identified by Halliday and Hassan (1976 and 1985), some of the few used were wrongly used which made it difficult to understand the text.

However the present study is quite different from the previous ones because the researcher intends to examine grammatical cohesion in order tofind out the relationship between cohesive patterns of English and how Hausa cohesive patterns influence the students' use of cohesive patterns in English language. Also the target population and mother tongue (MT) are different from those from the previous study. The target population for this study include SSII Hausa students whose MT is Hausa language.

Also the present study differs from the ones reviewed as the study aims at:

a) Examining not only the cohesive patterns used but tries to improve the written performance of Hausa students. That is, negatively or positively.
b) Finding out if Hausa cohesive patterns influence the students' use of cohesive patterns in English language.
c) Finally, the target population is different from those reviewed in this study. The target population this study include SS2 Hausa studenstwhose MT is Hausa language.

Table 2.1 below indicates the gains from literature review. The table is in three sections.

Table 2.1 Showing the Gains from Literature Review

Author Review	Topics and the summary of points review	Gains from the literature review
Akindele et. al (2005)	Cohesion is lexical and grammatical link within a text or sentence. It holds a text together and it gives meaning.	Knowledge of grammatical cohesion will be used to analyze the student's written discourse.
Baker (1992)	Cohesion is the network of lexical grammatical and other relations which links part of text.	Grammatical cohesion form part of the present study.
Bex (1996)	Understanding the concept of cohesion as the semantic grammatical properties of language could improve learners writing skills.	The concept of cohesion will be used in this study in order to improve the students writing skills.
Brown and Yule (1983)	Analysis of discourse cannot be restricted to the description of linguistic form independent of the purpose or function.	Understanding the nature of discourse analysis of Hausa students written discourse is not restricted to description of linguistic form.

Carell (1992)	Cohesion is just coherence but it is related to the broader concept of coherence.	Differences between cohesion and coherence will form part of this study as it deals with cohesive a pattern that is, how a text is bind together.
Chiang (2003)	The importance of cohesive patterns is inevitable in any written discourse.	Hausa student's knowledge of the importance of cohesive patterns forms part of this study.
Crystal (1995)	Writing includes some medium which keeps record of the conveyed message.	Improving writing through the use of the medium to convey message such as cohesive devices.
Cook (1989)	There is more to using language to communicate than been able to produce correct sentences.	This study will examine the written discourse to find out if the students produce correct sentences using cohesive patterns.
Coulthard (1985)	Suggested that discourse analysis is the intersection of many field.	Hausa student's written discourse would be analyzed in this study.

Cox et al, (1990)	Cohesive patterns are important to the reader to be able to construct meaning from a text and to the writer to create a text that is meaningful.	Knowledge of the importance of cohesive patterns to both the reader and writer will assist the present study in terms of analysis.
Dakowska (2001)	The differences between kinds of discourse indicates the unity of communicative intent as a vital element of each of them.	Exposing the students to kinds of discourse in order to observe the unity in written communication.
Douglas (2004)	Discourse analysis is important because discourse is a continuous stretch of spoken language which is larger than a sentence often constituting a coherent unit.	Discourse form parts of this study as Hausa student are going to write on a topic.
Eggins (1994)	Anaphoric references surface when references appears at an earlier points in the text.	Reference as cohesive patterns form part of the study because it is part of what will be analyzed in Hausa student's written discourse.
Ellis (1994)	Second language acquisition.	As a part of this study English language is seen as a second language to Hausa students.

Esan and Okafor (1995)	Research statistics method for data analysis.	SS II Hausa students from the population for this study.
Fairclough (1995)	Critical discourse analysis is important as it is more than just language use.	The knowledge of how important it is to analyze language in use by the students.
Fasold (1990)	The knowledge of discourse is the aspect of language use.	Understanding written discourse will form part of the study.
Gomwalk (2005)	The degree of student's competence in language determines the extent goal and written communication is achieved.	The study adopts the concept of student's competence in language as part of the statement of the problem in this study.
Gutwineski (1976)	Cohesion in literary text as tool to unity.	The knowledge of cohesion is important to Hausa student. Therefore it forms part of this study.
Graft (2006)	Connections can be done using transition terms, adding point words, using key term and phrases and repeating words but with a	Searching for cohesive devices which adds, point words and phrases with a different as part of this study.

	difference.	
Halliday and Hassan (1976)	Cohesion is the way unrelated structural elements are linked together in a discourse.	Examining how unrelated structural elements are linked together in Hausa students written discourse is part of the study.
Hatim and Mason (1990)	There are many devices capable of relaying a given relationship between propositions, however in a given language some are likely to be preferred options.	The use and analysis of the different cohesive patterns form part of the study.
Holland and Lewis (2001)	Cohesion is the way a text is held together and has meaning.	Understand the concept of cohesion from part of this study in the area of written discourse.
Hatim and Mason (1990)	Reference as a cohesive pattern functions as a link to semantic meaning in a text.	The uses of reference by Hausa student form part of this study.
Haslinda (2009)	Other conjunctions observed with discourse analyses are enumeration summation, apposition, result and inferences.	Knowledge of other types of conjunction can help in the analysis of the student's written discourse.
Hassan (1984)	Coherence is paramount because it leads to cohesive harmony between	Acquiring coherence and cohesion is important. This

	sentences.	area form part of the study.
Hoey (1991)	Some grammatical features of a sentence in English language can connect a sentence to its predecessors.	Knowledge of how Hausa language grammatical features are also used to connect sentences will form part of this study.
Josephine and Morale (2011)	Grammatical cohesion includes reference, substitution, conjunction and ellipsis.	Grammatical cohesion form part of the study because Hausa students are expected to use reference, substitution, conjunctions and ellipsis in their written discourse.
Josephine and Morales (2011)	Demonstrative references keep track of information through location using proximity reference.	Hausa students discourse will be analyzed in context. Understanding that teaching cohesive patterns should not be done in isolation but in context.
Lillis and Makinney (2003)	To determine the use of cohesive patterns, written discourse should be analyzed in context.	Demonstrative reference is one type of reference that forms part of this study. This will be analyzed in the written

Lubelska (1991)	Approach to teaching cohesion improves reading and writing.	discourse of Hausa students. Hausa student are to write
Lin and Braine (2005)	The use of cohesive features in argumentative writing is often frequent	argumentative essay and are expected to use cohesive patterns.
Martins (2001)	Cohesion and features of discourse enhances meaning.	Understanding the concept of text is determined by cohesion, this knowledge form part of the study.
M S Razmjon (2004)	Conjunctions act as ties between clauses in discourse.	The use of conjunction by Hausa students in their written discourse was analyzed.
Newman (2000)	The functions of Hausa cohesive patterns in a text.	Understanding the different cohesive patterns in Hausa language form part of this study, the knowledge will assist in examining the cohesive patterns of both languages.
Olaleju (2006)	Cohesive patterns refer to the relations of meaning that exist within a text.	Knowledge of cohesive patterns will be used for the analysis of the students' written essay.
Osisanwo (2003)	Cohesion is when a text is properly held together as a unit.	Examine how Hausa students were able to hold together

		their written discourse.
Olatunde (2002)	Cohesive patterns distinguish text from non-text and enables readers or listeners to establish relevance through the appropriate use of lexical and grammatical cohesive devices.	To distinguish text to establish relevance through the appropriate cohesive devices will form part of this study. Knowledge and application of these devices to develop text formation by Hausa student form part of this study.
Osisanwo (2003)	Various cohesive patterns found in English language develop text formation.	Using these cohesive patterns which include reference, substitution, conjunction and ellipsis to judge the written discourse of Hausa students.
Parson and Castro (1991) (2004)	Cohesive patterns are essential features of a text if it is judge to coherent.	Discourse forms part of this study as Hausa students will write a piece of discourse for analyses.
Renkema J. (2004)	Discourse is a piece of writing	Examine the relationship between coherence and linguistic term from part of the study.

Sander and Norman (2000)	The role of coherence is unity among linguistic term.	Analysis of substitution in Hausa students written English form part this study.
Shengelaia (2002)	Substitution is an aspect of grammatical cohesion.	Understanding Hausa language cohesive patterns form part of the study; this will assist in the analysis of Hausa student's written discourse.
Sani (2007)	Cohesive patterns in Hausa language are referred to as words or phrases that join and link up a text.	The knowledge of this definition was used in this study as part of the definition of a discourse.
Stubb (1983)	Discourse is language above the sentence or above the clause.	Exposing the student on how to convey their feeling and ideas in writing. This will form part of the study.
Trappes (2004)	Written discourse is the art of communication in writing	The concept of substitution also form aspect of study.
Wisniewski (2006)	Items commonly used in substitution include one, so, do.	Substitution will be analysed in the written discourse of Hausa

		student.
Yule (1992)	Cohesion is the ties that exist within a written text.	Examining cohesive ties that exist in the written discourse of Hausa student from part of the study.

2.10. The Theoretical Framework Adopted for this Study

Research studies such as Holland and Lewis (2001), Olateju (2006), Douglas (2004), Osisanwo (2003), Olatunde and many more, adopted as their theoretical framework, Halliday and Hassan's (1976/2004) concept of grammatical cohesion and awell developed taxonomy of cohesive ties such as reference, substitution, conjunction and ellipsis. Therefore Halliday and Hassan's (1976) and Halliday (2004) concept of grammatical cohesion will be adopted to analyze Hausa students written essay. According to them cohesion can be grammatical or lexical. Reference, substitution, ellipsis and conjunction are the types found under grammatical cohesion or cohesive relations. This study, however, focuses only on grammatical cohesion and will not analyze lexical cohesion because of the level of students under study.

Reference has the semantic property of definiteness or specificity. Personal, demonstratives and comparatives are types of reference. Personal reference includes personal pronouns, possessive determiners and possessive pronouns. Demonstrative reference is by means of location while comparative is indirect reference by means of identity or similarity.Substitution is the replacement of one item by another. Nominal verbal and clausal are types of substitution Ellipsis is the omission of an item. The three kinds of ellipsis are Nominal verbal and clausal.Conjunctions are cohesive elements that express certain meaning which presuppose the

presence of other components in the discourse. Types of conjunctive are coordinating, subordinating, compound adverbs and continuatives.

Below are Halliday and Hassan's (1976) Taxonomy of Cohesive Relationship:

GRAMMATICAL DEVICES

Reference	Substitution	Ellipsis	Conjunction
Nominal	Nominal	Nominal	Coordinating
Verbal	Verbal	Verbal	Subordinating
Verb + Object	Clausal	Clausal	Compoundadv
Verb + Adverb			Continuatives

(Osisanwo, 2005:38).

Similarly, other authors such as Martins (2001) noted that, cohesive ties are a set of discourse semantic system. Yule (1997) views cohesive elements as ties and connections which exist within texts. This links in a text gives us some insight into how writers structure what they want to say. In addition, Baker (1992:180) noted that, cohesion is the network of lexical and grammatical and other relations which link various part of a text.Hence, the present study adopts the taxonomy of cohesive relationship as provided by Halliday and Hassan (1976) as its qualifying principle to examine Hausa students' written essay. This taxonomy is chosen because; it has been proved to be able to establish a relationship between the uses of cohesive patterns and written English performance of Hausastudents.

2.11 Summary and Conclusion

The influence of language on education can be best appreciated in the performance of the learners. This is because the extent to which students learn is determined largely by the degree to which the learners master and use language. This goes to confirm that written English performance is generally determined when teachers and educators realize the importance of the use of cohesive patterns of English language.

The above review presents the existing pictures of previous researches on cohesion. It also discusses the uses of cohesive patterns in writing such as discourse/essays. The literature review revealed that a discourse or text can only be meaningful if the various segments is brought together to form a unified whole. Therefore, for a text to be cohesive, it must be held together by some linguistic devices. The review also revealed the strength and weakness of the previous studies on the analysis of cohesive devices on written texts. The strength revealed is the fact that these authors have given adequate treatment of cohesion and cohesive patterns. They all believe that a text, whether written or spoken, is only meaningful when segments are brought together to make a unified whole.The weaknesses of this study however, revealed by this review is that most of the authors reviewed examined and analyzed both lexical grammatical cohesion in written discourse of college student, however,these authors dwell more on lexical cohesion than on grammatical cohesion hence a stepping stone for further research.

The present study, therefore, adopts the concept of grammatical cohesion to analyze SS2 Hausa student written essays. Also, the study aims at moving beyond just analysis of

cohesive patterns but to also find out the relationship in the use of cohesive patterns and the written English performance of Hausa students.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The study aims at the analysis of cohesive patterns in the written English of Hausa students. In any valid and reliable research, various strategies can be used to arrive at a set of objective results. Therefore, in this chapter the research methodology is presented in the following sub-headings: research design, population, sample and sampling procedure, research instrument, pilot study, validity and reliability of the instrument, procedure for data collection and procedure for data collection.

3.2 Research Design

Thedesign for this study is that of a descriptive survey.According to Olayiwola (2007:28), a descriptive research is concerned with the collection and analyses of data for the purpose of describing, evaluating or comparing current or prevailing practices, events or occurrences. Therefore, the data collected, which is the number of cohesive devices used by Hausa students in their written English performance were analyzed and correlated to see if there is significance differences. In other words, if there is a relationship between the uses of cohesive pattern in the written English performance of Hausa students, as to whether it has enhanced their written performance or not.

3.3 Population

All SS II students of Government Senior Secondary Schools in Zaria L .G.A.formed the population of the study. According to the Ministry of EducationInspectoral Division Zaria, there are four thousand two hundred and seventeen (4217) senior secondary students in fifteen (15) government schools in SS2 level of Zaria Local Government Area of Kaduna state for the 2011-2012 academic session .The summary of the population is presented in Table 3.1

Table 3:1The Populationfor the study

S/NO	NAME OF SCHOOL	POPULATION
1.	Alhudahuda College	500
2.	Barewa College	450
3.	Demons. Sec. School Kongo	265
4.	Govt. Sec. School Dakace	209
5.	Govt. Girls Sec. School Fada	195
6.	Govt. Senior. Sec. School Kaura	206
7.	Govt. Girls Sec. School Kofar – Gayan	284
8.	Govt. Sec. School Kugu	24
9.	Govt. Sec. School Kofar – Kuyanbana	430
10.	Govt. Sec. School Magajiya	220
11.	Govt. Sec. School Tudun - Jukun	330
12.	Govt. Day Sec. School Zaria	308
13.	Govt. Girls Sec. School Zaria (WTC)	321
14.	Science Sec. School Kufena	221
15.	Science Islamic Arabic Sec. School	254
TOTAL		**4217**

Source: Zonal Education Office Zaria, Kaduna state (2011).

3.4Sample and Sampling Procedure

Schools for the study were restricted to three secondary schools in Zaria Local Government Area. The stratified random sampling technique was applied to select the necessary strata from wards in Zaria Local Government Area. This was accomplished by dividing the local Government into strata from where three schools were picked randomly to give equal opportunity to every stratum to be selected. The three secondary schools out of 15 are: Alhudahuda College selected from Kwarbai A ward, Barewa College selected from TukurTukur ward and Government Secondary School Zaria selected from Gyellesu ward. The selection was done in order to capture a school at each location on the zonal strata of Zaria Local Government Area. The division of the strata is presented in table 3:2.

The schools selected comprised SS2 Hausa students who learn English as a second language and whose first language is Hausa. The students were sampled using simple random sampling technique involving balloting according to the need for the study. Hausa students were sampled because they occupy a large number of the population in Zaria Local Government Area which is the study area. SS2 were selected because it is assumed that they learnt the different types of essay and probably had an idea on the uses of cohesive ties. SS3 were not chosen because they are out going students and SS1 were also not chosen because they are yet to be introduced to cohesion in English language.

Table 3:2 Stratified Sample Schools

Strata	Zones	Stratum	Schools Selected
(1) Gyellesu	North	Gyellesu	Government Girls Secondary School Zaria (wtc)
Tudun Wada	North		
Jushi	North		
(2) Kwarbai "A"	Central	Kwarbai "A"	Alhudahuda College
Kwarbai "B"	Central		
Kaura	Central		
Kusfa	Central		
(3) TukurTukur	South	TukurTukur	Barewa College Zaria
Dutsen Abba	South		
Dan Magaji	South		

The three selected secondary schools had a total population of 1271, SS2 students for the year 2007/2008 academic session.Alhudahuda College having 500 registered SS2 students, Government Girls Secondary School Zaria (WTC) with 321 andBarewaCollege with 450 students respectively. 10% of the total population of each of these schools was sampled for the study. This is in line with Roscoe (1978) recommendation that 10% of study sample or population of above 1000 is viable for analytical research of this type.A total of 128were selected to represent 10% of the sample population, which is 1271 of SS2. The summary of the sample size selected is presented in Table 3:3 below

Table 3:3Students Sample Size

S/No	Name of School	Population	Sample
1.	Alhudahuda College	500	50
2.	Barewa College	450	46
3.	Govt. Girls Sec. Sch. Zaria (WTC)	321	32
	Total	**1271**	**128**

A sample size of 128 Hausa students representing 10% of the population was proposed for the study. To obtain this sample size a proportional selection of the strata from the selected local government was applied (Roscoe, 1978).

3.5Instrumentation

The instrument for this study was essay questions, drawn from past WAEC/NECO examination papers. The essay questions were used to obtain information on the use of cohesivepatterns. The sample populationwrote about 450 words essay on given topics at WAEC/NECO standard.

The essay types wrote include: Narrative and Argumentative essays. Theseessays were chosen because they allow the writers to express their minds and ideas adequately and use the cohesive patterns required. The essays are different from descriptiveessays that are limited to explaining how something is done and description of things.Therefore, the students had the choice of an essay to write on, that is, whether narrative or argumentative essay. The essay topics include:

A) Tell a story that ends with the advice: “Cut your coat according to your cloth”

B) You are a chief speaker in a school debate, the topic of which is “Public secondary school are better than the private ones”. Write your speech for or against the topic.

C) Narrate an experience you have had or heard about which illustrate the saying; “Where there is a will there is a way”.

D) As your contribution to a debate, write arguments for or against the proposition; “We are happier than our fore- fathers”.

This impliesthat two types of essay were administered for the purpose of this research. The test materials were taken from past WAEC/NECO question papers. This is presumed to be the standard level of the subjects.

3:6Pilot Study

To determine validity and reliability of the instrument of the study, a pilot study was conducted using test retest reliability. Ten students of Government Secondary School KofarKuyanbana participated in the pilot study. Ten students wrote essay test on topics given to them by the researcher based on WAEC/NECO past questions. The result of the data was collated for correlation to determine the correlation coefficient reliability of the instrument.

3.7.Validity and Reliability of Instrument

Validity entails the extent to which a test measure what is intended to measure.The instrument for this study therefore, was submitted to some language specialists in Faculty of

Education Language Education Section, Research method and Statistics.That is, to determine the suitability and adequacy especially in content and construct. The reliability of the final copy of the instrument of this study wasobtained by subjecting responses of the pilot study to statistical analysis. This was done,using the cronchbach alpha of reliability technique. The analysis of data obtained from the pilot study was used to determine the reliability co-efficient of the instrument. The reliability score obtained from the pilot study is 0.778=0.8. The scores proved the effectiveness of the instrument indicated that there is positive relationship between the results of the two tests administered.

3.8Procedures for Data Collection

To obtain data for this research, the researcher administered essay questions of both narrative and argumentative to the students to write on. The questions were WAEC/NECO standard; the students were given 50 minutes to answer the questions. The researcher designed a marking scheme for written English performance of Hausa students, and then allocated 1/2 mark for the use of cohesive patterns in English by Hausa students. The researcher sought the assistance of some staff to invigilate the students. After which the researcher retrieved the test scripts, marked and extracted the different cohesive patterns used by Hausastudents. The researcher compared those who used the best quality and quantity of the selected cohesive patterns and correlated them with their overall performance in written English. Also, the researcher observed how Hausa cohesive device influenced the cohesive devices used in English. This served to verify whether or not those who used more correct cohesive patterns performed better or worse in the written English. Finally, to determine how

the types of cohesive patterns have enhanced their written English performance. Here the researcher paid more attention to the use of cohesive patterns such as reference, substitution, conjunction and so on.Taking note of those frequently used and those omitted.

3.9Data Analytical Procedures

The data collected from the survey was treated to descriptive statistics. Therefore, the descriptive statistics such as standard deviation and mean were used to analyze, describe variables and also answering of the all the research questions. The statistics used for testing the hypotheses was inferential statistics. This was inform of Pearson Product Moment Co relational Coefficient statistics at P value of 0.05 for retaining or rejecting the hypotheses stated.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1Introduction

This chapter includes descriptive analysis used to test the research questions. The Pearson product movement correlation (PPMC) statistics tested the hypotheses to show presence or absence of significant relationship between the dependent variable (performance) and each of the cohesive patterns (independent variables). All hypotheses were tested at 0.05 alpha levels of significance. The summary of major findings of the analysis is outlined in this chapter.

Data Presentation

In this subsection data presentation of respondent and schools is presented in table 4.1 below.

Table 4.1 Present the Data of Respondent by School

School	Performance score range	Total std %	Number of Reference	Substitution	Conjunction	Ellipsis
Alhuddahuda	0 – 5	7(14%)	19(5.2%)	5(5.2%)	46(10.7%)	1(10%)
	6 – 10	25(50%)	11(30.5%)	40(41.6%)	204(47.5%)	6(60%)
	11 – 15	11(22%)	115(31.6%)	33(34.33%)	105(24.4%)	2(20%)
	16 – 20	3(6%)	43(11.8%)	4(4.16%)	26(6.0%)	1(10%)
	21 – 25	4 (8%)	75(20.6%)	14(14.5%)	48(11.1%)	0(0%)
Total		50				
Barewa	0 – 5	1(2.1%)	1(0.2%)	1(0.2%)	5(0.6%)	0(0%)
	6 – 10	9(19.5%)	51(11.1%)	12(11.5%)	103(14.3%)	0(0%)
	11 – 15	22(47.8%)	221(48.2%)	50(48%)	349(48.1)	5(38.8%)
	16 – 20	14(30.4%)	185(40.3%)	4(39.4%)	268(36.9%)	8(61.1%)
	21 – 25	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Total		46				
WTC	0 – 5	1(3.1%)	3(1.4%)	1(1.92%)	5(2.16%)	0(0%)
	6 – 10	14(43.7%)	61(29.4%)	15(28.8%)	66(28.8%)	1(7.6%)
	11 – 15	14(43.7%)	113(54.3%)	28(53.8%)	123(53.8%)	2(15.3%)
	16 – 20	3(9.3%)	30(14.4%)	8(15.8%)	37(16.0%)	0(0%)
	21 – 25	0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Total		32				

4.2 Data Analysis and Answering of Research Questions

This section present the Data analysis, it also answers the research questions. The data were presented in the descriptive statistics inform of mean score.

4.2.1. Research Question One:

What is the relationship between the use of reference as a cohesive pattern and the written discourse performance of Hausa student at the SS2 level?

The responses by students are presented in the descriptive statistics inform of mean scores in table 4.2

Table 4.2:Descriptive Statistics on Reference and Performance

Variables	N=128	Mean	Median	Mode	SD	Variance
Performance		11.5781	12.0000	12.00	4.43786	19.695
Reference		8.0938	7.0000	3.00	4.60275	21.928

N = Number of student, SD = Standard deviation.

Table 4.2 shows the students' use of reference as a cohesive pattern. It had the mean score of 8.0938 and standard deviation of 4.60275 respectively. The use of reference had the second mean performance. From the mean and SD obtained, shows that the use of reference as a cohesive patterns aids there written performance and it also proves that reference as a cohesive pattern is found in Hausa language. In order to further buttress the statistics findings, types and total score of reference used by the high, low, and mid performance and the percentage score is present in table 4.3.

Table 4.3:Types of reference used, total number used and their percentages

Types of ref used		Performance Score %	Total Num of ref Used	%
High	They, them, that Us, we, the, this Their, he	49(38.28%)	153	35%
Middle	She, her, they, them Themselves, him, their	36(28.12%)	118	42%
Low	That, they, he	43(33.59%)	92	35%

N = 128

Table 4.3 shows the types of references used by the respondents with high, mid and low performance. The result shows the respondent with high performance out of 128 respondents had a total number of 153 references used in their written essay which is 35%. The result shows that there is a relationship between the use of reference as a cohesive device and the written discourse performance of Hausa student at SS2 level.Reference had the second mean score, which means students frequently used reference in the written essay to establish cohesion. Below are excerpts of reference used:

Excerpts 1:"We are happier than our fore – fathers the reason why I say this at their time there is no enough education. As you can see their many of them are illiterate" (Essay F paragraph 1 sentences 1 and 2).

Excerpts 2:I am here to support the motion that says "Public schools are better than Private schools". (Essay f4, Paragraph 2 Sentence 1)

Excerpts 3: As he has been doing thateverydayhe entered to the palace so thewaziri was feeling wicked to what that person is doing (Essay F7 Paragraph 3 Sentence 1)

The excerpts above shows that the demonstrative reference the is a specifying agent. It indicates that, the item referred to is identifiable. It is unlike the selective demonstrative. Demonstrative references the can also link previous information to new information in the text. For instance, in excerpts 2,theproceeds the word motionthis suggest that the information has already been mentioned previously in the text thus building anaphoric relations.The high frequency in the use of the in the students written essay was caused by students' intention to specify information that can establish common ground with the reader for instance, the phrase the reason in except 1, suggest that the reader knows exactly what reason is being talked about.

Also used by the students were the selective demonstrative such as this, that, those, there and these which are also found in Hausa language to identify the item being referred to. For instance this and the plural counterpart these indicate distance of the item being refer to. However, the excerpt shows that, demonstrative were usually used by the students to link ideas to previously given information rather than indicate distances.

In excerpt 1 the demonstrative thissuggests that related information has been mentioned in the text. The use of the above reference item such as this, that, these and those by the student established anaphoric relationship.

References equally used were personal pronouns, plural personal pronouns and possessive pronouns. These were typically used to substitute nouns to avoid repetition. More than that, personal pronouns established cohesion within the text by producing links between the referent in the pronoun itself. For instance, the use of the first person pronoun "I" in

excerpt 2 did not only establish anaphoric relation but provided argumentation technique as it gives the reader an insight to what part is supporting. In addition, the singular personal pronoun "I" was to indicate personal opinion of the writer. Also in excerpt 1, the pronoun we indicates that the writer is arguing for all the others who are involved in the situations. It also indicates that when students use the plural personal pronoun we they assume that all others reason the same way. This applies to the pronoun they, themetc, as seen in excerpt 1. The above analysis is reflected in Hausa language because demonstrative such as wancan (this), wandannan(these), wadancan (those) etc. all exist in Hausa language. Although demonstrative the in Hausa language is seen as a modifier. Therefore, it is assumed that the existence of these words in Hausa language assisted the student. Similarly, personal pronouns, plural personal pronouns and possessive pronouns are also found in Hausa language and they assume same usage as in English.

4.2.2 Research Question Two:

What is the relationship between the use of substitution as a cohesive pattern and the written discourse performance of Hausa students at the SS2 level?

The responses by students who used substitution in their written discourse and there performance are presented in table 4.4

Table 4.4: Descriptive Statistics on Substitution and Performance

Variables N = 128	Mean	Median	Mode	SD	Variance
Performance	11.5781	12.000	12.00	4.43786	19.695
Substitution	1.8672	2.0000	1.00	1.41628	2.006

N = Number of Student, SD = Standard Deviation

Table 4.4 shows the students use of substitution as a cohesive pattern. It had the mean score of 1.8672 and standard deviation of 1.41628 respectively. The use of substitution had the third students' mean performance. From the mean and SD obtained, it shows that, the use of substitution assisted the students in their written performance. Also, it shows that there is relationship between the two variables.In order to further buttress the statistical findings, the types and total number of substitutions used by both high, low and middle performer and the percentage score is presented in table 4.5.

Table 4.5Types of Substitution used, Performance score, Total number used and their Percentages

	Types of substitution	Performance score in %	Total num of sub used	%
High	do, so, one, it	49(38%)57	14%	
Middle	one, so, do, it	36(28%)	36	13%
Low	them, do	43(33%)	49	19%

N = 128

Table 4.5 shows the various types of substitution used by the respondents/students with high, middle and low performance. The result shows that respondents with high performance out of 128 respondent had a total number of 57 substitution used in their written essays which is 14%. Those with middle performance had a total number 36 substitution use in their written essay which is 13% and low performance had a total number 49 substitution used which is 19% respectively. This result shows that there is relationship between the use of substitution as a cohesive device and the written performance of Hausa students at SS 2 level. The table also proved that their knowledge of Hausa cohesive pattern assisted their written performance.

Substitution had the third mean score, which means that the students used substitution as a cohesive pattern in their written essay to establish cohesion. Although not too frequent, this may suggest that the student's knowledge of substitution is limited because they were not taught or they were not conversant with it even though substitutions exist in Hausa language. Below are excerpts of the actual use of substitution:

> **Excerpts 4:** When you enter after extending your greetings cover your month in order not to have the smell. Furthermore, a day comes when the Waziri call the person to come to his house to have dinner and after he finish eating he went to the place to extend greeting to the king, as he doso, the problem is that the Waziriput garlic in the food. (Essay F7 Paragraph 4 Sentence 3).

Presented above is an excerpt from the respondents essay showing the actual use of substitution do and so respectively. Here, the student substituteddo and so with extend his greetings. This was done in other to avoid repeating the clause extend his greeting.

Excerpts 5: Whereas he entered he does has he was told to do. (Essay F7 Paragraph 6 Sentenced).

Similarly, in the above excerpt the substitution do was used by the student to replace the clause cover your mouth. Substitution as a cohesive device is used to establish cohesion by replacing a clause or phrase with an item. For instance in expert 4 and 5 the students replaced the clause "extend his greetings to the king" and the clause "cover your mouth" with do, so and do respectively. The use of substitution by the students was less frequent in the students' written essay, even though substitutions exist in Hausa language. This suggests that the students were either not taught therefore lack the knowledge of the use of substitution as a cohesive device. In Hausa language substitution also replaces a clause or phrase in other to avoid repeating the same item several times. Though in English language an item is replaced with a verb such as do while in Hausa language an item is often replaced with nouns and pronouns such as ta, shi (it, she) (him) respectively and sometimes verb such as ya (he) and so on.

4.2.3. Research Question Three:

What is the relationship between the use of ellipsis as a cohesive pattern and the written discourse performance of Hausa students at the SS 2 level?

The responses by student are presented in the descriptive statistics inform of mean scores in table 4.6.

Table 4.6Descriptive Statistics on Ellipsis and Performance

Variables	N = 128	Mean	Median	Mode	SD	Variance
Performance		11.5781	12.0000	12.00	4.43786	19.695
Ellipsis		.3125	.0000	00	1.01756	1.035

N = Number of Student, SD = Standard Deviation

Table 4.6 shows the students use of substitution as a cohesive pattern. It had the mean score of .3125 and standard deviation of 1.01756 respectively. The use of Ellipsis had the least mean score. From the mean and SD obtain shows that ellipsis was not frequently used, very few used ellipsis to establish cohesions, although, ellipsis is said to appear more in oral discourse than in writing.

In order to further buttress the statistical findings, the total score of instances where ellipsis were used by both high, low and middle performer and the percentage score is presented in table 4.7.

Table 4.7Types of Ellipsis used, Performance score, Total number used and their Percentages

	Performance Score (%)	**Total Number Used**	**%**
High	49(38.28%)	26	6%
Middle	36(28.12%)	8	3%
Low	43(33.59%)		42%

N = 128

Table 4.7presents the performance score of respondent with high, middle and low. The result shows that the respondent with high performance out 128 respondents had a total number of 26 ellipsis traced in their written essay which is 6%. Those with middle performance had a total number 8 ellipsis found which is 3% and low performance had a total of 4 ellipsis found is 2% respectively. The result shows how poor the students were able to establish cohesion using ellipsis. Similarly, the result shows that there is no relationship between the use of ellipsis as a cohesive pattern and the written English performance of Hausa students at SS2 level.

The result also proved that even though ellipsis is reflected in Hausa language the students lack knowledge of it. However, Halliday and Hassan (1976) noted that ellipsis appears more in oral discourse than in writing.

Ellipsis had the least mean score which means that respondents hardly used ellipsis – as mention earlier ellipsis appear in oral discourse than in writing. Below are excerpts of actual use of ellipsis.

> **Excerpt 6:** Then obi disturbed his father that he will go ^ whether he likes <u>it</u> or <u>not</u>. (Essay F5 Paragraph 2 Sentence 1.)

Excerpt 6 shows the use of ellipsis using the caret symbol, this shows that an item is deleted “to the city” is deleted. In ellipsis an item is replaced by nothing which is nevertheless understood. This is because the writer assumes they are obvious. Therefore, in the above excerpts, “to the city is deleted and replaced with nothing. However it replaces a clause or a phrase.

Excerpt 7: Then his father said that if he go to [sic] the city he will remove him out from his family an he said he agreed to be removed ^. (Essay F5 Paragraph 2 Sentence 2).

In excerpt 7, the item deleted was" from family".

Excerpt 8: When he go ^ he saw two people going on the street he talk to them …….

(Essay F5 Paragraph 3 Sentences 1).

In excerpt 8 "to the city" is also deleted.

Looking at the result of the analysis, ellipsis used by the respondents was done unknowingly this suggest that the students lack the knowledge of what ellipsis is all about. Although ellipsis is found in Hausa language, it is known as "ShafaKalma". Alhough it could be in coordinate phrase. (See chapter two).

4.2.4. Research Question Four:

What is the relationship between the use of conjunction as a cohesive pattern and the written discourse performance of Hausa students at SS2 level?

Descriptive statistics inform of mean score of students who used conjunction in their written discourse and there performance are presented in table 4.8

Table 4.8Descriptive Statistics on Conjunction and Performance

Variable	N=128	Mean	Median	Mode	SD	Variance
Performance		11.5781	12.000	12.00	4.43786	19.695
Conjunctions		11.2500	10.0000	7.00	6.87320	23.748

Table 4.8 shows the students use of conjunction as cohesive pattern. It had the mean score of 11.2500 and standard deviation of 6.87320 respectively. The use of conjunction had the first and highest mean score. From the mean and SD obtained, it shows that the use of conjunction was high that is, it was frequently used and it assisted the student's written performance. Considering the frequent use it is easy to say that there exist relationship between the use of conjunction as a cohesive device and the student's written English performance.

In other to further buttress the statistical findings, the types and total number of conjunction used in percentages by high, middle and low performanceis presented in table 4.9.

TABLE 4.9 Types of Conjunctions used, Performance Score and its Percentages, Total Number used andtheir Percentages

	Types of conjunction use	Performance score %	Total number used	%
High	and, but, however, because, yet, or, also, furthermore, moreover, therefore	49 (38.28%)	197	45%
Middle	But, however, because, or, moreover, and in addition	36 (28.12%)	120	42%
Low	And, but, because, or	43 (3359%)	114	44%

Table 4.9 shows the various types of conjunction used as cohesive patterns by the respondents with high, mid, low performance score. The result shows that respondents with high performance out of 128 respondents had a total number of 197 conjunction used in their written essays which is 45%. Respondents with mid performance score had a total number of 120 conjunctions used in their written essays which is 42%. Finally those with low performance score had a total number of 114 which is 44%. This result shows that there is relationship between the use of conjunction as a cohesive device and the written performance of Hausa students at S S 2 level. The students were able to link up their ideas using conjunctions. The table has also proved that their knowledge of Hausa cohesive pattern assisted their written performances. This is because conjunctions used are also found in Hausa language.

Conjunctions had the highest and first mean score. This shows that the students used conjunction as a cohesive pattern in their written essay to establish cohesion. It was evident from the table that it was frequently used. It has the highest mean score; these facts suggest that the students had knowledge of conjunction. Conjunctions are also found in Hausa language. Below are the excerpts of actual use of conjunctions.

Excerpts 9: However, wedon't have enough medicine and drugs because they don't have more hospital and even if they have hospital… (Essay F1, paragraph 1 sentence 3).

Excerpts 10: Butat our fore-father time you can see a human doing labour. (Essay F1, paragraph 4, sentence 1).

Excerpts 11: However, many years ago there was a foolish King Salihu. Although the king was kind also adopted and more interacting to his people. (Essay F7, paragraph 1, sentence 1).

Excerpts 12: Similarly he used to say to the king "May Allah Leaves you with your love and enemies" also leave them with their wicked sin along them. (Essay F7, paragraph 2, sentence 3).

Excerpts 13: There is also an instrument in teaching more public school. (Essay F4, paragraph 8, sentence 1).

Excerpts 14: However, the school has problem, the government are going to do the problems for public schools before the private secondary schools. (Essay F4, paragraph 10, sentence 1).

The excerpts above shows that conjunction used are adversatives; these were used to extend previously given information in the essay. In excerpt 9, the conjunction but was used to state the negative effect as opposed to the positive information given before hand.

Similarly, causal conjunction such as because is found in excerpts 9. The student used it to signal effects of the previously given information. "Because they don't have more hospital "signal the effect" of lack of enough medicine."

Equally, concessive such as however, were used by the students, this is found in excerpt 11, and 14. Students used concessive to suggest that there is considerable truth in the previous claim but the other premise is deemed to be strong. For instance in excerpt 14 "however, the school has problems with the government."

Also found were additive conjunctions which were highly frequent in the students' essay. Additives are highly important in establishing ideas relations. Variety of additive were not found in the students' written essay the students limited additive to only also and and. This may suggest that the students' knowledge of conjunction may be limited or the students are conversant and more comfortable using the common ones rather than other alternatives like moreover,furthermore,in addition and other conjunctions that establish extension. The use of additives is visibly seen in excerpts 9 and 12.

4.3 TESTING OF HYPOTHESIS

In this sub section, the four null hypotheses formulated for this study were tested one after the other.

4.3.1 Hypothesis 1

There is no significant relationship between the use of reference as a cohesive pattern and the written discourse performance of Hausa students.

Table 4.9 Present the PPMC Statistics shows the relationship between reference and written discourse performance of Hausa students

Table 4:10 Pearson productmoment correlation (PPMC) statistics showing the relationship between the use of reference as a cohesive pattern and the written discourse performance of Hausa students.

Variable	N	Mean	S D	d f	Correlation index	(p) sign
Performance	128	11.5781	4.43786			
Reference	128	8.0938	4.68275	126	.878	0.000

Correlation is significant at 0.05 level

In the table 4:10, the outcome of the Pearson product moment correlation (PPMC) statistics above revealed significant relationship between the use of reference and the written discourse performance of Hausa students. This is because the calculated P value of 0.000 is less than the 0.05 level of tolerance at a correlation index r level of 0.878. This implies that significant relationship exists between the use of reference and the written discourse performance of Hausa students in secondary schools in Zaria. In practical terms, this means that the knowledge and usage of reference in the students' written essay influenced their performance. Therefore, the null hypothesis is hereby rejected. The positive relationship achieved in this analysis

provesthat reference is found in Hausa language and the knowledge of it assisted the students. Also, the use of reference cohesive items like personal pronouns and demonstratives are important in written discourse because they provide the concept of identifiability and establish anaphoric relations. Examples of references found in Hausa language includes: “wancan” – (that), “Su” – (them), “Mu” – (we), “Su” – (they), “Shi” – (him/he), “Ita” – (She), etc.

4.3.2 Hypothesis 2

There is no significant relationship between the use of substitution as a cohesive pattern and the written discourse performance of Hausa students in secondary school in Zaria.

PPMC Statistics is present in table 4.11 below:

Table 4.11: Pearson Product MomentCorrelation (PPMC) statistic showing the relationship between the use of substitution as a cohesive pattern and the written discourse performance of Hausa students

Variable	N	Mean	SD	df	Correlation Index	Sign(P)
Performance	128	11.5781	4.43786			
Substitution	128	1.8672	1.41628	126	0.580	0.003

Correlation is significant at 0.05 level

In table 4:11 the outcome of the Pearson product moment correlation (PPMC) statistics above revealed significant relationship between the use of substitution and the written discourse performance of Hausa students. This is because the calculated P value of 0.003 is less than the

0.05 level of tolerance at correlation index r level of 0.580. This implies that significant relationship existed between the use of substitution and the written discourse performance of Hausa students. Consequently, the null hypothesis stated was also rejected. Similarly, the positive relationship achieved in the above analysis is not far fetched from the first analysis which showssubstitution as a cohesive device existed in Hausa language and it also serves the same purpose with that of English language. Therefore, in practical term, it means that the application of substitution in the students written essays aid their performance by enabling the student to avoid repeating the same words in their essays.

4.3.3 Hypothesis 3

There is no significant relationship between the use of ellipsis as a cohesive pattern and the written discourse performance of Hausa students in secondary schools in Zaria.

Table 4.12 present PPMC statistics

Table 4.12: indicates Pearson Product Moment Correlation (PPMC) statistic showing the relationship between the use of ellipsis as a cohesive pattern and the written discourse performance of Hausastudents.

Variable	N	Mean	SD	df	correlation Index(r)	sign(P)
Performance	128	11.5781	4.43786			
Ellipsis score	128	0.3125	1.01756	126	0.097	0.274

Correlation is significant at 0.05 level

In table 4.12 the outcome of the Pearson moment correlation (PPMC) above revealed that there is no significant relationship between the use of ellipsis and the written discourse performance of Hausa students. This is because; the calculated P value of 0.274 is higher than 0.05 level of tolerance at a correlation index r level of 0.097. This implies that there is no significant relationship between the use of ellipses and the written discourse performance of Hausa students in secondary school in Zaria. Hence, the null hypothesis is hereby accepted and retained. In practical terms, this means that the students lack the knowledge of what ellipsis is all about and so did not use it to achieve cohesion in there written essays. This lead to poor performances, however,ellipsis is said to appear more in oral discourse than in writing (Halliday and Hassan, 1976). Another reason discovered from the analysis is that, the students are not familiar or rather ellipses are not common to them even though ellipses exist in Hausa language.

4.3.4 Hypotheses 4

There is no significant relationship between the use of conjunction as a cohesive pattern and the written discourse performance of Hausa students in Government Secondary Schools in Zaria.Presented below is PPMC statistics on table 4.13

Table 4.13 indicates Pearson product moment correlation (PPMC) statistic showing the relationship between the use of conjunction as a cohesive pattern and the written discourse performance of Hausa students.

Variable	N	Mean	SD	df	correlation index	sign(P)
Performance	128	11.5781	4.43786			
Conjunction	128	5.2500	1.87320	126	0.596	0.002

Correlation is significant at 0.05 levels

In table 4:13, the outcome of the Pearson product moment correlation (PPMC) statistics above revealed significant relationship between the use of conjunction and the written discourse performance of Hausa students. This is because the calculated P value of 0.002 is less than the 0.05 level of tolerance at correlation index r level of 0.596. This implies that significant relationship existed between the use of conjunction and the written discourse performance of Hausa students. Consequently, the null hypothesis stated is hereby rejected. In practical terms this means the use of conjunctions by the students assisted their written performance. Conjunction as a device is a common and well known device especially as joint words. Conjunctions are found and used in Hausa language.

4.4 Summary of Findings

The study examines the relationship in the use of cohesive patterns and the written discourse performance of Hausa students in government secondary schools in Zaria. Based on the

instruments used to collect data analyzed in this chapter, the following are summary of findings of study.

4.4.1. Findings Based on Research Question One

Base on the instrument used to collect data and analysis made the following findings were obtained. The findings show that there is a qualitative relationship between reference and Hausa Students written discourse. Also reference exists in Hausa language although it is realized as personal pronouns, demonstratives, comparatives and definite articles. Therefore Hausa students comfortably transferred references found in Hausa language into English, Hence reference had the second mean score according to the statistical analysis. The findings also revealed that the students with high performance score had the highest percentages of referenced used in their written essay.

4.4.2: Findings Based on Research Question Two

The findings revealed that exist relationship between substitution as a cohesive pattern and Hausa students written discourse. According to the Descriptive statistical analysis, substitution had the third mean score position. Hausa students with high, middle and low performance used substitution in their written discourse, this shows that use of substitution assisted the students in their written discourse. The findings also revealed that substitution exist in Hausa language.

4.4.3. Finding Based on Research Question Three

The findings revealed that ellipsis was not frequently seen in Hausa students' written discourse that was revealed through the statistical analysis which says that it had least mean score.

Although ellipsis exist in Hausa language but the students lack knowledge or are not familiar with it.

4.4.4. Finding Based on Research Question Four

The findings revealed that there exist qualitative relationship between conjunction and Hausa students' written essay. According to the statistical analysis, conjunction as a cohesive device had the first highest mean score. The use of conjunction by Hausa students assisted them greatly in their written discourse performance. This shows that the students are familiar with conjunction. However, those with high performance score had the highest percentage of conjunctions used. Finally conjunctions also exist in Hausa language.

4.5 Discussion of the Research Findings

The result of the findings shows that there exist a significant relationship between the use of reference, substitution and conjunction as a cohesive device and the written discourse performance of Hausa students. As for ellipsis there exist no significant relationships. In practical terms, this means that those who used reference, substitution and conjunction as cohesive tie to bind and create meaning performed better in their written discourse.

The first finding showed that there was a significant relationship between the use of reference as a cohesive pattern and the written discourse performance of Hausa students. To prove the findings, the result of students with high performance score was 49 out of 128 respondents which is 38% and the total number of reference used by respondent with high performance is 153. Middle performer score is 36 out of 128 respondents which is 28% with a

total of 118 references used and low performer scores is 43 out of 128 respondents with which is 33% with a total number of 92 reference used. Looking at the performance scores as well as the percentages, the findings has proved that those who used reference as a cohesive tie to bind and create meaning performed better in their written discourse.

This finding concurred with the previous study by Meisuo (2000) on the qualitative relationship of cohesive tie in the expository essays of Chinese students with their quality of writing. The study revealed that reference and conjunction had the highest percentage towards improving the written discourse. However, this finding is different from the earlier findings reviewed in this study because, the respondents for this study are Hausa students in SS II and the study analyzed only grammatical cohesion.

The new ground brought to light by this finding was the confirmation of Zhang (2004) on the studies of cohesive features in students' composition in English as a native language or as a second language. The present study discovered a significant relationship in the use of reference as a cohesive tie in Hausa students' written essays. Therefore, because of the positive effect, the teaching of cohesive ties such as reference in Nigerian secondary school will go a long way to rescue Nigerian learners of English as a second language from being perpetual failure in their written essay.

The second finding showed that there was a significant relationship between the use of substitution as a cohesive pattern and the written discourse performance of Hausa students. To prove the findings, the result of students with high performance score was 49 out of 128 respondents which is 38% and the total number of substitution used by the respondents with

high performance score is 57. Middle performance score is 36 out of 128 respondents which is 28% with a total of 49 substitutions used and low performance score 43 out of 128 respondents which is 33% with total of 36 substitution used. Looking at the performance score as well as the percentage and the number of substitution used by the respondents, the findings showed that the use substitution as a cohesive tie by the students to bind and create meaning performed better in their written discourse.

This confirmed the report by Gran and Ginther (2000) who discovered some evidence of significant relationship between cohesive devices and writing quality. As a mark of difference, the former study researched on the relationship between cohesive devices in expository essay and the writing quality while the present study is on relationship between cohesive devices in narrative and argumentative essays and the performance of Hausa students.

The new ground brought into light by this finding is that substitutions as cohesive devices exist in Hausa language, therefore regardless of the fact that English is a second language the students naturally transfer the use of the devices from Hausa language to English which lead to the positive result and the significant relationship that occurred.

The third finding according to this research question stated that, there is no significant relationship between the use of ellipsis as a cohesive pattern and the written discourse performance of Hausa students. The result of students with high performance score is 49 out of 128 respondents which is 38% used total number of 26 ellipsis, Mid performance score is 36 out 128 respondents which is 28% used a total number of 8 ellipsis while low performance score is 43 out of 128 respondents which is 43% used a total number of 4 ellipsis in their written essays

respectively. Looking at the number of ellipsis used by the respondents, it shows that there was no significant relationship found between the use of ellipsis as a cohesive tie and the performance of Hausa students.

This confirmed the report by Halliday and Hassan, (1976) which stated that ellipsis occurs more in speech than in writing. However, ellipsis does exist in Hausa language but it is assume that the student don't have the knowledge of ellipsis as a cohesive tie either in English or in Hausa language.

This has also broken a new ground by showing that contrary to the previous study by Meisuo (2000) whose study revealed that lexical category had the highest percentage of ties followed by conjunctions and references, ellipsis as a cohesive tie can also be used to bind and create meaning, both in oral and written discourse.

With these findings, secondary school teachers should encourage the use of ellipsis in all types of written discourse.

The fourth findings show there was a significant relationship between the use of conjunction as a cohesive pattern and written discourse performance of Hausa students. To prove the findings, the result of students with high performance score is 49 out of 128 respondents which is 38% used a total of 197 conjunction, Mid performer is 36 out of 128 respondents which is 28% used a total of 120 conjunctions and low performer is 43 which is 33% out of 128 respondents used a total number of 114 conjunctions.

The findings revealed that the used of conjunction as a cohesive device assisted the students in their written essay. The students were able to bind and create meaning in their written discourse.

This confirmed the earlier findings of Liu Braine (2005), Norment (1994) and Olateju (2006) that the relationship between frequency of cohesive patterns and writing qualities shows that there is evidence of significant relationship between cohesive pattern and performance. Furthermore, the present study confirmed the claims made by Holland and Lewis (2001), Douglas (2004), Osisanwo (2003) and Olatunde (2002) that the concept of grammatical cohesion is the best adopted to analyze students written essay.

The finding has also broken new grounds by showing that conjunctions as a cohesive tie are the most commonly used by secondary school students. It has the highest percentage and it assisted the students greatly in term of binding and creating meaning. As a mark of differences, the previous study target populations were college students while the present study's target population is Hausa students in SS II secondary school.

The findings also confirm the report of Muto (2005) who conducted a survey on how lexical cohesion can help L2 learners toward reading and writing. In the reading activity, the result of the analysis showed the considerable effect that the knowledge of lexical cohesion has on their understanding of story they read. The necessary information which the authors hint at in the text could be exposed by paying attention to the cohesive ties among words as well as comprehending the coherence of the study. In the writing activity, students made use of their knowledge of lexical cohesion for interpreting the story and effectively applied it to writing a

story. As a result of using lexical cohesion, student's stories showed a more varied vocabulary and coherent plot. This means that a knowledge of lexical cohesion helped students to write more effectively. As a mark of difference the former study conducted a research on the use of lexical cohesion in reading and writing while the present study is a descriptive research on the relationship between cohesive device (grammatical cohesion) and written performance of SS II Hausa students who learn English as a second language (L2). Although, Halliday & Hassan (1976) are of the view that lexical item can be considered to be in grammatical cohesion. The semantic relationship between lexical items can be considered to lexical cohesion.

The finding also confirms the study of Akindele (2005) who conducted a survey research on the use of cohesive devices in selected ESL Academic papers. The analysis of the cohesive devices revealed that discourse or text can only be meaningful if various segments are brought together to form a unified whole. Therefore for text to be cohesive, it must be held together by some linguistic devices. As a mark of difference the former examined both lexical and grammatical cohesion in ESL Academic papers while the present examined grammatical cohesion in SS 2 Hausa students whose first language is Hausa.

Furthermore, the present study confirmed the study of Jabeen et al (2013) as it attempts to explore the various cohesive devices in an act of Anton Chekhov's "the Bear". The analysis of the cohesive devices used in the text revealed that a discourse or text can only be meaningful if various segment are brought together to form a unified whole. Therefore, for a text to be cohesive, it must be held together by some linguistics devices such as reference, substitution, conjunction and ellipsis. This helps both the reader and the writer.

In summary, the findings have revealed and have also proved that Hausa cohesive pattern are found in English language although English language has more varieties of these cohesive ties. This lead to the positive effect found in the students' written essay.This is visibly seen in a paragraph picked from an extract below

"Furthermore, a day comes when the Waziri called that person to have dinner and after he finished eating he went to the palace to extend his greetings to the king but the problem is that the Waziri put garlic in the food he ate before, although, the king doesn't want the smell of garlic.Cohesive patterns used in the above extract are translated in Hausa language below;

Furthermore - Bugu da kari

That - Wancan

His - Mishi

And - da/bayan

But - amma

Although - ko da yake

He - ya

The findings have also proved that cohesive patterns not only unite or bind text but also create meaning in a text. Cohesive patterns such as reference, substitution, ellipsis and conjunctions. Therefore, with these findings, English teacher in the study area should teach cohesive pattern by exposing the students to the different types of cohesive ties.

This conforms Palmer's (1990) suggestion that the enhancement of the teaching of coherence and cohesion in English lessons improves both reading and writing. Finally,the findings of this study has shown that Hausa students are not well exposed to cohesive patterns such as substitution, ellipsis and references because at this level, the students do not recognize these devices as such. However, the students used cohesive patterns such as conjunctions, pronouns as reference and other cohesive patterns like although, moreover,however, in addition, furthermore,etc. this is because the influence from their Hausa language. The students refer to this device as linkers as they were taught by their teacher.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The chapter summarizes the findings of the study, gives implication of the findings, conclusion, it provides recommendation and finally suggests areas for further studies.

5.2 Summary of the Study

The study explored the relationship in the use of cohesive patterns and the written discourse performance of Hausa students in Government Secondary Schools, Zaria. The study adopted the descriptive research in which the data collected, which isthe number of cohesive devices used by Hausa students, were analyzed and correlated to find out if there is significant relationship between the uses of cohesive pattern in the written English performance of Hausa students. The study sought to find answers to the following research questions;

1. What is the relationship between the use of reference as a cohesive pattern and the written discourse performance of Hausa students at SS II level?
2. What is the relationship between the use of substitution as a cohesive pattern and the written discourse performance of Hausa students at SS II level?
3. What is the relationship between the use of ellipsis as a cohesive pattern and the written discourse performance of Hausa students at SS II level?
4. What is the relationship between the use of conjunction as a cohesive pattern and the written discourse performance of Hausa student at SS II level?

The target population of the present study involved SS II Hausa students of government secondary schools in Zaria, Kaduna state. One hundred and twenty eight (128) Hausa students whose first language is Hausa were sampled from one thousand two hundred and seventy one (1271) of three (3) government secondary school. Therefore, 128 students who were of high, middle and low proficiency levels were given four topicsout of which to choose one. The essay topicswere narrative and argumentative essay as they allow the students to express their minds and ideas adequately hence, the probability to find out if there is a relationship between the use of cohesive patterns and their written performance.The taxonomy of cohesive relationship as provided by Halliday and Hassan (1976) was adopted while the analysis involved the use of Pearson product moment correlation (PPMC) statistics.

The summary of the findings are as follow;

1. There was significant relationship between the use of reference as a cohesive pattern and the written discourse performance of Hausa students in secondary schools in Zaria.
2. There was significant relationship between the use of substitution as a cohesive pattern and the written discourse performance of Hausa students in secondary schools in Zaria.
3. There was no significant relationship between the use of ellipsis as a cohesive pattern and the written discourse performance of Hausa students in secondary schools in Zaria.
4. There was significant relationship between the use of conjunction as a cohesive pattern and the written discourse performance of Hausa students in secondary schools in Zaria.

5.3 Implications of the findings

From the findings of study, the following implications relating to teaching and learning of cohesive patterns should be considered. The implications are discussed in relations to the teachers, students, and secondary school administration and curriculum designers.

5.3.1 Implication for Teachers of O'levelEnglish

Based on the observations obtained from the students of the study areas, it showed thatcohesive patterns not only bind text together but it also create meaning through inter relationship of words, phrase and clauses. All of these are prevalent in matters regarding second language acquisition. Therefore, teachers of second languagelearners such as Hausa Students are faced with the painstaking task of improving the teaching of writing by in cooperating cohesive patterns such as reference, substitution, ellipsis and conjunctions.

The teachers should have a good knowledge of text book evaluation in order to be able to chooseEnglish text book to suit the specific need(s) of the students especially in terms of cohesive ties. The implication has a serious effect on the general performance of students in English language.Considering the importance of writing on the students in secondary schools, the teaching and learning of writing cannot be overlooked because it is a means of communication during schooling and also after school life.

The conceptual model of this study could be adapted by the teachers in the study areas to improve the performance of the student written discourse. The teachers should emphasize teaching of the cohesive patterns such as reference, substitution, ellipsis and conjunction.

5.3.2Implication forStudents

There is a strong positive relationship between cohesive patterns and written discourse performance. Hausa students as second language learners should try to read extensively both fiction and non fiction texts. Here, the students should take notes of the cohesive ties used in the text. The students should know that one learns a language not only by watching or hearing others speak or by having the language explained, but by also practising and transferring language use to situations out of the classroom.

Hausa students should learn more of the cohesive ties in Hausa language and then try transferring them into English language appropriately.

5.3.3 Implication for Secondary School Administrators and Curriculum Designers

Significant relationship was observed in the use of reference, substitution and conjunctions as a cohesive tie by Hausa students in their written essay. Those students with high performance used all the cohesive ties required.This means that secondary school administrators and curriculum designers should support secondary school teachers both financially and professionally through workshops and seminar training to supplement their teaching of writing through the use of appropriate cohesive ties across curriculum. Devices such as reference substitution, ellipsis and conjunction should be included in the curriculum. This would be in line with the findings of this study to improve Hausa student writing skills and academic performance in general.

5:4 Conclusions

Based on the findings obtained from this study the following conclusion was drawn. That significant relationship does exist between Hausa students who used substitution, conjunction and references as a cohesive tie and their written discourse performance. On the other hand there exist no significant relationship between Hausa students who used ellipsis as a cohesive tie and their written discourse performance. The significant relationship observed shows that cohesive patterns cannot be omitted in a good piece of discourse as there patterns relates meanings that exist within the text.

5.5 Recommendations

Considering the importance of writing to the life of students at all level of our educational system, the following recommendations were made based on the findings of the present study.

1. The study recommends that the teachers should present writing lesson regularly. The teachers can do this by asking the students to write essays or letters on different topics. This would encourage the learners to learn how to use cohesive device such as conjunction, references, substitution and ellipsis.
2. The study suggests that students should be exposed to the various categories of cohesive ties such as references, substitution, ellipsis and conjunction with appropriate examples found under each device. This could be done by exposing the students to write a piece of discourse on a topic of their choice using these devices.
3. Teachers should avoid lumping and referring to cohesive devices as just linkers, but should identify them as grammatical cohesive patterns namely reference, substitution,

ellipsis and conjunction. Discussing the various cohesive ties will go a long way to enhance students' performance in writing.

4. The study suggests that since there is a strong positive relationship between readings and writing, students should read extensively, both fiction and non-fiction text. It has been proved by Olaofe (1995, 1998) that extensive reading aids students in their written work. This could be done by developing a class library in which the school and students can provide interesting books and materials on adventures, mysteries, action stories and different fields such as sports, politics and science. One or two periods in a week would be set aside for extensive reading and the students should be asked to bring out the cohesive ties found in the books they have read.
5. The teachers should explain by identifying these devices in discourse written by the students or the teacher using adequate examples, the meaning and correct use of reference, substitution, conjunction and ellipsis as cohesive patterns in English language. This explanation is necessary because often students use these devices without knowing its semantic force or the logical meaning behind it.
6. English language teachers should have a good knowledge of text books suitable for the specific need(s) of students with regards to cohesive patterns. The following textbooks are recommended at the SS level.
    i. Complete English course for senior secondary school
    ii. Essential English for senior secondary school
    iii. Intensive English for senior secondary school
    iv. Count Down to WAEC and NECO

In these textbooks, under the topic essay writing, the appropriate cohesive devices are well explained. Essay topics such as narrative, expository, argumentative or descriptive are found in this book. Also in these essays cohesive patterns such as reference, substitution, ellipsis and conjunction are found. To identify these devices the teacher can bring out sentences from the written essays separately in order to show students the actual use of cohesive tie.

7. Cohesive devices such as references, substitution, ellipsis and conjunction should be broadly represented in the school curriculum at the senior secondary level. An illustration of a sample curriculum using argumentative essay as a focus as presented in table 4.14.

Table 4.14 A Proposed Curriculum Design for Handle the Teaching of Cohesive Patterns such as Reference, Substitution, Conjunction and Ellipsis

SAMPLE CURRICULUM FOR SS CLASS						
Topic	Performance objective	Content	Teachers	Students	Teaching and learning aid	Evaluation
Argumentative writing	Student should be able to: Explain the features of an argumentative essay and how use cohesive patterns such as Reference, Substitution, Conjunction and Ellipsis to bind argument	Argumentative essay requiring the writer to; a.Present a view point b.Prove his point i.e argue for or against a particular view point c.Arrange his point logically by having a united whole through the use of appropriate cohesive patterns such as reference, substitution, ellipsis and conjunction.	a. Teacher leads students to discuss any given argumentative essay, bringing out the validity of their view point in a logical way. b. The teacher should discuss cohesive patterns that would assist the student to write in a logical way c. The teacher should list these devices and explain each to the student. Devices such as reference, substitution, ellipsis and conjunction d. The teacher should locate suitable passage on argumentative essay then use the passage to illustrate the use of cohesive devices. e. The teacher guides students to write their own essay using cohesive ties such as references, substitution, ellipsis and conjunction.	Students should discuss their view points taking cognisance of the style, type of essay by: a.Presenting adequate source of information on the topic. b.Arranging points logically and making use of appropriate devices such as reference, substitution, ellipsis and conjunction. c. The students should discuss the essays in groups and locate the various devices use in the passage.	A model essay from any other supplementary material a. Textbooks b. Pictures c. Charts d. Real object e. A list of cohesive devices and their appropriate usage, devices such as reference, substitution, ellipsis and conjunction and located in the essay and discussed showing the differences in the use of devices.	1 Writing an argumentative essay using devices such as reference, substitution, ellipsis and conjunction.

5.6 Areas for Further Studies

The following areas are suggested for further studies;

1. Relationship between lexical cohesion and the written English performance of polytechnic students.
2. Analysis of substitution and ellipsis as a cohesive tie in SS students' written essay.
3. The impact of cohesive devices in the written English of University students.
4. The effect of cohesive patterns on students' written English performance

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Appendix A

ENGLISH LANGUAGE TEST

Adopting WAEC Questions of 2002

SECTION A: BIODATA

NAME:

SCHOOL:

CLASS:

SEX:

SECTION B: TEST QUESTIONS

INSTRUCTION: Answer Only One. Your answer should not be less than 450 words.

TIME ALLOWED: 50 Mins.

1) Tell a story that ends with the advice: “Cut your coat according to your cloth”

2) You are the chief speaker in a school debate, the topic of which is “Public secondary schools are better than the private ones”. Write your speech for or the topic.

3) Narrate an experience you have had or heard about that illustrate the saying. “Where there is a will there is a way”.

4) As your contribution to a debate, write arguments for or against the proposition. “We are happier than our fore – fathers”.

APPENDIX B

MAKING SCHEME

THE USE OF COHESIVE PATTERNS IN HAUSA STUDENTS WRITTEN ENGLISH PERFORMANCE

SECTION A

The assessment of each piece of write up is based on these four clearly defined criteria with the marks indicated against them.

(i) Content 10 marks

(ii) Organization 10 marks

(iii) Expression 20 marks

(iv) MechanicalAccuracy 10 marks

Grand total = 50 marks

SECTION B

The assessment of the use of cohesive pattern ion each written essay with ½ mark for each cohesive pattern is as follows:

Introduction: The candidates are expected to use atleast two or more cohesive patterns in their presentation of the main idea to be pursued in the body of the essay.

Body of the Essay: Candidates are also expected in this section to use a minimum of 20 or more cohesive patterns in expressing and linking there ideas.

The Conclusion: Candidates at this point are to summarize their ideas pursued in the body of their essay through the effective use of cohesive patterns.

Finally, the total marks of cohesive patterns used shall then be calculated and then subtracted from the grand total above. Note: Cohesive patterns are qualities of organization and expression. This would help determine the relationship that is, if the use of cohesive pattern has enhanced Hausa students' written discourse performance or not.

APPENDIX C

SCHOOL: ALHUDAHUDA COLLEGE POPULATION 50

COHESIVE DEVICES USED:

S/No	Performance	Reference	Substitution	Conjunction	Ellipsis
1	25	23	2	26	0
2	5	3	1	8	0
3	2	1	0	6	0
4	6	4	0	8	0
5	4	4	1	2	0
6	6	3	0	9	0
7	6	3	1	9	0
8.	7	4	2	11	0
9	5	2	1	9	0
10	6	3	1	9	0
11.	8	5	2	11	2
12.	10	7	2	13	0
13.	7	4	2	11	0
14.	6	3	0	9	0
15.	7	4	0	8	0
16.	5	4	0	5	0
17.	7	4	2	11	0

18.	6	3	1	10	0
19.	6	3	1	12	1
20.	14	12	2	18	1
21.	5	3	1	9	1
22.	4	2	0	7	0
23.	7	4	4	14	0
24.	10	7	4	7	2
25.	12	9	1	8	0
26.	15	12	2	8	1
27.	10	7	6	13	1
28.	8	5	1	6	0
29.	7	4	0	8	0
30.	7	3	2	7	0
31.	12	8	2	7	0
32.	11	7	0	6	0
33.	9	6	1	4	0
34.	12	8	2	15	0
35.	8	5	0	8	0
36.	15	13	4	15	0
37.	17	14	1	7	0
38.	17	14	1	7	0
39.	7	3	3	7	0

40.	8	5	1	9	0
41.	21	19	1	8	0
42.	8	5	0	8	0
43.	15	13	4	10	0
44.	13	11	5	5	1
45.	22	12	2	10	0
46.	10	7	3	9	0
47.	24	21	9	12	0
48.	18	15	2	12	1
49.	13	11	2	8	0
50.	13	11	1	5	0

APPENDIX D

SCHOOL: BAREWA COLLEGE POPULATION 46

COHESIVE DEVICES USED:

S/No.	Performance	Reference	Substitution	Conjunction	Ellipsis
1.	12	9	1	14	0
2.	17	14	4	18	0
3.	10	7	1	12	0
4.	13	10	1	15	0
5.	15	12	3	17	0
6.	19	16	3	21	1
7.	8	5	2	10	0
8.	16	13	4	18	0
9.	12	9	1	14	0
10.	15	12	3	17	0
11.	15	11	3	17	0
12.	12	10	2	15	1
13.	3	1	1	5	0
14.	9	5	1	11	0
15.	15	11	2	18	0
16.	16	13	2	19	1
17.	16	12	2	19	2

18.	13	10	1	16	0
19.	14	11	2	17	1
20.	12	8	3	14	1
21.	14	11	4	16	0
22.	8	5	1	11	0
23.	15	5	2	18	0
24.	12	8	2	15	0
25.	7	4	1	10	0
26.	16	12	3	19	0
27.	16	13	4	18	1
28.	8	5	1	11	0
29.	14	11	3	17	1
30.	10	7	1	13	0
31.	17	15	3	20	0
32.	16	13	3	19	0
33.	15	11	1	18	0
34.	15	11	3	18	0
35.	12	9	2	15	0
36.	15	13	2	18	0
37.	12	10	2	11	0
38.	16	12	3	18	0
39.	16	11	3	19	0

40.	16	12	3	18	0
41.	12	10	2	14	2
42.	12	9	2	15	0
43.	10	7	2	12	0
44.	10	6	2	13	0
45.	19	15	2	22	3
46.	18	14	2	20	0

APPENDIX E

SCHOOL: GOVERNMENT GIRLS SECONDARY SCHOOL ZARIA (WTC) POPULATION

COHESIVE DEVICES USED:

S/No	Performance	Reference	Substitution	Conjunction	Ellipsis
1.	12	9	4	7	0
2.	9	6	3	4	0
3.	16	14	5	13	0
4.	12	13	3	10	0
5.	10	9	0	4	0
6.	13	20	2	10	0
7.	14	13	3	7	1
8.	8	2	2	5	0
9.	10	9	0	5	0
10.	10	7	0	9	0
11.	8	4	2	3	1
12.	8	3	0	6	0
13.	8	4	1	5	0
14.	4	3	1	6	0
15.	12	5	1	7	0
16.	10	4	1	7	0

17.	12	4	4	3	0
18.	18	4	2	12	0
19.	14	9	3	12	1
20.	12	7	3	9	0
21.	15	2	2	11	1
22.	8	3	3	4	0
23.	10	4	2	5	0
24.	8	3	1	7	0
25.	12	3	1	9	0
26.	12	5	1	10	10
27.	19	12	1	12	0
28.	10	4	0	6	0
29.	15	5	1	9	1
30.	9	3	0	5	0
31.	14	9	0	13	0
32.	11	9	1	7	0

School => G.G.S.S Kongo
Class => S S II B
Date => 15th February 2013

O = 5
E = 9
IIIA: 0

(19) (27)

~~INDIVIDUAL (A)~~

(A) We are happier than our fore-fathers

The reason why i say this is that at their time there is no enough education as you can see their time many of them are illiterate, However they dont have enough medicine and drugs because they dont have more hospitals and if even if they have hospital, not all of them are seen that if you go to the hospital they will be killed or the doctors are going to give them the medicine that will affect them but they only trust herbals medicine like guava leaf, mango leaf, cashew roots e.t.c, they are doing all this kind things because, they are illiterate there is no more education at that time.

Therefore as you can see now we are having education every where you go in the world yard can see a child that is 3 years to start to go to school looking for education from day care, nursery, primary, secondry, up to the higher institution and that education will help you to get government work and or private work every one you like according to the result of our that we get from our schools that you attend since from your childood to the end of your education (where you stop with your education) If I said the end of your education I am wrong because education will never finished in life, education is increasing every day and every time.

Similarly we are now having hospitals with educated Doctors who's are the ones that taking care of us looking after us and they are using their education to understand what is happening to us if we are sick and even if a pregnance human are labouring to get with of her child we can take her to the hospital as you can see their is a problem that are happening to some Humen at the time that are doing labour, the problem is that some of them can not borned a child by their selves till the doctor help them to remove the child from their stomatch some ones the doctors are doing tirter teatter for them because of their labour condition.

but at our fore-fathers time you can see a Human doing labour that she can not borned by her self and because of their illiterate that is worring them they only not take her to the hospitals That why you can see pregnance women and small small children are dieng because of that problem

P.T.O

~~And now we have enough of good foods and~~

as you can see at their time they use to married at their age of 15 even 17 years can marry that for the girls and the boys use to marry at the age of 18 down down word. and they are marry, however how their age is,

but you can see now we know the age that we are going to marry the worst is to see a girl that is 18 years to marry but comes are doing marriage after finishing their secondry school or higher institution that for we women.

Cohesive devices used (45)

Reference = They, we, that, us, them
Conjunction = and, but, however, because,
Substitution = 0
Ellipsis = 0

Offers

Similarly

KUMAJA ANDREW
GG SS Kongo Zaria
SS 2A science.

BY ANDREW NIC
CANDIDATE (B)

Tell a story that ends with the advice "cut your coat according to your cloth"

There lived a girl. She is very stubborn in the school, home, and anywhere she just like to cheat people, and her parent her sisters and every body advice her not to do it because she can not go like that and she refuse to do so and they put eyes on her.

However she is still doing that thing she when to his house and still money, go to school and still a book, pen, bag, money and a shoe. when she want home her mother beat her and she would not stop it, every body is appraide of what she is doing.

Therefore the girl is still doing that when parent see that this thing is over her parent took her to the friend and told them to deal with her because she is very stubborn, and anywhere people are almost talking of her.

They went inside with her and start beating her and she start crying and said mama I will not do it again and her mother went back home and people are happy with what she did after everybody was happy.

Here two, her sisters and every body are in practice with what she did after six month her mother came back and the girl said mom, please I want to go back home I will not repeat it again her mother said you are to do what you can be able to do, if you need something, you have to tell your relatives, not to go and be stubbing some ones things you have to "cut your coat" according to your cloth and do what you suppose to do promise me that you will stop doing what you are doing. and she said "promise" when they went home every body is un happy and she still repeat what she do at last the mother said you provoke me and at last you will said I have tell you that you have to "cut your coat according to your cloth"

C=3
O=3
E=6
(12)

Cohesive devices are = 50

NARRATIVE ESSAY (14) WTC

CANDIDATE (C)

my advice is ~~to~~ all I want to tell my own story.
my story is I read one CR books I see so many
things in that books. and all understand the
story very well the books is the story is
sweet then my sister read the story books
then the story teach us to the student that
we should wash our uniform and our sor-
rounding clean and the story is teach us to
respect our elders and are brother and sister
and our mother and father and the story teach
us to learn the subject that our teachers
teach us. and the story teach us to if mother
say to sweep the compound the girls say she
did not do then the story teach us our life
and teach us how to drink the drugs and
our teachers to the praticals the school has
library, cleanic staffroom, and mosque and tap water.
and classes and my own advice to tell school
to bring the teacher that want the teaches
us very well then the all teacher that brings
us now is they did not now how to teaches
us the subject they I dint understand mathma-
matic and english and chemistry please I hope
my advice is clealy very well and I advice
the Principare to bring the teachers that want
to teaches us very and I understand biology

very well and my own ... the student.
lean how to now if you are in science cla:
you lenow to if you did not get Bille cree
in waec and neco you did not pass. Stop here
I hope my advice is very clealy and I hope
my hand writing is good.

C = O
O = O
E = Y

04

Salimat
Sulaiman
thanks you

Reference = 02
Conjunction = 1
substitution = 1

cohesive device use = 21

Reference = they, story, read one book, that
Conjunction = and, or
Substitution = do then

Name: Moshood Abiola Mahmud. (ANNUAIT (U)) With Cohesive devices used

School: Barewa college Zaria

Class: ss2sc1

Date: 30/1/2013

Question: (46)

Ref = then, they that C = 5 (32)

Coy = and, because, but, also C = 4

However C = 9 (18)

Sub = 0

Ellipsis = 0 MA = 0

Public secondary school are better than private school.

Good day mister Chairman, panel of judge, accurate timer, co-debators, and my follower student.

I am here to support the motion that says "public secondary school are better than private secondary school".

First of all we are going to define what the public secondary and private school.

Public secondary can be define as organisation own by the government.

private secondary school can be seen as an organisation own by somebody.

Public secondary school are better than private secondary school with this my point.

In public ~~secondary school~~ school, student understand the teaching that the teacher teache(s) them. There is also an instrument in teaches more than private school.

Student are passing out with a good result in public school.

However, the schools has problem the government are going to do the problem for public secondary school before the private secondary school.

Some of organisation employ those that passout from public school before they will employ private secondary school.

Further more, public secondary use to be giving scholarship more than private secondary school.

Government inspect the public secondary se. to see what the teacher's are teaching their st. while it is not done in private secondary school.

Most of the student in public secondary school can speak and write well more than a person that attend private secondary school.

Government provide them a good equipment such as laboratories, Game facilities, fuel for the night prep for the student to learn better.

Extra lesson use to be organise by the teachers that are in public secondary school, and in private teacher's will just come and teach and go out without requesting for extra lesson.

student experience many things in public secondary school than private secondary.

Inspection use to be organise by the school, for them to know where the house or class has problem.

Many student leave their various state or local government to learn better more than those that attend private secondary school.

In public secondary school after the classes was closed from the school student went back to their various houses or hostel to eat and bath and then come back for afternoon prep. After afternoon prep ~~went back~~ come back again for

Ismail Abubakar
SS II sci 1
Bacon College

Allegge

CANDIDATE (E)

"Cut your coat according to your cloth".

(Story, story, story's teller,
once upon a time. time.time)

There was a person who called obi, the house of obi are poor People, so when he grew up he said to his Father that he is not going to stay with them who want to go to the city and live their. His father said him that no don't go to that Place, because you don't know how they live in that Place their attitudes is. And the reason why he want to go to the city is that, he saw his freind they is called peter studied and get a work in the city. He came and told him that he is a pilot in that place n and he is very rich.

Then obi distrubed his Father that he will go to the city whether he like it or not. Then his father said he if he go to the city he will remove him all from his family and he said he agreed. When the time of his going comes he took his Father's wheel barrow and sell it to the neighbour and then he have his own way.

When he go he saw two people going in a street he talk to them and said Please I am from a village called "kachaku" I am here to look for a job but the job I want is pillot, then the men told him that if he has money to give them. He now give them the money they said to him and he is going to sit at a please saw them and wait for them he said no Problem when they leave what he said to them they went and leave him they buy a juice and give him.

When they leave him he start sleeping. Then some people heard some weapons fall he start runing find they followed they and Thief now they didnt know him. now said to them is a thief are saying thief, thief, thief with their weapons and look him to day when they found that he is not a thief police station they release him.

After he come to out the street he now asked if a small girl is crying what is her problem she said to her she don't know the place that her mother is not look her and watching their device. Where is walking on the street with the girl her mother saw him with her daughter she shout at him and a kidnapper a kidnapper. Then people come to him and start beating him when they release him he then wait to another street and sit. But he don't know that they is a drunker beside him and police attack them with him they start running as Innocent he start running with the drunker, when they are running as a mad person attacked him and a police that is following him he and Police men they start a fresh running for Protecting their Life From the mad person. Therefore he have no runs as if they are leither Flying on the air.

After him run to a Soldiers house, when he climed the wall he found know that the soldier is in the please. The soldier man catch him and question him with a rope and start beating him but instruct his gardner to guide him. And he said to him however will not allowed to escape from the place or if he allowed him to escape he is the end of his job in his house. When sun comes out the soldier come to him and ask him what he is going to do in his house he said that he want to escape with it life then the soldier release him and he said to him to give him his story from above up to the end.

Then, the soldier said to him "cut your coat according to your cloth"

C = 3. Cohesive device's use

O = 3

(126)

Name SHU'AIBU ABDULLAHI

School BEIRE-NLA COLLEGE ZARIA

Class SS II Sci One CANDIDATE(F) 100

Sex male

Q1 Tell a story that end with the advice: cut your cloth according to your clothing

I am a student of Baiewa College, one day I walk To the school market, and my cloth is too daffy, and my friend (a girl) laughing because of my cloth is too daffy, ~~and I am crying~~ that day I started crying and my friend ~~was~~ starting laughing me and I am advising my friend please you see what happing with me, ~~and~~ please try and worship your cloth or your body, kept your self Clean if you kept your self Clean help your self, so that if you kiff your self — Clean nobody will come and describe you.

And I am reading my books, but some of them are not Reading their books and they are lapping at me when I tell them to start reading the exams is around the corner, and they are telling me if they fail so what, I am not the one who brought them here, I am advizing my brothers or friend you see ~~or you~~ what happing to please try and read your books is very important for you ~~to start~~ Start Reading in the school ~~if you did no~~ it is not you are Cheating your parent, you know this world is like ball, if you did something to your parent, you ~~Too~~ Too, your children will not going to follow your roos and regulation ~~and one of my friend kill his girlfriend in the pill~~

One day at home, ~~one of my frie~~ I went to the pill, and I started playing for In the pill, when we finish playing the food by my friends they started ~~not~~ fighting because of in the pill, and one of them ~~they~~ he kill the other boy and we start running in the pill, they are fighting Because of one ~~bag~~ mango please I want educe those ~~that~~ are fighting because of small — thing, please you should stop, because if you kill some body, you too, people ~~who~~ are going to kill you.

And I ~~trouble to~~ when to kano, I mean from Kaduna to kano, when I kept my ~~bad~~ bag -

NAME YASIR SULAIMAN (47) Hight

CLASS SS II Science II _ _ _ @ CANDIDATE (G)

SCHOOL AR-HUDA HUDA COLLEGE KARIA

DATE 1st - February - 2012.

TOPIC: Cut your Coat According to your Cloth

However, many years ago, there was a foolish king name Salihi, although the king was kind and adopted more interesting to his people.

One day a person enters his village as a stranger, where as he entered the palace straight to the king, he extend his greeting saying that "To whom much is expected much is given" Similarly he used to say to the king, "may Allah leaves you with your lover, your enemies are with you will wicked sins of your them.

At present have been doing every day to attend to the palace the wazirs was feeling wicked of that person is doing.

Further more, a day comes where the wazir invited a person to come to his house to have a dinner, when he goes to him have the things supplies he finished eating invited to the palace to extend his greetings to the King, as all the problem is that it's a garlic in the food the king doesn't want the smell of garlic.

Similarly when on his way to the place the wazir stopped told you know the king doesn't want the smell of garlic when you entered after you extend your greeting, your mouth in order not to know the smell.

Where as he entered does know were told to if the king is talking the person will covered his mouth as he mean, the king will not heard the smelling. After he finished he worked out. That wazir told the king after the person entered that if do you know the reason why he covered his mouth when you are talking. the king say no, the wazir explain to correct his mouth, because where as your mouth is smelling, that is why he covered his mouth.

Although the king was suprise of that reason he wrote a letter to the next king of the other place saying him that "This letter is from me Salihi the king of Kwantagora to you the king of the whole nation, please everyone who brings you this letter please accept him kill him he made an offence though the letter doesn't consist the name of anyone.

Similarly as the traditional rules of that village every that the king work the left gives to, so the letter consist of groundnuts, may be you will be rich, or you may get a position or ruling somewhere else or

When the gave that letter to the person, the person stood up and walked out, as he is on his way to work out, the wazir stopped him and told him he is the one that will send the letter not that person, though the wazir think it is a good deed as the king used to do so he took the letter to with himself.

(However as he reach the [illegible] gave the [illegible] to the King of [illegible]

wer, as the king read the letter, he signed to his people to correct the wazir and killed him off, at the village king assigned.

After two days the person entered the palace to extend his greetings as he do so

Alas!!! the king was suprise to see that man alive after he gave him a message to the next king to killed him off, as he offense died to saw shows that the mouth of the king is smelling.

At that time the king asked him where is the message that I send you with it, to the king of the nation. That person told him that your wazir has took the letter since that day suspect he is the one who will extend the letter. since now he was not present, and I don't knows what happen.

However the king told him what he wrote about that message he wrote the wazir been killed. more ever that person whos assigned to be the wazir of that village.

In summarize, he told the king what happen between he and the former wazir about the food with a garlic inside, and in addition to what he told him that the king don't want the smelling of garlic.

In conclusion when he was assigned he used to advice his people always, whenever he will present a meaning that ((CUT YOUR COAT ACCORDING TO YOUR CLOTH)).....!!!

C=5
O=7
MA=5
E=10

24/50

Others

Similarly

Cohesive devices used (65)

Ref = he, them, that
Sub = do, so, that, it
Coy = or, yet because, and, however
Ellipsis = 0

NURADDEEN KHALIL (31) ANERACT -

Public secondary schools are better than the private ones. CANDIDATE (H)

I stand here before you to strongly support the motion that says: "Public secondary schools are better than the private ones". Before I dive into the subject matter I would like to look at Mr. chairman sir, My co-debaters, Dear Special guests of honour, members of the high table, ladies and gentlemen Good day to you all. My names are Nuraddeen Khalil from AL HUDA HUDA COLLEGE ZARIA CITY.

Firstly I would like to known what was public schools are those ones established by the government and the nation for the benefits of people living in the society unlike private ones that by a one or two persons establish with a few of people rich.

In addition government schools student are the more serious, intelligent, moral and smart than that of private schools this because most of the student in private school there parent's are rich the think that even if they death they have money to enjoy their themself and that they cannot strong and build themselves themselves.

Take an example of the test at a competition that took places they don't known any thing except english these and when we comes to the essay section of mathematic, physics, Chemistry, biology and Geography etc the remains demands like they are not taught about it.

In summary I would like to look at our qualified teachers from different Universities and also professors are all from public schools.

In Conclusion I Nuraddeen Khalil and invited guests and honour, accurate time keeper, my co-debater I hope my points are very available and appreciation I wish a very good entertainment.

C = 3
A = 2
O = 2
E = 5

Cohesive devices use (17)

Ref = they, themselves,
Sub = Ones
Conj = and, because, madhin
Ellipses =

12/50

Others

(1) Cohesive device use (29) Low
CANDIDATE #1 11

Name- Nafeeu Adamu Ref = the/he/she/they
School- Alhudahuda college Zaria Self = 0
Subject- English Language Conj = and, but
class- SS2 science 2 Others = 0
Date- 1-02-2013

Q1- Tell a story that end with the advice: "Cut your coat according to your cloth".

There is a man called Rogo (1a) a villager man, the village is call Rogo. He has a father (2a) name, his father is farming one day one time his mother (3a) direct (3b) his father. has a two wives his mother (3a) the other wife (2a) (4) dont have any business (5) go to his father (6) tell him he want go to the town (7) find a business his father tell him cant you stay in our village (8) continue our farm working, you know if you go to town you can get a bad habit, attitude, behaviours and other. The boy said my father please believe me to go I promise by good grace I can never have bad attitude his father pray for him (9) he went to Kano state and the time that he to go to Kano and he see the some man (10) ask him were the house of emir.

The man said from which village you come from, the boy said rogo the man said let us go (11) show you - the boy said thank you.

The time that (12) go to the house the man said there is the house that you want see, the man said is - that all, the boy said no, I want you to help me to - see the emir there is a dept in outside (13) the man said no problem.

The man enter the house and he see some body (14) ask him the emir is he in side (15) boy said yes he is in side the man tell the boy to tell him there is a - dept in the out side the boy goto the inside the boy see the priest I think the priest means fadawa (16) (17) ask the boy what do you want to do inside and the boy tell them - there is a dept outside the priest go to inside (18) tell the emir there is a dept out side.

The emir said (19) should come inside the dept they - to go out side (20) that tell him to come inside the time that the boy come inside the emir ask him what is happen the boy said (21) where (22) come from the boy said he come from rogo the emir said so thank you.

Emir said what you want to do, the boy said I want you to find a business to me, the emir he laugh (23) he said no problem (24) (25) said the fadawa should collect his properties (26) give him his room the emir call his wife (27) tell her that boy I like him so much. the wife said ok no problem do you know one thing (28) said bro, his wife said every time that I finish the food (29) is the one that he is going to come with it for - you the emir said no problem, one day one time the boy doing his work, but (30) there the word (31) the boy tell the - emir any time that he go to him is that "Katemaki - mai temaka maka mai munana maka kabarini da munin ya isheshi". there is one bafade that dont like the boy he call the boy and (32) and give him food in side the food there is tafarnuwa inside the food the boy eat the - bafade tell the boy if you are