COHESION IN THE ESSAYS OF FINAL YEAR SENIOR HIGH SCHOOL STUDENTS IN ACCRA ACADEMY

BY

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ABSTRACT

This study investigated cohesion in the texts of final-year senior high school students. The purpose was to determine the types of cohesive devices that the students use, with emphasis on inter-sentential cohesion, as well as the ones they have problems with. In addition, the study aimed at ascertaining the extent to which students' problems with the use of cohesive devices can be attributed to the strategies teachers employ in teaching cohesion. Forty-five essays written by final-year students were analyzed based on Halliday and Hasan's (1976) classification of cohesion which are reference, substitution, ellipsis, conjunction and lexical cohesion. The findings showed that students have problems using reference, conjunction and lexical cohesion that they depend on to write cohesive texts. Learners either misuse or overuse these linguistic tools in trying to achieve cohesion. This confirmed the results of previous studies. Also, eight teachers of English were made to answer questionnaires and also identify cohesive devices in a short paragraph, to determine whether the way cohesion is taught contributes to students' difficulty in using cohesive devices. It was found out that, they were able to identify all the intra-sentential ties, but failed to identify the inter-sentential ones which were the focus of this study. Another revelation was that the teacher-centered methodology employed in teaching cohesion did not offer learners the opportunity to actively participate in the learning process. This study concludes that, students' problems with writing cohesive texts are attributed to their limited knowledge about the use of cohesive devices, lack of vocabulary and the way teachers teach cohesion. It is recommended that

teachers of English should pay more attention to the teaching of vocabulary particularly, synonyms, collocation and superordinate terms to increase students' vocabulary stock. Active learner strategies which ensure students' active participation in the learning process, coupled with adequate practice work will enable learners master the skill of writing cohesive texts.

DECLARATION

I, Genevieve Mensah, do hereby declare that this thesis is the result of studies I have conducted entirely by myself, under the supervision of my supervisors Dr. Gordon Senanu Kwame Adika and Dr. Clement K. I. Appah. All the references made to other works have been duly acknowledged.

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DEDICATION

I dedicate this work to my son, Kofi Kyeremanteng Yeboah and my husband, Isaac

Kwame Kyeremanteng Yeboah.

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To God be the glory for the success of this work.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1.   Background to the study

Language, as an important tool for communication and socialisation, is a basic necessity in all aspects of human life. As members of a social group, people's ability to function effectively and efficiently in the various roles that they play depends basically on their language skills. For one to be able to use language effectively, one needs to achieve an appreciable level of competence in the four basic language skills. These are listening, speaking, reading and writing. Thus, a language user's proficiency level is determined by his/her level of competence in these skills. Hence, one's level of proficiency in a particular language can be affected negatively if one has a problem with any of the four language skills.

The acquisition of the English Language is no exception. English has been an important medium in the socio-political lives of Ghanaians since the arrival of the British in the colonial era (Sackey, 1997). It is a unifying force in the country, as it plays the role of a common medium of communication among people with varying ethnic and linguistic backgrounds. English is the official language and medium of instruction from primary one through all higher levels of education. It is also used in the media, in legal practice and in fact, in the day-to-day activities of the citizenry.

The ordinary Ghanaian in the streets speaks some kind of English. It is not uncommon to hear even the head porter who has never been to school speak English with the child. This is evidence of the important role English plays in the Ghanaian society.

The Senior High School (SHS) is the secondary level of education in Ghana. The general expectation is that students at this level would have been introduced to the four basic language skills (listening, speaking, reading and writing). Therefore, these skills must be improved considerably not only to raise students' level of proficiency in the use of English and their ability to communicate with other users of English, but also, to prepare them to function effectively later in life. Similarly, students must be proficient in English to be able to pursue any course in the tertiary institutions (Teaching Syllabus for English, Senior High School, 2007). For instance, a student must have a credit pass, which is between grade A1 and C6, in English before he/she can be admitted into any of the post-secondary institutions like the Polytechnics, Colleges of Education, and the Universities.

But over the years, teachers of English in Ghana have been concerned about students' writing problems. Consequently, some studies have been conducted into these problems. Some of those at the post-secondary level have identified clause-level challenges such as poor subject-verb agreement (Agor, 2003; 2010) and shallow knowledge of parts of speech (Gyasi et al., 2011). Others have named inter-sentential problems like the lack of cohesion and coherence (Owusu, 2012), and weak thematic progression that leads to flat paragraphs and undeveloped rhemes (Adika, 2003).

Studies at the secondary level have concentrated on general features of a good paragraph, topic/supporting sentences, coherence, paragraph unity and completeness, as well as the use of conjunctions in students' compositions (Gyimah, 2005; Owusu-Boateng, 2008; Adonu, 2004). Their findings were that the compositions of Ghanaian senior high school students lack the above-mentioned features of a good paragraph. Others found that wrong use of certain conjunctions resulted in a break in semantic links and distortions in information flow in portions of texts (Adika, 1999). Thus, the current literature shows that even though the problem of cohesion has received some attention, how English teachers handle the teaching of cohesion in composition lessons at the senior high school level has not been explored. This is where the current study becomes crucial.

1.2.　Statement of the Problem

As noted above, English Language is one of the core subjects that Senior High School graduates need to pass so as to gain admission into any of the post-secondary institutions in Ghana. But, records show that even though students' performance in English continues to improve annually, the percentage pass does not exceed 50%. An appraisal of candidates' achievement in the West African Senior School Certificate Examination (WASSCE) among West African Examination Council member countries by Bello and Oke (2011) indicated that between 2006 and 2009, less than 50% of Ghanaian candidates made credit and above (grade A1-C6), as shown in the table below.

Table 1. Trends in Ghanaian candidates' performance in May/June 2006-2010 WASSCE in English language

	2006	**2007**	**2008**	**2009**	**2010**
Total entry	122618	134033	136934	158001	No entry
Percentage passes	32.3	27.8	49.4	43.91	-

Source: Bello and Oke (2011: 3 and 7)

The implication of the trend in the above table is that, every year, over 50% of Ghanaian SHS graduates are unable to enter the post-secondary institutions since one needs a credit pass in English to be able to access post-secondary education.

The cause of this problem is believed to be the students' writing challenges. Chief examiners' reports for Ghana have also highlighted a consistent decline in students' performance in both the May/June and the November/December WASSCE and SSSCE examinations, in the English Language Paper 1, which tests candidates' writing skills (http://www.waecheadquartersgh.org/ 2009).

The story in Accra Academy is not different. An analysis of students' performance in the WASSCE between 2008 and 2012 revealed low achievements in English Language as compared to the other core subjects (Mathematics, Social Studies and Integrated Science). The table below (obtained from the Academic Record office) presents what the situation was over those years. It is obvious from the table that the majority of candidates scored B3 every year while less than 25% of students scored grades A and B2.

Table 2. English language results (WASSCE) of Accra Academy students

YEAR	Number of students who obtained									No. of absentees	No. of candidates
	A1	B2	B3	C4	C5	C6	D7	E8	F9		
2012	24	79	309	76	19	19	1	-	2	3	534
2011	10	53	330	57	14	13	-	-	1	3	481
2009	1	7	230	114	96	82	8	4	-	1	546
2008	2	9	208	80	98	81	34	3	2	1	517

Students' performance in English Language is of a great concern because it becomes difficult for candidates who do not score grade A to be offered their first choice programme in the universities because of their limited facilities. In recent times, a student's chances of getting his/her first choice programme greatly depend on the number of grade A1s that he/she obtains.

Teachers in the Languages Department of Accra Academy meet annually, after marking students' mock examination scripts, to discuss students' performance. During such meetings, a key problem that features is students' inability to write connected sentences. This is confirmed by the Chief Examiner's Report (2007-2010) which observes that candidates may either write disconnected sentences or misuse cohesive devices. As a result, their essays become very difficult to understand.

Studies done on the essays of students at the secondary level (Gyimah, 2007; Owusu-Boateng, 2008; Gardiner, 2009; Dako, 2009) and at the tertiary level (Tandoh, 1987; Adika, 1999; 2003; Agor, 2003, 2010; Gyasi et al. 2011; Owusu, 2012) confirm that students have writing problems in relation to achieving cohesion in their writing. However, how English teachers handle

cohesion in composition lessons has not been given much attention, especially at the secondary school level.

The motivation for the present study is the fact that complaining about students' cohesion deficiencies alone would not solve the problem. There is the need for a scientific approach to identifying the problem, categorising and explaining it, and making recommendations that would help tackle the issue. The focus of this study is therefore on investigating cohesion in the writings of final year senior high school students in Accra Academy, based on the Cohesion concept as comprehensively explained by Halliday and Hassan (1976).

1.3.   Scope of the Study

This study investigates how the final year students in Accra Academy use cohesive devices in their essays. Specifically, it attempts to find the weaknesses in the use of cohesive markers. It also looks at how English teachers handle the issue of cohesion in their composition lessons.

1.4.   Aim of the Research

The aim of this study is to investigate how final year SHS students use cohesive devices in their essays. Thus, the study aims at finding the students' weaknesses in the use of these devices so as to suggest possible solutions that will help them to overcome the challenges. Also, the study seeks to explore whether the methodology used by teachers of English contributes to students' weaknesses in using cohesive devices.

1.5.   Objectives

The objectives of the study are as follows:

i. To determine the categories of cohesive devices and their effective use in students' essays.

ii. To find out how English teachers handle cohesion in their composition lessons.

iii. To suggest ways of improving the teaching of cohesion to secondary school students.

1.6.   Research Questions

The study seeks to answer these questions:

i. What are the categories of cohesive devices in students' essays and how effective is their use?

ii. a. How do teachers of English handle the issue of cohesion in their composition lessons?

    b. To what extent can the weaknesses found in the essays of students be attributed to the way teachers teach cohesion?

1.7.   Significance of the Study

It is hoped that this study will contribute to knowledge on students' use of cohesive devices in their essays and also provide research data that will serve as a reference point for future researchers. The knowledge of students' use of

cohesive devices will enable me, as a teacher of English, to focus more on the types of cohesive devices that students have problems with.

I intend to share my discoveries with teachers of English at the senior high school level. This will go a long way to help improve their writing lessons. Additionally, findings of this work would be included in a handbook on "How to achieve cohesion in writing" which would be published for teachers of English in Ghana, especially those at the secondary school level whose duty it is to equip students with the English language proficiency necessary for tertiary education.

Furthermore, the study will assist students, especially those in the senior high schools, minimise the problems they have with the use of cohesive devices and for that matter, improve on their writings generally. Ultimately, it is believed that if the writing skills of senior high school students improve, writing problems in our post-secondary institutions will be minimal and this will lead to a general improvement in the standard of education in Ghana.

1.8.   Theoretical Framework

This section deals with the theoretical framework for the study. Three approaches to cohesion are presented. These are the cohesion concepts of Halliday and Hasan (1976), De Beaugrande and Dressler (1981) and Brown and Yule (1983). The study settled on Halliday and Hasan's theory, in spite of it being the oldest, because its comprehensive nature offered me a better way of analyzing my data.

1.8.1. Halliday and Hassan (1976)

This concept was propounded by Halliday and Hassan during the last quarter of the 20th century when textual analysis was mainly confined to relations within the sentence (Halliday and Hassan, 1976: 6). Most linguists at the time were concerned with text analysis at the sentence level but others, led by Halliday and Hassan, sought to look at other aspects of textual analysis beyond the clause level. They focused on cohesion, an aspect of the linguistic system that had not seen much attention at the time.

According to Halliday and Hassan (1976: 4), the concept of cohesion is non-structural; "it is a semantic one and refers to the relations of meanings that exist within a text and that define it as a text." It is a semantic relation between an element in the text and some other one that is important to the interpretation of it. Thus:

> Cohesion occurs where the INTERPRETATION of some element in the discourse is dependent on another. The one PRESUPOSES the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text
>
> (Halliday and Hassan 1976: 4).

Below is an example:

1. Take <u>two bowls of banku</u>. Put <u>them on the dining table.</u>

In the above example, *them* in the second sentence refers back to *two bowls of banku* in the first sentence. The interpretation of *them* depends on *two bowls of banku. Them* gives cohesion to the two sentences. Therefore, the two sentences constitute a text.

Halliday and Hasan (1976) argue that texts have texture or unity which is provided by the cohesive relation that exists between sentences or within a text. In other words, texts achieve their status and communicative effectiveness through the use of cohesive devices. Thus, for a group of sentences to qualify as a text or a unified whole, there must be certain explicit linguistic features to contribute to its total unity (Ibid: p2). Furthermore, they propose that "cohesion is part of the system of a language, and like other semantic relations, it is expressed through the organizational levels of language involving three levels of coding: meaning, form and expression. In other words, cohesion is expressed partly through grammar and partly through vocabulary hence, the classification of the five types of cohesive relations into the two major categories which are grammatical cohesion (reference, substitution, ellipsis and conjunction) and lexical cohesion (repetition and collocation). These categories are explained below.

1.8.1.1. Reference

There are two general types of reference: exophoric reference, which refers to information from the immediate context of the situation and endophoric

reference, which refers to information that can be retrieved from within the text. Endophoric reference is the focus of cohesion theory. Endophoric reference can be divided into two types: anaphoric which points backwards to previously mentioned information in text, and cataphoric which points forward to information that will be presented later in the text. Let us examine the examples below:

2. <u>My father</u> visited me yesterday. <u>He</u> brought me a nice gift. (anaphoric)

3. This is what I heard. My friend is travelling abroad. (cataphoric)

In example 2, the pronoun *He* refers back to *My father* and makes the two sentences cohere as a text. And in example 3, the pronoun *this* points forward to the information in the sentence that follows.

    There are three main types of cohesive references: personal, demonstrative, and comparative. Personal reference keeps track of function through the speech situation using pronouns like *he, him, she, her*, etc. and possessive determiners like *mine, yours, his, hers*, etc. Demonstrative reference keeps track of information through location using proximity references such as *this, these, that, those, here, there, then,* and *the*. Comparative reference keeps track of identity and similarity through indirect references using adjectives like *same, equal, similar, different, else, better, more*, etc. and adverbs such as *so, such, similarly, otherwise, so, more*, etc. (ibid: p37-39)

1.8.1. 2. Substitution

Substitution is a relation on the lexico-grammatical level. This is where one item is used to replace another to avoid a repetition of the replaced one. The substitute may function as a noun, a verb or a clause hence, there are three types of substitution: nominal, verbal and clausal. Examples are given below.

4. Nominal substitutes – *one, ones, same*

    a) You have taken the big loaf. Can I have the small <u>one</u>?

    b) My mother prefers green apples. But, I prefer red <u>ones.</u>

    c) I give two shirts to Aku, how many should I give to Abena? Give <u>same</u> to her.

5. Verbal substitute – *do*

    a) Do they know?

    b) Yes, they <u>do</u>.

6. Clausal substitutes – *so, not*.

    a) Are we going to have lunch early today? – The matron says <u>so</u>.

    b) You will not disappoint me this time? I hope <u>not</u>.

In the above examples, *One* in (4a) above is a substitute for *loaf* in the preceding sentence, *ones* in (4b) for *apples* in the first sentence, *same* in (4c) for *two shirts, do* for the verb *know* in the previous sentence, and *so* and *not* are substitutes for the sentences that precede them. To sum up, *one, ones, and*

same presuppose the nouns *loaf, apples and two shirts* respectively while *do* presupposes the verb *know.* For *so* and *not* they presuppose the clauses *Are we going to have lunch early today?* and *You will not disappoint me this time?*

1.8.1. 3. Ellipsis

Ellipsis refers to something left unsaid in a grammatical structure such as a sentence or a clause. And the missing information is recoverable from a preceding sentence or clause. In other words, an elliptical item (which can be a noun, a verb or a clause) is one that leaves specific structural slots to be filled from elsewhere. Halliday and Hasan (1976) distinguish three types of ellipsis: nominal, verbal, and clausal. These are exemplified in the following:

7. Nominal

    a) Which last longer, the curved rods or the straight rods?

    b) The straight are less likely to break.

8. Verbal

    He took five oranges, and I three bananas.

9. Clausal

    a) Do you have a pen?

    b) Yes, I do.

In example 7 above, there is missing information in (b) which is recoverable from (a). The meaning of (b) is actually dependent on (a). The elliptical item *rods* should be between the adjective *straight* and the verb *are*. The absence of *rods* makes it difficult if not impossible for the reader to make sense of *the straight are less likely to break*, unless *Which last longer, the curved rods or the straight rods?* is read. In the case of Example 8, the missing item is the verb *took* which is supposed to be between *I* and *three*, in the second part of the clause. The meaning of *and I three bananas* depends largely on the first part of the clause. The situation in Example 9 is not different. *Yes, I do* is meaningless without reference to *Do you have a pen?*

1.8.1. 4. Conjunction

The main cohesive category "conjunction" involves the use of formal markers to relate sentences, clauses and paragraphs to each other. There are four main categories, namely, additive, adversative, causal and temporal conjunctions. Additive conjunction which acts to structurally coordinate or link by adding to the presupposed item is signaled through *and, also, too, furthermore, additionally*, etc. Adversative conjunctions indicate contrast (Halliday and Hasan 1976: 250) and are signaled by *yet, though, only, but, in fact, rather,* etc. Causal conjunction expresses result, reason and purpose and is signaled by *so, then, for, because, for this reason, as a result, in this respect, etc*. The last conjunctive category is temporal and it links by signaling sequence or time. Some sample temporal conjunctive signals are

then, next, after that, next day, until then, at the same time, at this point, among.

1.8.1.5. Lexical Cohesion

Lexical cohesion refers to the "cohesive effect achieved by the selection of vocabulary" (Halliday and Hasan 1976: 274). The two basic categories of lexical cohesion are reiteration and collocation. Reiteration refers to the repetition of a lexical item, either directly or through the use of a synonym, a superordinate or a generally related word. Collocation pertains to lexical items that are likely to be found together within the same text. Collocation occurs when a pair of words is not necessarily dependent upon the same semantic relationship but rather tends to occur within the same lexical environment (Halliday and Hasan 1976: 286).

To summarise, Halliday and Hasan regard cohesion as the relationship of meanings that exist within a text. In discussing whether or not a group of sentences constitute a text, they provide linguistic features which can be identified in a text. These features distinguish between grammatical and lexical cohesion. Grammatical cohesion can further be divided into reference, substitution and ellipsis. Lexical cohesion refers to a selection of vocabulary items such as synonyms, collocation and reiteration. Conjunction, as a cohesive device, is partly grammatical and lexical. Although Halliday and Hasan give a detailed discussion of the classification of cohesion, they attracted criticisms for focusing too much on the presence of cohesive markers as the only factor that contributes to coherence. This led to the

development of other theories of cohesion and coherence by De Beaugrande and Dressler (1981) and Yule (1983).

1.8.2. De Beaugrande and Dressler's Theory

De Beaugrande and Dressler (1981) made a clear distinction between cohesion and coherence claiming that, the two concepts contribute to the stability of a text as a system. While cohesion is related to the continuity of occurrences realised by syntax and operates in the short-term, coherence has to do with the continuity of senses encoded in a configuration of concepts and relations and operates in the long-term. Thus, cohesion is realised by the presence of explicit linguistic cues that hold phrases, sentences and clauses together but coherence is seen as making sense of text (the reader's ability to fill in gaps between ideas by building relationships that bridge ideas.

Like Halliday and Hasan (1976), De Beaugrande and Dressler provided their classification of cohesive devices which include recurrence (the repetition of elements), parallelism (the repetition of a structure by filling it with new elements), paraphrase (the repetition of content conveyed through different expressions), pro-forms (the replacement of elements with shorter forms), ellipsis, tense, aspect, intonation and junction.

Their argument is that explicit linguistic cues alone are not sufficient to measure coherence. Non-linguistic factors such as the ability of the reader or the hearer to mentally process the text by making a connection between the text and his/her background knowledge also contribute to coherence. Thus, a

text is coherent when a reader or hearer can make sense of it and understand it.

1.8.3. Brown and Yule's Theory

Brown and Yule's (1983) theory of cohesion and coherence combines Halliday and Hasan's view on cohesion and De Beaugrande and Dressler's view on coherence. Even though they endorsed Halliday and Hasan's (1976) view on cohesion, they also believe that explicit linguistic resources alone cannot guarantee identification of a text neither can they guarantee textual coherence. Following an analysis of a text taken from Sir Arthur Conan Doyle's *The Lost World*, they declared:

> Clearly, formal cohesion will not guarantee identification as a text... the reader may indeed use some of the formal expressions of cohesive relationships present in the sentences, but he is more likely to try to build a coherent picture of the series of events being described and fit the events together, rather than work with the verbal connections alone (p. 197).

Brown and Yule disagree with Halliday and Hasan (1976), for just focusing on providing linguistic cues that mark coherence. They argue that Halliday and Hasan should also be concerned with how language users understand texts.

Like De Beaugrande and Dressler, Brown and Yule are of the view that coherence depends on the reader's or the hearer's ability to interpret the speaker's or writer's intended meaning in producing a linguistic message. They suggest that strategies such as computing the communicative function (how to take the message), using general socio-cultural knowledge (facts about the world) and determining the inference to be made will help the reader (or the hearer) to interpret the writer's intended meaning (p. 223-225). In brief, what Brown and Yule (1983) are saying is that coherence is a product of both linguistic factors like cohesive markers and non-linguistic resources such as the socio-cultural background knowledge and inferences that a reader or hearer makes to understand a piece of communication.

1.9. Justification for the Study

The focus on the essays of senior high school final year students is timely because teachers of English in post-secondary institutions in Ghana lament daily about the writing problems in the compositions of their students generally, and particularly first year students. Key among these problems is the lack of cohesion. Since it is the final year senior high school students who eventually become the first year students in the post-secondary institutions, any efforts to identify and manage if not eradicate the cohesion deficiencies in their writings will go a long way to not only reduce the burdens of teachers in those institutions but also, help improve the quality of writings and the standard of English of post-secondary students and ultimately, the general standard of education.

1.10. Organisation of the Thesis

The thesis has five chapters. Chapter one covers the background to the study, statement of the problem, purpose and significance of the study, objectives, research questions, theoretical framework, scope and limitation of the study. In chapter two, literature on the topic is reviewed. Chapter three deals with the methodology. Chapter four presents the findings and discussion thereof while Chapter five offers the conclusions and recommendation for future work

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews related studies to the current research work. It begins with the presentation of different definitions of cohesion and coherence. Subsequently, the two terms are discussed in terms of their similarities and differences. What critics say about the cohesion theory of Halliday and Hassan (1976) will also be examined. This is followed by a section which provides a review of empirical studies on cohesion and coherence in essays. The chapter ends with a discussion of the role that cohesion plays in texts.

2.2.   What is cohesion?

Cohesion, as defined by Halliday and Hassan (1976), is "the relations of meaning that exist within a text and that defines it as a text". It is a semantic relation between one element in a text and another one which is important to the interpretation of it. Thus, there is cohesion where the interpretation of any item in a text requires making reference to some other item in the discourse. They add that it is cohesion that provides the continuity in the text. In other words, cohesion expresses the continuity of meaning that exists between one part of the text and another one. Hence, they focus on cohesion between sentences and across paragraphs. They further explain that cohesion consists of certain explicit linguistic features that contribute to the overall unity to a

text. In this regard, it helps to create a text and is therefore, a property of a text (Halliday and Hassan 1976: 2, 4, 298-9 and 303).

Halliday and Hassan's position on the fact that cohesion must be explicit is in harmony with Bain (1867) who examined the concept of cohesion earlier and acknowledged that the relationship of each sentence in a text to the preceding one should be explicit and unmistakable. He went further to assert that a paragraph is not a string of random or detached utterances, but a connected whole, and the nature of the connections must be made apparent. Thus, a cohesive text must satisfy two requirements. First, the meaning of one part of it must have relationship with another. Second, this connection must be overt. In fact, it is not just a collection of sentences that make up a text, but sentences which hang together by means of explicit signals.

Gutwinski (1976: 26) also defines cohesion as the "relations obtaining among the sentences and clauses of a text which are signalled by certain grammatical and lexical features reflecting discourse structure on a higher, semologic stratum". These features (anaphora, subordination and coordination) which are called cohesive markers, do not by themselves constitute cohesion but they mark which clauses and sentences are related and in which manner.

Indeed, the kind of relationship Gutwinski (1976) talks about departs a little from what Halliday and Hasan (1976) and Bain (1976) describe in terms of conjunction. For Halliday and Hasan, coordinating and subordinating conjunctions within sentences are considered structural and therefore, not included in their discussion of cohesion. However, Gutwinski includes all

connectors whether or not they link clauses within or between sentences (Martin, 2008).

To Moe (1979: 17), cohesion is a "type of redundancy which exists among the various types of semantic resources which link one sentence with another". It is used to account for a systematic description of the relationships which exist within a text. By claiming that cohesion should be seen as something which exists within a text but not within the mind of a reader, he clearly supports the argument put forward by Bain (1867), Gutwinski (1976) and Halliday and Hassan (1976) that cohesion needs to be explicit in a text.

Similarly, McCulley (1985) believes that textual cohesion is a sub-element of coherence. It is an important property that may define explicit mechanisms that hold the different ideas in a text together.

Grabe and Kaplan (1996: 55) observe that cohesion is the means which is available on the surface forms of the text to signal relationships that exist between sentences or clausal units in the text.

Finally, Hardy and Leuchtmann (1996: 237) refer to cohesion as expressions of continuity that exist between one part of the text and another, specifically reference, substitution and lexical cohesion.

While Gutwinski (1976) and others mentioned above believe that cohesion is signaled by some explicit linguistic features, other linguists are of the view that cohesion in a text does not need to be explicit and that it does not necessarily lead to coherence in text. Lovejoy and Lance (1991) show clearly in their study of information management and written discourse that cohesion does not necessarily have to be explicit in a discourse since it can

be achieved through the operation of theme-rheme. They explain that *theme* which represents initial information given and rheme which gives new information about the *theme* can form a connected text if they are presented alternatively in a discourse. A continuous movement of theme-rheme phenomenon ensures a smooth flow of ideas in a text.

2.3.   What is coherence?

According to McCrimmon (1967) coherence is:

> A paragraph is said to have coherence when its sentences are woven together or flow into each other. If a paragraph is coherent, the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling gaps, or points not made (109-130).

This definition brings to bear the importance of a reasonable or sequential arrangement of sentences in a written text that is coherent. It is when the sentences are presented sequentially that there will be a smooth flow of information from one sentence to another. This view is shared by Moe's (1979) who observes that "In written work, coherence is achieved when the sentences in a paragraph relate to one another and when the paragraphs in a passage are presented in a reasonable sequence".

Johns (1986) divides coherence into two types: text-based and reader-based. By her definition, text-based coherence refers to an inherent feature of

the text, which involves cohesion and unity. This type of coherence involves how sentences are linked and how text is unified. Reader-based coherence, on the other hand, requires successful interaction between the reader and the text. In this type, coherence is based on the degree of compatibility between the reader's expectations and the intended meaning through the underlying structure of a text.

Connor and Johns (1990) describe coherent text "as text in which the expectations of the reader are fulfilled". The reader uses his or her knowledge of the world to interpret a text, expecting that his or her knowledge will correspond to the organisation and argument of a text. The reader relies on this kind of knowledge to anticipate information that will be subsequently presented. Interacting with the reader, a coherent text accommodates the reader's expectation of sequential logical ideas, contributing to the reader's comprehension and the clear meaning of a text.

Brown and Yule (1983) also believe that coherence depends primarily on the interpretation of linguistic messages. As a result, the listener or the reader will try to interpret a sequence of sentences as being coherent, even when there is no explicit cohesive element to signal a relationship. They argue that:

> Within chunks of language which are conventionally presented as texts, the hearer/reader will make every effort to impose a coherent interpretation, i.e. to treat the language thus presented as constituting "text". We do not see an advantage in trying to determine constitutive formal features which a text must possess

to qualify as a "text." Texts are what hearers and readers treat as texts (Brown and Yule 1983: 199).

To sum up, the achievement of coherence depends on two factors: sequential arrangement of sentences (McCrimmon, 1967; Moe, 1979) and the background knowledge of the reader or the hearer (Brown and Yule, 1983; Connor and Johns, 1990). Sequentially arranged sentences result in a smooth flow of information in a text. In addition, the reader or the hearer uses his/her background knowledge of the text.

2.4.   What Relationship Exists Between Cohesion and Coherence?

The terms "cohesion" and "coherence" have been defined differently by different linguists. For some, the two terms imply each other; for others they are independent of one another. According to McCulley (1985) textual cohesion is a sub-element of coherence. It is an important property that may define explicit mechanisms that hold the different ideas in a text together. In spite of this fact, Witte and Faigley (1981); Carrell (1982); and Crowhurst (1987) explain that it is possible to produce texts that are cohesive, but such texts would be found to be incoherent.

Enkvist (1978; 1990) assert that cohesion and coherence do not imply each other. It is, therefore, possible that a text can be cohesive but not coherent and vice versa; and it is also possible that a text is both cohesive and coherent. Additionally, "coherence in a text is attained only when we build up a world-picture around it" (Enkvist 1990: 13). He further states that

conversely, text strikes us as incoherent if we cannot build a plausible scenario around it. Let us consider two of his three groups of sentences that illustrate the presence or lack of coherence in a text (Enkvist 1990: 12):

1) My car is Black. Black English was a controversial subject in the seventies. At seventy, most people have retired. To re-tire means "to put new tires on a vehicle". Some vehicles such as hovercraft have no wheels. Wheels go round.

2) The net bulged with the lightening shot. The referee blew his whistle and signalled. Smith had been offside. The two captains both muttered something. The goalkeeper sighed for relief.

As he explains, the explicit linguistic markers in the sentences in (1) fail to make a logical connection. The sentences are therefore incoherent. Thus (1) has cohesion but no coherence, and (2) has coherence although it lacks overt, grammatically describable cohesion markers.

Moe (1979) also believes that cohesion does not imply coherence. He asserts that cohesion is something which exists within a text and is a component of coherence. In fact, in addition to cohesion, one factor which must be present for a text to have coherence is organisation. This refers to the orderly, systematic presentation of information or ideas. He considers cohesion to be a measurable linguistic phenomenon but coherence is more global and hence cannot be measured linguistically. I do agree with Moe's view because to achieve cohesion in a text, there must be explicit devices that

hold sentences together but coherence can be achieved when sentences are organised logically without visible linguistic markers.

De Beaugrande and Dressler (1981) agree with Moe (1979) that cohesion is not the same as coherence. They indicate that writers may provide "linguistic cues", but readers must fill the gaps between ideas by building relationships that bridge ideas, and thereby create their sense of order. Hence, there must be an implicit agreement between the writer and the reader. The term "cues" imply "clearly stated topic sentences, an obvious organizational pattern, statements of topic and purpose and headings which indicate divisions of the text; these are all cues that facilitate a reader's integration of details in a text into a coherent whole. When such cues are missing, readers may be unable to make this integration". In brief, they are of the view that, coherence goes beyond cohesion in the sense that, in addition to cohesive tools a coherent paragraph requires factors such as logical presentation of ideas.

There are other views regarding cohesion and coherence. Morgan and Sellner (1980) emphasise the role of content within a text, where cohesion is concerned with content but has some linguistic consequence. Carrell (1982: 482) also contends that cohesion does not bring about coherence, for "mere coherence of content does not suffice to make a text coherent" while "there must be some additional linguistic property (like cohesive elements) that makes a text coherent". Cohesion is therefore the effect and not the cause of coherence. Relying on schemata, readers can themselves perceive coherence

even in discourse that contains very few cohesive elements or none at all. In this case, cohesion is something that exists within a text. On the other hand, coherence lies in the mind of the reader.

Rudolph (1984) also distinguishes between cohesion and coherence. She believes that "the term "coherence" is understood as a connection in the mental representation attributed to a text, but "cohesion" is a connection of the elements of a sequence of sentences corresponding to a text."(p. 175). What this means is that while cohesion is a text-related phenomenon, coherence is reader-related one.

In the light of the foregoing discussion on the relationship between cohesion and coherence, it can be established that cohesion is a measure of coherence and that it must be explicit in a text. It is also possible to produce a cohesive text which is incoherent or a coherent text without explicit cohesive devices. Furthermore, textual coherence can be achieved, without cohesive markers, when a reader is able to build a world picture around a text. The reader's background knowledge contributes greatly to textual cohesion, in addition to cohesive cues. Thus, a coherent text is possible with or without explicit cohesion. Generally, whereas cohesion is a text-related phenomenon, coherence is both a text-related and reader-related phenomenon and therefore, they are not considered to be synonymous.

2.5.   The Role of Cohesive Devices in Essays

The relationship between cohesion and coherence has been examined in a number of empirical and theoretical studies. While some of these studies

(Moe, 1979; McCulley, 1985 and Adika, 1999) provide support for the theoretical position of Halliday and Hasan's (1976) model of cohesion and for that matter, suggest that there is a strong relationship between cohesion and coherence such that the attainment of cohesion is a measure of writing quality, others (Witte and Faigley 1981; Carrell 1982; Tierney and Mosenthal 1983 and Crowhurst 1987) maintain that there is no correlation between cohesion and coherence. This section presents these various views on the role of cohesion in essays. Those that suggest cohesion is a measure of coherence are presented first, followed by those which claim that cohesion does not necessarily lead to coherence. An attempt is then made a concluding section (Section 2.6) to summarise and link the arguments of these researchers to the current study.

Moe (1979) discusses the relationship between cohesion and coherence in the comprehension of written discourse and concludes that the cohesive ties which bind or bridge sentences semantically enable the reader to establish coherence in a text and therefore, account for a large portion of comprehensibility in written discourse.

McCulley (1985) investigated the relationships between features of textual cohesion, as identified by Halliday and Hasan (1976). 120 compositions randomly sampled from 493 persuasive papers written by 17-year-old students were analyzed. This study suggested that textual cohesion is a sub-element of coherence in manuscripts of the same length. The cohesion indices of synonyms, hyponyms and collocation ties may be far more important attributes of coherence than some readers have recognized.

McCulley's (1985) study concluded that coherence is a valid construct to judge writing quality.

Horning (1991) sought to assess the contributions of cohesion and psycholinguistic redundancy (the reader's knowledge of visual input such as letter and word shapes and printing conventions; of language rules and knowledge of the world which includes experience with real world events) to readable writing. She analysed 240 first-year college students' exercises on fill in the cloze blanks. The results showed that cohesion and redundancy contribute to coherence and ultimately, to writing quality. The reliability of the result raises an issue in that the texts analysed were not produced entirely by participants. They were only made to complete a ready-made text. Since writing goes beyond filling in gaps in a text, the findings cannot be used as a basis for judging not only students' performance but also make generalizations.

Tshotsho (2006) explored errors in written cohesion and coherence in relation to L2 writing strategies used by black students at the Eastern Cape Technikon, South Africa. The study focused on errors in the form of cohesive devices of referring expressions using topic development employed by students as well as the strategies used by black students to write coherent academic texts. Further, the study intended to scrutinize the grammatical devices of reference, through analysing the forms of cohesive devices and theme development. 20 compositions analysed were categorised into competent and not-so competent essays. The results indicated that essays of students who are competent in academic writing did not display major

problems of contextualization, coherence and cohesion, as had been the case with essays of students who are not competent in academic writing. The major problem with the not-so competent students' writing is the lack of cohesion resulting from poor referencing and incorrect use of conjunctions, among others.

Adika (1999) sought to describe and account for discourse-level problems of the expository texts of first-year students of the University of Ghana. An integrative analytic approach comprising Problem-Solution Schema, Theme-rheme Structure, Cohesion and Prediction was used to analyse students' essays. The findings indicated that weak handling of information relations at the sentence level and across paragraphs results in the lack of cohesion and breakdown in communication in portions of the text. With regard to cohesion which is relevant to the current study, he identified problems relating to ambiguous co-referencing, extensive use of the pronoun "this" and distance between the pronoun "this" and its referent.

The literature so far indicates that cohesion is a sub-element of coherence, but Witte and Faigley (1981) and others argue that it is possible to produce texts that are cohesive which would be found to be incoherent. The result of the current study, which will be discussed in Chapter four, seems to support this claim.

Witte and Faigley (1981) adopted the two taxonomies of cohesion (according to function and distance) introduced by Halliday and Hasan (1976) to analyse ten essays selected out of essays of ninety freshmen of the University of Texas. Five of the essays were selected from those given the

lowest scores while five were selected from those with the highest scores. They found that the high-rated essays had more cohesive ties than the low-rated essays but concluded that "cohesion and coherence interact to a great degree but a cohesive text may only minimally be coherent." (p.200). They argue that, using cohesion to distinguish between texts rated high and those rated low in quality can be misleading, because the quality of a text goes beyond the presence of cohesive ties. They stated that:

> The quality or "success" of a text depends, to a great deal on factors outside the text itself, factors which lie beyond the scope of cohesion analysis. Besides explicit links within a text, the latter must conform to a reader's expectations for particular types of texts, and the reader's knowledge of the world" (p. 199-200).

They illustrated their argument with the short paragraph below which obviously lacks coherence in spite of the cohesive devices (*ball*, *tight end, most balls*) which hold it together:

> The quarterback threw the ball toward the tight end. Balls are used in many sports. Most balls are spheres, but a football is ellipsoid. The tight end leaped to catch the ball.

Witte and Faigley (1981) made another revelation that cohesion measures the vocabulary proficiency of L2 learners (University of Texas freshmen). For

instance, students with low level of vocabulary tend to overdepend on repetition to achieve cohesion, ignoring other lexical tools such as synonyms, collocation and superordinate terms. They noted that students tend to overdepend on only one sub-type of lexical tie, repetition, ignoring other ones such as synonyms, superordinate terms and collocation. Students' lack of vocabulary does not allow them to extend or elaborate on ideas or concepts that they introduce as evidenced in low-rated essays.

Tierney and Mosenthal (1983) argued strongly against using cohesion analysis as an index for text coherence after examining the relationship between coherence and cohesion in twelve essays written by twelfth grade students. Their conclusion was that cohesion does not necessarily lead to coherence since there appears to be no causal relationship between cohesion and coherence. A criticism that could be raised against their conclusion is that their sample size is small and so making a generalisation based on the result raises an issue of validity.

Connor (1984) examined cohesion and coherence in English as a Second Language (ESL) learners' writing compared with the writing of native English speakers. In all, six argumentative essays were analysed using Halliday and Hasan's (1976) cohesion theory. The coherence in the essays was measured during holistic ratings and an interactive text analysis based on speech act theory. The results of the study showed that there was no correlation between cohesion and coherence: to be cohesive, an ESL essay did not need to be coherent. Furthermore, general cohesion density was not found to be a discriminating factor between the native speakers and ESL

writers. The ESL writers were found, however, to lack the variety of lexical cohesive devices used by the native speakers. With respect to coherence, ESL learners' writing lacked: 1) adequate justification for claim statements, and 2) sufficient linking of concluding statements to preceding subtopics of the problem.

Mangayer (1994) also investigated the extent of the use of cohesive features in the expository essays of secondary four/five students. 135 essays were rated by 3 raters using a modified five-point GCE 'O' level marking scheme. Consequently, the essays were categorised in terms of quality as good, average and poor. Having analysed the texts based on Halliday and Hasan's (1976) taxonomy of cohesive devices, Mangayer established that text coherence or writing quality does not depend on the total number of devices used but rather, on the particular type of device, particularly conjunctions and comparatives. For instance, good essays contained more conjunctive ties.

Chen (2008) investigated college students' use of cohesive devices and the relationship between the number of cohesive features and writing quality. An analysis of 46 essays collected from 23 EFL undergraduates was done. The results showed no significant relationship between the number of cohesive devices and writing quality.

Shahriar and Pathan (2012) discussed the role of cohesion in a coherent English text. They analysed two English texts; a poem, 'Daffodils' by William Wordsworth and an advertisement from a UK website *gumtree.co.uk.* A report was then developed on the textual analysis, which showed that different genres have different elements that bring coherence.

However, it was noticed that lexical cohesion forms strong cohesive ties and brings coherence in case of both the texts analysed. The paper argued that although cohesion is an important aspect of developing a coherent text, coherence is also possible without cohesion.

Khalil (1989) analysed cohesion in 20 compositions written by Arab students based on Halliday and Hasan's (1976) Theory. Coherence was evaluated by native speakers of English. The relationship between cohesion and coherence was investigated. The analysis of cohesion showed that the Arab students overused reiteration of the same lexical item as a cohesive device, but underused other lexical and grammatical cohesive devices. The evaluation of coherence, on the other hand, showed that the students failed to supply sufficient information about the assigned topic. The results also showed a low correlation between coherence score and the number of cohesive ties.

2.6.   Conclusion

The debate about what purpose cohesive devices can serve and what they cannot do has been very interesting. The literature reviewed so far has revealed two major arguments. One group of researchers (Moe, 1979; McCulley, 1985; Horning, 1991; Adika, 1999; Owusu-Boateng, 2008; Shahriar and Pathan, 2012) argues that there is a high correlation between cohesion and writing quality. Thus cohesion contributes greatly to coherence or the overall meaning of a text. This group provides support for the theoretical position of Halliday and Hasan's (1976) model of cohesion and

for that matter, suggest that there is a strong relationship between cohesion and coherence such that the attainment of cohesion is a measure of writing quality.

The other group (Witte and Faigley 1981; Carrell 1982; Tierney and Mosenthal 1983; Connor 1984; Crowhurst 1987; Chen 2008) maintains that there is no correlation between cohesion and coherence. Their claim is that cohesive devices do not necessarily bring about coherence since, relying on schemata (Carrell 1982: 497), readers can themselves perceive coherence even in discourse that contains very few cohesive elements or none at all.

I share the view of the group of researchers who support Halliday and Hasan's position on the role of cohesive devices in a text as a measure of coherence. I believe cohesion may not always lead to coherence because, the wrong use of a cohesive device, for instance, can negatively affect the overall quality of a text. This is discussed further in Chapter 4.

From the literature so far, the question of whether cohesion analysis is an index for measuring writing quality seems to be influenced by the sample size. With a large sample size, the total number of cohesive ties contributes significantly to writing quality as shown in the studies of McCulley (1985) and Horning (1991). But the contribution of cohesion to writing quality is insignificant in the case where a small sample size is used (Witte and Faigley, 1981; Tierney and Mosenthal, 1983; Connor, 1984; Shahriar and Pathan, 2012).

Another observation is that, previous studies have predominantly sought to highlight some of the cohesive problems found in the essays of ESL

students that affect their writing quality. They showed that students misuse, underuse or overuse cohesive devices. Also, researchers have contradictory views as to whether cohesion in relation to writing quality.

Much as I agree with previous studies on the issue of students having problems with the use of cohesive devices, to the best of my knowledge, a very important question has not yet been answered: Does the English teacher's way of handling the use of cohesive devices contribute to students' problems with textual cohesion? Filling this gap will be the contribution of this study to research on textual cohesion.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter discusses the methodology used in the study. Areas covered include the research design, research setting, population, sampling method and sample size, instruments, data collection and analysis procedures.

3.2. Research design

The present study is a descriptive research. Descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way (https://explorable.com/descriptive-research-design). It is used when one simply wants to observe and describe something or a natural phenomenon in order to understand it better. According to Selinger and Shohamy (1989), descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. The design is appropriate for the current study because, its interpretative nature will help the researcher explore and reveal the problems that final year students encounter in their attempt to achieve cohesion in their essays. Not only that, it will also help to investigate and understand the context in which cohesion is taught at Accra Academy.

3.3. Research setting

The study was conducted at Accra Academy, a public Senior High School in Ghana.

3.3.1. History of Accra Academy

The school was the first private academy to be established in the Gold Coast, in 1931. The Academy is one of the foremost secondary educational institutions in Ghana today and operates as a non-denominational day and boarding boys' school. It is located at Bubuashie in the Greater Accra Region. Even though it was established as a private secondary school, it gained the status of a Government-Assisted School in 1950. It gained a completely developed Senior Secondary School status in 1981 and became a semi-autonomous secondary educational institution in 1990. It has since been operating as such with the help of a Board of Governors, a Parent-Teacher Association and a Student Representative Council. It has a total population of 2200. The programmes run are General Science, Business, General Agriculture, General Arts and Visual Arts.

3.3.2. Facilities

The Accra Academy is one of the institutions recognised by the Ghana Education Service as category A schools, based on the number and type of facilities that the school maintains. Among these facilities are: an assembly hall, a boarding house, a bookshop, a library, a clinic, an administrative block and classroom blocks for the various courses run. Others include a Guidance

and Counselling centre, a dining hall, an interact square, Science Laboratories, a canteen, an information and communication technology centre, a football field and a volleyball court.

3.3.3. Staff

The Academy presently has one hundred and thirty-five (135) staff made up of 95 teaching and 40 non-teaching staff. Almost all of the teaching staff are professional teachers and hold at least a First Degree in their various subject areas.

The setting was chosen for two main reasons. First, it is where the problem has been identified. Second, the research site was selected because of its ethnic heterogeneity. Accra Academy is a reflection of the larger Ghanaian society as it admits students from nearly all cultural, social and ethno-linguistic backgrounds. Thus, students come from the grade A basic schools (public and private) as well as the less endowed ones. It is therefore believed that the setting gives a fair representation of SHS students in Ghana.

3.4. Population, Sampling method and sample size

The total population of final year students for the 2013/2014 academic year stood at 534 (Accra Academy Student Academic Records). A simple random sampling method was used to obtain a sample size of 50 from the total of 534 students in the final year. The choice of this sampling method was to ensure fairness of representation (Fraenkel and Wallen, 2000; Cresswell, 2011) and also, to enable every student to have an equal chance of being selected. The

class list was used to group students into ten groups: 6 groups of 53 and 4 groups of 54. To obtain the 5 students from each group, "Yes" was written on 5 pieces of paper, and "No" on the rest. Students were then asked to ballot. Those who picked "Yes" constituted the participants for the present study.

3.5. Instruments

In order to generate data appropriate for this research, three instruments were used: students' texts, texts analysed by teachers of English and questionnaire. The choice of students' texts was appropriate because it offered the researcher the opportunity to identify the students' problems regarding writing cohesive texts. That way, issues of validity were taken care of since the instrument measured exactly what the researcher was investigating.

Also, the English teachers were made to identify cohesive devices in a short paragraph to determine their knowledge about the use of these devices. In addition, they were made to fill in questionnaires to ascertain their professional background as well as the strategies they use to teach cohesion in their composition lessons. The questionnaires were made up of closed-end type of questions.

Closed-ended questions were used because they are time efficient. Also, responses are easy to code and interpret and therefore, ideal for this type of research. In these types of questions, a number of alternative answers are provided for the respondents to choose from. Respondents are limited to response options provided and so, require minimum writing. Finally, answers to such questions can be compared easily from person to person.

3.6. Data collection procedure

Students' texts were the major sources of primary data. Fifty participants were required to write about 450 words on a topic of their choice from given topics during their final mock examination. After the examination, I collected their scripts and made copies for the purpose of my study. Having gone through the texts, it was observed that, 45 of the participants wrote on the same topic, "Tourism is becoming increasingly important as a source of revenue to many countries but its disadvantages should not be overlooked. Write a letter to your friend discussing some of the problems of tourism." The remaining five wrote on different topics.

I picked the 45 texts which discussed the same topic to ensure reliability. Reliability is the degree to which an assessment tool produces stable and consistent result (Phelan and Wren, 2006). It describes the repeatability and consistency of a test. My decision to use the students' mock examination was to ensure reliability. First, it ensured originality of students' work because, as much as possible, students are not allowed to seek help from their colleagues. I could have given subjects a take-home composition exercise but the probability of they seeking help would have been very high, and for that matter, the reliability of my study would have been questionable. Second, usually, students are expected to put up their best performance in mock exam. Hence the mock scripts were the best to present clearly students problems regarding cohesion.

3.7. Data analysis procedure

3.7.1. Students' Data

Data analysis was in three stages. After the collection of the data, the texts were typed and numbered using the Arabic numerals 1, 2, 3 etc., for identification purposes. They were then scored over fifty for general coherence. To ensure a fair judgment, I marked the essays and invited an experienced language tutor to also mark them. Where there were differences in scoring, the two marks were put together and the average mark taken.

Each essay was then analyzed manually to determine the use of the different types of cohesive devices: reference, conjunction, ellipsis, substitution and lexical, one type at a time. For easy identification, each cohesive type was identified with a particular colour across sentences and paragraphs. Reference was identified with the colour green; conjunction with red and lexical ties with blue. Substitution and ellipsis were not found in any of the texts.

During the second phase, previously identified cohesive items were double-checked and recorded according to participant and cohesive type. To minimise ambiguity and ensure consistency in the data coding, an item was considered cohesive if and only if it crossed sentence boundaries. This follows a definition of cohesive tie proposed by Halliday and Hasan (1976, p. 329) "a single tie between a pair of elements in adjacent [or more remotely separated] sentences." Counts of cohesion were then converted into percentages.

In the third and the final stage, the data was then presented in three tables (Tables 3, 4 and 5). Table 3 shows the categories of cohesive devices used in each essay, the number of times each appeared and the total number of ties in each essay. Table 4 presents the percentage of cohesive ties in each essay. Finally, Table 5 displays the percentage range of cohesive devices used by participants.

3.7.2. Teachers' data

Nine-item questionnaires were given to twelve teachers to complete but only eight of them responded. Their responses were collected and classified according to the teachers' professional backgrounds and the strategies they employ in teaching cohesion (see Tables 6 and 7). The eight teachers did an exercise on the identification of cohesive devices in a short text. The number of cohesive ties identified by each participant was counted and is presented in Table 8.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1. Introduction

Chapter Four covers the presentation and discussion of findings from the study. The students' data is presented (in Tables 3, 4 and 5) and discussed first, followed by a presentation and a discussion of the teachers' data (see Tables 6, 7, and 8). The chapter ends with a conclusion.

4.2. Presentation of students' data

Table 3. Categories of cohesive devices in students' essays

Essay	Score 50	Reference	Substitution	Ellipsis	Conjunction	Lexical	Total Number of cohesive devices in each essay
1	27	16	0	0	3	16	35
2	20	7	0	0	1	30	38
3	32.5	5	0	0	4	26	35
4	28.5	6	0	0	5	15	26
5	23.5	3	0	0	5	17	25
6	20	3	0	0	7	18	28
7	25	3	0	0	5	17	25
8	35	4	0	0	3	24	31
9	34	3	0	0	4	25	32
10	40.5	6	0	0	3	29	38
11	27	5	0	0	3	16	24
12	29	7	0	0	8	20	35
13	17	4	0	0	5	19	28
14	18	5	0	0	3	7	15
15	24	1	0	0	1	31	33
16	20.5	3	0	0	1	16	20
17	22	1	0	0	3	8	12
18	21	7	0	0	8	18	33

Table 3 cont'd: Categories of cohesive devices in students' essays

Essay	Score 50	Reference	Substitution	Ellipsis	Conjunction	Lexical	Total Number of cohesive devices in essay
19	17	2	0	0	2	14	18
20	20	1	0	0	4	13	18
21	15	1	0	0	4	16	21
22	25.5	0	0	0	5	9	14
23	18	4	0	0	2	3	9
24	25	8	0	0	1	8	17
25	10	5	0	0	1	2	8
26	42	6	0	0	0	8	14
27	21	1	0	0	3	10	14
28	26	2	0	0	2	14	18
29	32	4	0	0	6	16	25
30	30	4	0	0	8	13	25
31	37.5	0	0	0	3	22	25
32	38	6	0	0	3	18	27
33	29	5	0	0	3	28	36
34	27	1	0	0	0	17	18
35	40	0	0	0	4	9	13
36	27	5	0	0	4	17	26
37	21	4	0	0	7	12	23
38	26.5	2	0	0	5	10	17
39	29	3	0	0	4	23	30
40	26	1	0	0	3	15	19
41	42	5	0	0	6	13	24
42	30	5	0	0	5	14	24
43	40	8	0	0	8	20	36
44	20.5	1	0	0	5	11	17
45	18.5	0	0	0	3	11	14

From Table 3 above, it is obvious that no student used substitution and ellipsis. This confirms the claim made by Halliday and Hasan (1976) that these devices are used in a verbal discourse. While all the essays displayed abundant use of lexical cohesion, the situation is different in the cases of

reference and conjunction. All but two essays (Essays 26 and 34) showed conjunction. Reference was not found in essay 35.

Table 4. Percentage of cohesive devices in each essay

Essay	Score 50	Reference %	Substitution %	Ellipsis %	Conjunction %	Lexical %	Total Number of cohesive devices in each essay
1	27	45.7	0	0	8.6	45.7	35
2	20	18.4	0	0	2.6	79.0	38
3	32.5	14.3	0	0	11.4	74.3	35
4	28.5	23.1	0	O	19.2	57.7	26
5	23.5	12.0	0	0	20.0	68.0	25
6	20	10.7	0	0	25.0	64.3	28
7	25	12.0	0	0	20.0	68. 0	25
8	35	12.9	0	0	9.7	77.4	31
9	34	9.4	0	0	12.5	78.1	32
10	40.5	15.8	0	O	7.9	76.3	38
11	27	20.8	O	0	12.5	66.7	24
12	29	20.0	0	0	22.9	57.1	35
13	17	14.3	0	0	17.9	67.9	28
14	18	33.3	0	0	20.0	46.7	15
15	24	3.0	0	0	3.0	94.0	33
16	20.5	15.0	0	0	5.0	80.0	20
17	22	8.3	0	0	25.0	66.7	12
18	21	21.2	0	0	42.2	54.6	33
19	17	11.1	0	0	11.1	77.8	18
20	20	5.6	0	0	22.2	72.2	18
21	15	4.8	0	0	19.1	76.1	21
22	25.5	7.0	0	0	33.0	60.0	14
23	18	44.5	0	0	22.2	33.3	9
24	25	47.1	0	0	5.9	47.0	17
25	10	65.5	0	0	12.5	25.0	8
26	42	42.9	0	0	0	57.1	14
27	21	7.2	0	0	21.4	71.4	14

Table 4 cont'd: Percentage of cohesive devices

Essay	Score 50	Reference %	Substitution %	Ellipsis %	Conjunction %	Lexical %	Total Number of cohesive devices.
28	26	11.1	0	0	11.1	77.8	18
29	32	16.0	0	0	20.0	64.0	25
30	30	16.0	0	0	32.0	52.0	25
31	4.0	0	0	0	12.0	84.0	25
32	38	22.2	0	0	11.1	66.7	27
33	29	13.9	0	0	8.3	77.8	24
34	27	5.6	0	0	0	94.4	18
35	40	0	0	0	30.8	69.2	13
36	27	19.2	0	0	15.4	65.4	26
37	21	17.4	O	O	30.4	52.2	23
38	26.5	11.8	0	0	29.4	58.8	17
39	29	10.0	0	0	13.3	76.7	30
40	26	5.3	0	0	15.8	78.9	19
41	42	20.8	0	0	25.0	54.2	24
42	30	20.8	0	0	20.8	58.4	24
43	40	22.2	0	0	22.2	55.6	36
44	20.5	5.9	0	0	29.4	64.7	17
45	18.5	7.0	0	0	20.0	73.0	15

Table 5. Percentage range of cohesive devices used by participants

Cohesive category	50 - 100%	1 - 49%	Total number of participants
Lexical	40 participants	5 participants	45
Reference	1 "	43 "	44
Conjunction	0 "	43 "	43

Table 5 shows that, all the 45 writers used lexical devices, 43 used conjunctions and 44 used reference. In other words, writers depended mostly

on lexical ties, followed by conjunction, and then reference to achieve cohesion.

4.3. Discussion

The discussion is guided by the research question 1: What are the categories of cohesive devices in students' essays and how effective is their use? The categories of cohesive devices identified are lexical ties, conjunctions and reference.

4.3.1. Lexical ties

The analysis of the students' texts revealed an abundant use of lexical cohesion. In fact, it was the most used in all the essays. According to Table 4, lexical cohesion constituted between 64% and 94% of the overall ties in thirty-one essays, between 51% and 59% in nine essays, and between 25% and 47% in five texts. Therefore, participants rely mostly on lexical cohesion to write cohesive texts This is consistent with Mangayer (1994) who investigated the extent of the use of cohesive features in the expository essays of secondary four and five students in Singapore and found that all the writers depended on lexical ties most to achieve cohesion.

The problem I found with this extensive use of lexical ties is that only one subtype was dominant. Indeed, most of the students over-relied on repetition. For instance, in essay 21 below, all the 16 lexical devices were repetitions of the expression *tourist site*. Again, out of the 28 lexical ties in essay 33 below, repetition of *tourist site* and *tourism* constituted about 64%

of the total cohesive tools. The repetition of the words *tourism*, *tourists* and *tourist site* did not only expose students' lack of vocabulary, but made reading of the essays monotonous.

Essay 21

P1: I am very happy to write you this letter. How are you? I hope by the grace of God you are fine as I am. How is Kwame and Kofi? I hope they are doing well in their studies.

P2: Isaac, the main reasons for writing to you is about problems facing our tourist site. This problems are not far fetch?

P3: First of all, let come to the **tourist site**. There are lack of training of people to look over **tourist site.** People at **tourist site** are not educated enough to look over that place. Therefore, when people get to **tourist site,** they do not fine people showing the things at tourist site well. This problem is affecting **tourist site** to improve upon their revenue.

P4: Secondly poor maintenance of **tourist site.** Nowadays, when you visit **tourist site** they are not well maintain.--------------don't attract people to go for tour. Maintenance is very poor at the site now, it does not even appeal some people not to even go for tour. I think the government need to stand up and improve upon this maintenance.

P5: Also, lack of modern technology at **tourist site**. Due to this **tourist site** do not improve. Renovation need to take place at

tourist site. The use of modern technology needs to have effect on **tourist site.** Old buildings at **tourist site** need to be well maintain to attract people to come to **tourist site**.

P6: Lastly, lack of education on tourist site. A person who is not education should not look under tourist site. He or she may not have the skill and knowledge to work. Due to this it reduces the revenue of the tourist site.

P7: Issac, I want to end my letter here. I think the way to solve this tourist problem is by maintaining tourist site well and employing people who are educated. I will like you here extend my greeting to your parent.

Essay 33

P2: We all know that **tourism** is the act of travelling for entertainment, sightseeing, education and relaxation. Ghana has a lot of **tourist sites** and even gains both internal and external revenue from this sector. But it has been noted that **tourism** faces some problems.

P3: Firstly, is the bad appearance of the **tourist site** Most of our **tourist sites** are in bad shape. Worst of it all is the unkept environment of **these sites.** Sachets of water, packets of biscuits and cans of drinks are found at every site. I have seen this with my own eyes and I know you also have. When I visited the Kakum National Park and other beaches, I was surprise to see what we call a **tourist**

site. I even wondered if there were cleaners and tourist guards at these places. Also, is the bad nature of our roads. How would you feel if you were to be going on an excursion and feel stress and uneasy on the road to your destination? For one to go through all these troubles just to visit **tourist site,** one will better sit at home and relax. Our roads are not tarred and even the tarred roads have got potholes on them. This do not make driving easy as people suffer the dangers of these potholes and even dust covering the front glass of the vehicles. Vehicles get damaged on these roads and you will see the stress and hardship people go through to visit a **tourist site.**

P4: Advertisement is also a problem of **tourism**. People do not know **tourist site** less than the location. This is because of people not getting to hear, see or read a lot about any **tourist site.** The lack of advertisement on these **sites** do not stir people to visit these places. Not forgetting, lack of funds is what is hindering **these tourist sites** from advertising on the mass media.

P5: A minor problem is the financial status of the citizens. It is said that Ghana is a developing country that is low incoming earning meaning low per capita income. An average Ghanaian earns less amount, so the people who even want to visit **these sites** cannot just because of money. They have better needs to use the money for rather than channel it to **tourism.**

P6: Not forgetting the working days in Ghana. Ghanaians work throughout the week. They do not have any day off to relax and go sightseeing.

P7: Lastly is the ignorance of the importance of **tourism**. Ghanaians are not aware of the need for **tourism.** They think it is about sightseeing, forgetting these tells us about our route and past. They view visiting **tourist site** as a waste of time. It is estimated that about half of the population are illiterate so I do not blame. But rather, the tourism sector for not embarking on education and importance of **tourism.** Well, you can see **tourism** is facing a number of challenges. For Ghana revenue in **tourism** to increase, they must be construction and maintenance of good roads.....

P8: ......But don't forget your books and be prayerful. Extend my greetings to all and sundry. Till then, it's bye for now. But, I would like to know your views on the problems of **tourism.**...

As evidenced in Essays 21 and 33 above the repetition of the words *tourism*, *tourists* and *tourist site* exposed students' lack of vocabulary. Students overdepended on only one sub-type of lexical tie, which is repetition, ignoring other ones such as synonyms, superordinate terms and collocation. This confirms the results of previous studies in the literature (Witte and Faigley, 1981; Krista. 2012) that, lexical cohesion may be a measure of the vocabulary proficiency of L2 learners. And because vocabulary is needed for

the expression of ideas, students' lack of it does not allow them to extend or elaborate on ideas or concepts that they introduce.

Moreover, reading of these essays become monotonous. The use of other subtypes such as synonyms and related words or expression would have rendered the reading of the essays more interesting. Synonyms like *tourist scene*, *tourist attraction* could have been used interchangeably with *tourist site*. Similarly, *excursionists, visitors*, and *sightseers* could have been used instead of repeating *tourists*.

4.3.2. Conjunction

The results of the analysis disclosed that all but two essays (Essays 26 and 34) displayed conjunctive ties (see Table 5). Dominant among these are additive conjunctions. To a large extent, all the forty-five writers exposed their limited knowledge about the use of additive conjunctions: Only a few of them ran through almost all the essays. These are: *firstly, secondly, thirdly, finally, also, another,* and *moreover*. Essay 21 above is an illustration of this point.

Another revelation was the indiscriminate use of the conjunction *also*. Examples are found in Essays 12 and 43 below.

Essay 12

P4: Firstly, tourism is increasing the crime rate. , you'll really ask yourself, how? But listen, most tourists you see on our streets have some bad behaviours we ourselves don't know of. Most of these

people try to steal from our indigenous people and send what they've stolen home. **Also,** when some of them mingle with the indigenous people and get to know some of the places in town, they begin to spoil nice places just to brake into their stores, shops and sometimes their houses just to satisfy their selfish ambitions.

P5: **Also** when more tourist are in town, apart from the monies we get into the national covex, there is congestion in town. To be frank, during the Christmas festivities, a lot of tourists were in town and there was a serious vehicular traffic around the Accra Shopping Mall. My brother, <u>it</u> was an eyesaw. **Also**, for people who went by public transport it was very difficult to get a vehicle to move you from one place to the other.....

   Essay 43

P5: ... Foreigners fight with the local people for same jobs and this increases the unemployment situation in the country. **Also,** it brings pressure on the social amenities such as hospitals. This is **also** a rising problem of tourism that should **also** be checked critically. This pressure is not created only in the urban areas but **also,** in the rural areas where these tourist sites are found.

As the analysis disclosed, the students' essays displayed weaknesses so far as the use of additive conjunctions is concerned. There were several intra-sentential and inter-sentential repetitions of the same type, particularly *also*.

These repetitions resulted in monotony. What is important to note here is that the problem goes beyond repetitions and monotony. A critical look at Paragraph 5 of Essay 43 especially brings to light the fact that, the point raised in sentence two was not developed, resulting in a breakdown of information flow.

Additionally, students' texts were characterised by the misuse of *therefore.* Essay 37 is an example.

Essay 37

P3: Also, tourism is facing problems low attendance. This is because, price fixing at some tourist sites are not moderate and are not somehow affordable. So, not all people can visit the place to have a view of things there. And when this happens, funds made are not at it maximum. ***Therefore***, people don't visit tourist sites all because they see it as something made for rich individuals.

P4: ***Therefore***, tourism has a problem of transportation. People who want to involve in tourism have to bear their own transportation. People travel from country to country just to observe things or research. And they do this in their own pocket. There is no provision for transportation at all. And when this is present, it ***therefore*** reduces the number of people who wants to go in for tourism because, they have an idea of how expensive it is........

The conjunction *therefore* at the beginning of Paragraph 4 above distorts the flow of information from Paragraph 3. This is because, the writer was discussing the advantages of tourism and so, raising another point required any one of the following additive conjunctions *in addition, moreover, furthermore, not only the above,* instead of *therefore* which indicates result.

4.3.3. Reference

The findings revealed students' weaknesses in relation to pronoun reference. The problems identified relate to ambiguous or wrong employment of pronouns, excessive use of pronouns and pronouns without antecedents. Examples from Essays 10, 12, 23, and 43 show evidence of the above weaknesses.

Essay 10 – A text exemplifying wrong use of pronoun

P6: Another menace of tourism is most tourists engage in prostitution. Some of these foreigners who come as tourists into our country have very bad characters and tend to instil them in some Ghanaian friends they get. These Ghanaians also embrace **it** because of the influence of some few dollars they will make. They go into it and later regret for doing such a thing.

P7: Have you ever thought of a white man stealing before? Sammy, you will never believe this. Some of these whites who come to Ghana are thieves. They come to fish out areas where there are a lot

of resources. Illegally, they get rid of those resources, send them back to their countries and then make huge sums out of **it.**

In Essay 10 above, the pronoun *it* in sentence three of paragraph 6 and the last sentence of paragraph 7 are supposed to refer to *very bad characters* and *resources* respectively. While the pronoun is singular, their antecedents are plural. The rule is that a singular pronoun must have a singular antecedent and vice versa hence, the appropriate pronoun for the two cases should be *them.*

> *Essay 12* – A text exemplifying wrong use of pronouns
>
> P5: ...Also, for people who went by public transport, it was very difficult to get a vehicle to move **you** from one place to the other....

In Essay 12, the pronoun **you** created ambiguity in the text since it does not match with its antecedent *people*. The appropriate pronoun should be *them.* The above situation is consistent with Adika (1999).

> *Essay 23* – A text exemplifying the use of pronoun without antecedent
>
> P2: The site of tourism today has now been where different or both sex use the lace for lovers inn. This is a serious problem because when an excursion is a school is organised, instead of

they paying much attention when **they** are been shown around,

they themselves decide to do what **they** want...

It is not clear which noun phrases *they* in essays 23 is referring to. The normal situation is that, every pronoun must have an antecedent. But here, the reader is left wondering who the antecedent is. This creates ambiguity as well as information gap. The smooth flow of information is therefore hindered.

Essay 43 – A text highlighting an extensive use of the pronoun this.

P2: To begin with tourism is very essential in one's life. It's a source of revenue to many countries including our own motherland, Ghana. Aside all these benefits of tourism, there are disadvantages that shouldn't be overlooked.

P3: Firstly, we all know tourism paves way for people to travel from one country to another. In doing so, a hospitable country like Ghana embraces many visitors every now and then. The most dangerous part of **this** is that these visitors or foreigners may carry diseases which are very fatal. Some of these diseases may be HIV/AIDS, gonorrhoea, tuberculosis etc. Due to **this,** the people in the country may be infected. **This** is because some of the tourists do not only come here for sake, but also to make a living. As a result of that, they associate with many people in the country and **this** may

encourages the spread of these diseases they may be carrying. So tourism in some encourages the spread of ...diseases.

P4: Secondly, Joseph, you know most of the tourist sites in the world are sited in forest and bushy areas. The Mole National Park in the Northern Region of our own country is no exception. Going on tour in such places like **this** is very dangerous. **This** is because one is exposed to wild animals such as snakes, lion etc.

P5: **This** endangers the lives of many tourists and **this** is one of the problems that should be checked critically. These things sometimes happen when tour guides do not do their work well by may be telling the tourists where to go or where not to go.

P6: Thirdly, as I have already said, tourism encourages immigration in a country. Due to **this** daily immigration all in the name of tourism, it causes over population. **This** is because some tourists stay over three years in a country and others decide not to go back at all. **This** creates pressure mostly in the urban areas. Foreigners fight with the local people for same jobs and **this** increases the unemployment situation in the country. Also, it brings pressure on the social amenities such as hospitals. **This** is also a rising problem of tourism that should be checked critically. **This** pressure is not created in urban areas but also in the rural areas where these tourist sites are found. Joseph, it will take me all day if I decide to discuss all the problems of tourism. I guess **this** will do for now....

It is interesting to note in the above text that the writer used the pronoun *this* fifteen times. *This* has been used three, four or even more in succession within the same paragraph. Essay 43 presents two main problems. One is *ambiguous co-referencing.* According to Adika (2010), ambiguous co-reference refers to cases where neither the content of the preceding text nor any idea or specific piece of information in the preceding text relates directly or clearly to the pronoun '*this'.* In cases where *this* is not supported directly by a previous part of the text, ambiguous co-reference occurs.

Adika's definition relates to the ambiguous use of the anaphoric *this,* but in the current study, ambiguous co-reference refers to cases of the ambiguous use of the cataphoric *this.* Paragraph 5 begins with *This endangers the lives of many tourists and this is one of the problems that should be checked critically.* With reference to Downing and Locke's (1992) view that the pronoun *this* can refer to a whole proposition, it is expected that *This* will refer to a later part of Paragraph 5 or the previous paragraph. However, no information in the paragraph is directly related to *This* at the beginning of the paragraph. It is therefore difficult to figure out what exactly endangers the lives of many tourists. The missing information here does not allow the writer to clearly communicate his message.

The other is extensive use of *this.* Adika (2010) explains "Extensive use of "this" as when *this* is used three or four times or more in succession in the same paragraph to create a referential chain of presupposed items. *This* has been used six times to create a referential chain in the following paragraph:

Essay 43, Paragraph 6:

Thirdly, as I have already said, tourism esncourages immigration in a country. Due to **this** daily immigration all in the name of tourism, it causes over population. **This** is because some tourists stay over three years in a country and others decide not to go back at all. **This** creates pressure mostly in the urban areas. Foreigners fight with the local people for same jobs and **this** increases the unemployment situation in the country. Also, it brings pressure on the social amenities such as hospitals. **This** is also a rising problem of tourism that should be checked critically. **This** pressure is not created in urban areas but also in the rural areas where these tourist sites are found.

From the above, the overuse of the pronoun *this* is obvious. Apart from the fact that its extensive use resulted in monotony, points raised were not elaborated in some cases. For instance, sentence four raises a point about pressure in urban areas, which is remotely related to the idea in sentence one, but the writer does not sufficiently and clearly substantiate it. The writer's message is therefore not clearly communicated, creating looseness in information relationships or information gaps in the text (Adika, 1999; 2010).

Apart from the above, there were several cases where students exhibited weaknesses in the usage of the demonstrative pronouns, the singular one to be precise. It was used as a determiner for plural noun phrases instead.

Essays showing Misuse of the Demonstrative Pronoun *This*

Example. 1 - Essay 9, Paragraph 5

I think if **this suggestion** are is given a second thought, this problem could be alleviated.

*Example 2: **E**ssay 11, Paragraph 4*

To first touch on the acts of foreigners who increasingly spread susceptible diseases to the folks of the towns and cities they visit. As usual, sexually transmitted diseases are recorded to be high in most towns with tourist sites. These foreign expatriates deceive the town dwellers with a little of their pounds and dollars and are attracted to fall prey to **this deadly diseases.**

Example 3: Essay 14, Paragraph 3

Low capital in discussing a tourist site. A person capable of starting a tourist site may not have the requirement to start. If there is no avail, it could take years to finish the site. **All that years** they could have had help if he started at once by filling the pocket.

Example 4: Essay 25, Paragraphs 3, 5

P3: A lot of **this tourists** come to the country with a lot of problems. Like diseases, some of are effected with the HIV and when they travel down here, they have sexual activities with the girls here and they are also be attacked by it. This results in the

spreading of it to the people here by the girls. Many have lost their lives through this and it's getting out of hand.

P5: Also, some of **this tourists** are drug trafficker, crime commiter. They come to the country with so many reasons and make friends with the people. And then later introduce them to the various assperts like sealing of drugs to the youth, smoking of weed and this leading the youth to damage some made or turn robbers by influence of the drug.

The demonstrative pronouns *this* and *that* are singular determiners that must go with singular nouns or pronouns. But in Essays 9, 11 and 25 above, the use of these pronouns clearly raises questions about the students' knowledge of how they operate. The singular forms *this* and *that* have been used for plural nouns as in the following examples: *this tourists, this deadly diseases, all that years and this suggestions.* In some cases, the reader gets confused initially since he is unable to tell whether the writer is talking about a singular or plural noun until the next sentence is read. But, in the case of *this tourists* in the first sentence of Essay 25, paragraph 5, the reader's confusion is not cleared even after reading the second sentence.

4.3.4. Cohesion as measure of coherence

The debate in the literature was whether cohesion is a measure of coherence. While ressearchers such as Moe (1979), McCulley (1985), Horning (1991), Adika (1999), Owusu-Boateng (2008) and Shahriar and

Pathan (2012) agree with Halliday and Hasan that cohesion is a measure of coherence, others (Witte and Faigley, 1981; De Beaugrande and Dressler, 1981; Carrell, 1982; Tierney and Mosnthal, 1983; Connor, 1984 and Chen, 2008) argue that the presence of cohesive devices does not necessarily bring about coherence and that readers can perceive coherence even in a discourse that contains very few cohesive tools or none at all.

Findings from the data agree partly with the group of researchers who supports Halliday and Hassan's position on the role of cohesive devices in a text that, it is a measure of coherence, and partly with the other group's position that the reader or the hearer's background knowledge plays a role in achieving coherence. The results show that cohesion may not always lead to coherence because, the wrong use or the extensive use of a cohesive device, for instance, can negatively affect the overall quality of a text. Essay 37, for instance, exemplifies the misuse of the conjunction *therefore* which affected the overall quality of the text.

Essay 37

P3: Also, tourism is facing problems low attendance. This is because, price fixing at some tourist site are not moderate and are not somehow affordable. So, not all people can visit the place to have a view of things there. And when this happens, funds made are not at it maximum. ***Therefore***, people don't visit tourist sites all because they see it as something made for rich individuals.

P4: ***Therefore***, tourism has a problem of transportation. People who want to involve in tourism have to bear their own transportation. People travel from country to country just to observe things or research. And they do this in their own pocket. There is no provision for transportation at all. And when this is present, it ***therefore*** reduces the number of people who wants to go in for tourism because, they have an idea of how expensive is........

The conjunction *therefore* at the beginning of Paragraph 4 above distorts the flow of information from Paragraph 3. This is because, the writer was discussing the advantages of tourism and so, raising another point required any one of the following additive conjunctions *in addition, moreover, furthermore, not only the above,* instead of *therefore* which indicates result. Table 6 below shows how the presence of cohesive devices affects the smooth flow of ideas in students' text.

Table 6. Cohesive devices and overall quality of essays

Essays	Total number of Cohesive Devices	Scores
26	14	42
35	13	40
36	26	27
27	14	21
21	21	15
37	23	21

It can be observed in Table 6 that Essays 26 and 35, which scored 42 and 40 respectively out of 50, had less number of cohesive devices than Essays 36, 21 and 37 which scored 27, 15 and 21 respectively out of 50. Essay 27 scored 21, although it had the same number of devices as Essay 26 which scored 42 out of 50. Looking at the trend in Table 6, it can be concluded that the presence of cohesive markers does not necessarily bring about coherence, because a text can have a few cohesive tools and be coherent or not, as evidenced in Essays 26 and 27.

4.4. Presentation of teachers' data

Table 7. Respondents' professional background and years of teaching experience

Number of respondents	Duration of teaching English	Level of education
0	1 - 5 years	0
3	6 - 10 years	First Degree in English
4	11 - 15 years	First Degree in English
1	16 - above	Masters Degree in English

From Table 7, only one respondent has a Master's degree and has taught English for more than sixteen years. Four respondents who had between eleven and fifteen years of teaching experience hold a first degree. The remaining three have a first degree and have taught English for between six and ten years. It is therefore obvious that all the respondents have the professional competence to teach English Language at the senior high school level. It must be noted that all the respondents confirmed that they teach

lexical devices, reference and conjunction (see questions 7 and 8) in their

composition lessons.

Table 8: Strategies used by teachers of English to teach cohesion

Question 9: How do you handle these cohesive devices? Tick as appropriate	Respondents
a. I mention them to students	4
b. I explain them to students.	6
c. I tell students to use them to link sentences in a paragraph.	5
d. I cut texts up and ask learners to order the sentences, and draw their attention to the way they are linked.	2
e. I lead students to identify lexical chains (repetitions, synonyms, hyponyms, words from the same lexical field), conjunctions and pronoun references in texts.	3
f. I give learners a text and ask them to identify the cohesive devices in groups	3
g. I take students through a lot of practice in the use of cohesive devices.	2
h. I am unable to give a lot of practice exercises and feedback to students due to limited time.	6
i. Others	0

The strategies employed by the teachers of English in Table 8 above can be

classified as learner-centered (d, e, f, g) and teacher-centered (a, b, c). Most

of the respondents rely largely on teacher-centered strategies to teach

cohesion. They just mention or explain the cohesive devices and tell students

to use them to link sentences in paragraphs. Surprisingly less than half of the

respondents employ learner-centered strategies which are supposed to help

the learners master how to achieve cohesion in writing. Worst still, only two

respondents give students a lot of practice after teaching. The remaining six are unable to do so because of limited time. Also, none of them could give other strategies for teaching cohesion apart from the ones provided in the questionnaire.

Table 9: Identification of cohesive devices by teachers

Participant	Lexical ties (7)	Reference ties (3)	Conjunctive ties (3)	Total ties (13)
1	1	0	3	4
2	1	3	0	4
3	1	2	1	4
4	1	3	1	5
5	6	2	3	11
6	3	2	2	7
7	2	2	2	6
8	5	2	3	10

The short text given to the teachers displayed a total of thirteen cohesive devices made up of lexical (7), reference (3) and conjunction (3). Out of the seven lexical ties, half of the respondents could identify only one each. Participants 6 and 7 identified two ties each while participants 5 and 8 were able to recognise six and five respectively. None could discover all the seven lexical ties. For reference devices, only two of the participants were able to make out all the three. Surprisingly, one participant failed to see any of the reference ties.

The story is not different in the case of conjunctive devices. One teacher was unable to identify any of the three conjunctive ties. In fact, none of the participants was able to identify all the eleven cohesive devices in the text. In

other words, the teachers seem to have problems identifying these devices. The one who identified the highest number (11) happened to be the only participant who possesses a second degree in English and has taught for more than 16 years.

4.5. Discussion

The discussion in this section is done in line with the research question 2 which are repeated here, for convenience:

> 2a. How do teachers of English handle the issue of cohesion in their composition lessons?

> 2b. To what extent can the weaknesses found in the essays of students be attributed to the way teachers teach cohesion?

The data presented in the previous section revealed that teachers encountered challenges identifying cohesive ties across sentences and paragraphs even though they were able to recognise all the intra-sentential ones. All the participants were able to identify all the intra-sentential conjunctive ties which were not the focus of the exercise. What this means is that they are not comfortable with inter-sentential cohesion hence, may not give it much attention during composition lessons. Therefore, the possible result is the students' inability to use inter-sentential cohesive devices effectively.

Another issue borders on methodology. The majority of the subjects employ teacher-centered strategies to teach composition and for that matter, learners' participation in the learning process is minimal. Thus, because

learners' involvement in the learning process is limited, they may not be able to grasp the use of these devices. Such a situation could possibly account for students' weaknesses in achieving cohesion in their essays.

Coupled with the above is limited practice work. Most teachers, constrained by limited time, are unable to give a lot of practice exercises to reinforce the use of cohesive devices. Class exercises and homework give learners the opportunity to practise and master what they have learnt. The more practical exercises students are taken through in the learning of a concept, the better they are able to apply that concept. By this logic, learners who are given the opportunity to do a lot of exercises on the use of cohesive tools will be able to use these devices, with little difficulty, in writing.

Closely related to this is the marking of students' exercises and providing feedback to students. Through the marking of students' exercises, the teacher is able to identify students' weaknesses and therefore, is able to provide feedback and remedial tuition where possible. But, the results showed that practice exercises and feedback are not given much attention resulting in students' difficulty in using cohesive items.

The findings are suggestive of the fact that the teacher could possibly be a contributing factor to the students' weaknesses in the use of cohesive devices. If the teacher has problems identifying cohesive ties in a text, the student will definitely encounter challenges using them because he would not have been taught by the teacher who has difficulty identifying them in the first place.

4.6. Conclusion

Students' texts displayed lexical, reference and conjunctive ties. Ellipsis and substitution were absent because, they are used in verbal discourse (Halliday and Hassan, 1976). The findings were that students depended largely on lexical ties, followed by conjunction and then, reference to write cohesive texts. This situation is somewhat consistent with Mangayer (1994), who investigated the extent of the use of cohesive features in the expository essays of secondary four and five students in Singapore and found that all the writers depended on lexical ties most, followed by reference, and then conjunction to achieve cohesion.

Apart from the above, the results showed that students have problems with cohesion. Weaknesses identified included excessive repetition of lexical items, indiscriminate use of conjunction, misuse of pronoun and the use of pronouns without antecedents. Other problems identified were under-developed paragraphs and undeveloped topic sentences because the paragraphs lacked sufficient supporting details. There was also the issue of serious syntactic errors. Prevalent among them was sentence fragment, particularly when it came to the statement of topic sentences.

While some of these weaknesses resulted in monotony, others distorted the smooth flow of communication in sections of the texts.

The teachers also have difficulties identifying cohesive devices in a text, especially, those across sentences and paragraphs. Most of them rely greatly on teacher-centered methodology and so the student's participation in the

learning process is minimal resulting in their inability to effectively achieve cohesion in writing. Additionally, most teachers are unable to give a lot of practice work after teaching cohesion to ensure reinforcement. Not only that, providing feedback after marking students' work and giving remedial lessons are almost impossible as teachers are constrained by limited time and large class sizes. The weaknesses found in the essays of the students could therefore be attributed to the way teachers handle the issue of cohesion in their composition lessons.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5. 1. Introduction

This chapter gives a summary of the major findings of the study. This is followed by final concluding remarks. The chapter then closes with recommendations for improving the teaching of cohesion in composition lessons that will help solve students' problems with the use of cohesive devices.

5.2. Summary

The main purpose of the study was to investigate how final year students use cohesive devices in their essays. Specifically, the study answered questions on students' weaknesses in writing cohesive texts. Questions bordering on the strategies English teachers employ to teach cohesion were also answered. Descriptive research methodology was used and the main tools were students' texts, questionnaire (for teachers) and teachers' exercise on the identification of cohesive devices. The subjects were made up of forty-five final-year students and eight English teachers. Data gathered were manually analyzed.

5.3. Findings

This section presents a summary of the major findings of the work which include categories of cohesive devices used by students and the difficulties

they have with the use of these devices, and teachers' challenges in relation to the teaching of cohesion.

5.3.1. Categories of cohesive devices used by students

The study revealed that students use three types of devices: lexical, reference and conjunctive ties. Ellipsis and substitution were absent in the texts analysed, confirming Halliday and Hasan's (1976) observation that they are used in verbal discourse. The findings were that students depended largely on lexical ties, followed by conjunction and then, reference to write cohesive texts.

5.3.2. Problems with lexical ties

Students had problems using lexical items to achieve cohesion in texts. They over-relied on repetition as a sub-type while ignoring others such as synonyms, collocation and superordinate terms. This confirms previous studies (Witte and Faigley, 1981) that cohesion measures the vocabulary proficiency of L2 learners For instance, students with low level of vocabulary tend to overdepend on repetition to achieve cohesion, ignoring other lexical tools such as synonyms, collocation and superordinate terms.

It was argued that students' lack of vocabulary results in their inability to expand the ideas that they introduce. Not only that, the repetition of words renders reading of the texts monotonous.

5.3.3. Misuse of conjunctions

Students' limited knowledge about conjunctions was exposed, as students depended mostly on one type of additive conjunctions. Essays were found to have several intra-sentential and inter-sentential repetitions of the same type, particularly *also.* Varieties of these could have prevented monotony.

Apart from that, where an additive conjunction was supposed to be used, students used a causal one. The result was that the meaning of certain portions of the texts was distorted. Students have problems with the use of conjunction because they lack an in-depth knowledge of conjunction.

5.3.4. Challenges with pronoun use

It was discovered that students did not only use certain pronouns wrongly. For example, the pronoun *it* was used to refer to a plural antecedent, instead of using *them.* There were also cases of pronouns without antecedents. Furthermore, students' essays were characterized by an excessive use of the pronoun *this* which resulted in monotony. In some cases, points raised were not developed, creating information gaps in portions of texts.

5.3 5. Teachers' challenges

The teachers had difficulties identifying cohesive devices across sentences in a text, but had no problems with intra-sentential cohesive relations. They depended greatly on teacher-centered methodology to teach cohesion and so the learners' participation in the learning process is minimal resulting in their inability to effectively achieve cohesion in writing.

Another discovery was that most teachers are constrained by limited time to give a lot of practice work after teaching cohesion, to ensure reinforcement. All these factors contribute to students' problems with cohesion.

5.4. Conclusion

From the above findings, this study concludes that students have problems using cohesive devices. Secondly, there is no correlation between the number of textual cohesive relations and the coherence of a text. The study confirms previous studies that the presence of linguistic resources in a text does not necessarily lead to coherence, because a text can display abundant cohesive markers and yet, be incoherent (Witte and Faigley, 1981; Carrell, 1982; Brown and Yule, 1983). Furthermore, cohesion measures the vocabulary proficiency of L2 learners. Students who have low level of vocabulary overdepend on repetition to achieve cohesion

Finally, the way English teachers handle or teach cohesion in their composition lessons contributes to students' problems with achieving textual cohesion. Teachers have challenges identifying cohesive ties across sentences and paragraphs. They are not comfortable with inter-sentential cohesion, hence, do not give it much attention.

Additionally, they use Teacher-Centered Approach to teaching cohesion which does not allow learners' active participation in the learning process. This reflects in students' weakness in achieving text cohesion. Furthermore, students do not get the opportunity to be taken through a lot of practice to

master the skill of writing cohesive texts because of time constraints. If teachers employ the appropriate methodology and are given enough time to give a lot of practice work, students will overcome their challenge in using cohesive devices.

5.5. Recommendations

The following recommendations are suggested:

1. Teachers should pay more attention to the teaching of vocabulary (such as synonyms, collocation and superordinate terms) so as to increase students' vocabulary stock. When this is done, students will be resourceful enough to be able to vary their vocabulary use to avoid over reliance on few cohesive markers. Not only that, teachers must focus on the use of pronoun reference and antecedents in grammar lessons. Students should be taken through a lot of exercises in this area. Once the concept is grasped, learners will transfer their knowledge to composition writing.

2. Teachers of English should employ the appropriate methodology. Focusing on active learner-strategies will ensure students' active participation in the learning process which will, in turn, enable learners master the skill of writing cohesive texts.

3. Teachers need more time to give a lot of practice to learners after teaching cohesion. Hence, the time allocation for the teaching of English should be reviewed. If English Language teaching is allocated more time, more practice work will be possible.

4. Students should cultivate the habit of reading extensively in order to expand their knowledge of the range as well as the uses of cohesive tools. A wide range of lexical items, for instance, will enable them to produce cohesive texts.

5.   Identifying lexical chains in texts - that is, repetitions, the use of synonyms and words from the same lexical field - is also a useful way of learning the role that lexis play in binding a text together. Students are therefore advised to practise identifying lexical chains in texts that they read, and transfer the knowledge acquired into essay writing.

5.6. Areas for further research

Future studies should investigate whether other factors such as textbooks, the content of the syllabus, teachers' feedback can affect students' effective use of cohesive markers.

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APPENDICES

Appendix 1: Students' Texts

Essay 1

P2:   It's been a long time since I last heard from you. I received your last letter dated 21st of October, 2012, and it was really fun catching up with old times. I really enjoyed every bit of your letter especially your encounter with your school headmaster. Oh! How thrilled! But I hope all is well.

P3:   Josh, I hope you've been catching up with the late news of late. They are always discussing how increasingly important tourism has become, as a source of revenue to many countries but its disadvantages 'hahaa' my dear friend, they've totally overlooked it. My reason for this letter is to discuss some few and serious problems with you.

P4:   And I begin with armed robbery. Armed robbery as we all know has become a death trap for most foreigners. They come for the pleasure of relaxation and the serenity of the sites but to their dismay they end up being robbed of all their possessions by the locals and if they resist, they end being shot dead. This situation has been on a rampant increase and if the government does not step up to curb these acts, our tourist sites will be left for the winds and bad creatures to surf the place up.

P5:   Secondly, some foreigners come with the claim of leaving home for sometime to explore other countries, but my friend, they are just wolves under the wool of sheeps. Their exploring of the country end up to be exploiting of our young girls and women. They lure these women with their luxuries to engage them in some businesses like sex trade and drug trafficking. These women also being brainwashed with riches at the beginning comply easily and fast. At the end, trying to get out of the business because of the level they are being maltreated such as they getting beaten up by their clients and being forced to have sex with their pets, dogs. This really feels very uneasy for me, when I hear these acts being done to our women. They can't back down too because failure to do or obey commands, you are dead! Or even locked for weeks with no food nor water.

P6:   In addition, others also come for the love of the serenity of the environment but some few months time after or years after, they never remain the same. They begin to lust after our resources and sometimes try to smuggling some endangered species of animals to their country to open up a tourist site better than ours here. Most at times, they failed but white man never backs down until he's gotten what he wants. With some few bribery and corruption here and there, they succeed. So wonderfully, they have planned perfectly how to go about everything so they even easily when being caught and handed.

P7: Josh, with these few problems and affects being caused to the nation by foreigners. We can see how treacherous and conniving they can be but all the same, some high positioned men and women also encourage those acts all in the name of money. Money being the root of all evil as stated biblical; still citizens do not mind selling their own country or soul for a "billion or ……" just to be successful and "stinky rich" as they say.

P8: I 'd like to pen down here but, I hope there is going to be a change and that change

can only be made by the young and determined generation like us.

Essay 2

P1: how are you doing? I hope whiles you have breathe, you are strong and kicking. Tourism is becoming increasing important source of revenue to many countries but it has it attendant effects, I want to discuss some of the problems of tourism with you.

P2: Tourism has increased the contraction of diseases like AIDS, Gonorrhea and many more. Citizens are contracted such diseases mostly because of the luxury they found in tourist. Citizens find ways to be their friends in other to enjoy this luxury, to be part, tourist demand sex. The effect is that they get contacted with dangerous and leads to spread of diseases to others who enjoyed their sexual pleasure with the infected person. I must say, tourism has really increased the rate of cross-border diseases.

P3:   Secondly, the introduction of tourism has brought about significant negative influence on our culture. I mean the way we dress, talk, norms, traditions and our cherished culture values. It also has a lot of positive influence on our culture. Examples of these are. It has lead to the abolition of bad cruel culture practices like human slavery, human sacrifice, widowhood rites.

P4: It has also increased the rate of crime and fraud activities. Since tourists are not given the opportunity to engage in dubious activity due to tight security in their country. They take this advantage and visit countries where they have the freedom and opportunity to engage in any form of criminal activity without any trace because our security agencies are not well equiped with gadgets and machines to trace offenders. They visit us and never return home and help to increase the rate of crime in the country. If the activity of tourists can be well monitored by citizens/police/neighbours it will prevent tourists from engaging in social vices or better still a tourist must be checked (his character, any criminal record). Bad behaviours exhibited by tourists destroys the image of the country.

P5: Tourism at times brings burden to the government. Tourist who visit and refuse to leave the country put pressure on the government to increase the number of schools, hospitals, infrastructure and other social amenities, this is because the number of people has increased and it the need of government to provide.

P6: Tourism also creates confusion between countries in the sense that, if a member of a country visits another country and engage himself or herself in dubious activity and is punished by the visiting country. The other country frown on it and retaliate by punishing member state in the country

P7: Harmond, this is what I can sae on the problems of tourism; I hope to get some contributions from you soon. Greet mum and the entire family for me. It's bye for now.

Essay 3

P1: I am very happy to write to you this letter. I hope you are doing well by the grace of God.

P2: I am writing to you to just discuss some problems associated with tourism.

P3: Tourism has many advantages derived by the country but it also has disadvantages which need great attention. Tourism has increased the rate of prostitution in the country. Due to the many beautiful sceneries in the country, many foreigners are seen in the country just to visit these sceneries. The foreigners, after visiting this tourist attractions, they tend to look for women for pleasure. This makes more women to engage to such

activities since they find it lucrative. This therefore leads to increase in prostitution.

P4: Also, tourism has led to adoption of other foreign behaviours from foreigners. When foreigners come into the country because of tourism, they portray different characters which are sometime bad and immoral. These behaviours are adapted by the citizens in the country which may be against the norms and value of the country's traditions. Such behaviours are gayism and lesbianism.

P5: Lastly but the least, tourism has made it possible for some foreign diseases to be brought into the country. Foreigners carrying of different diseases bring them into the country to secrete them. These may create a burden on the government to solve them. Such disease is HIV and AIDS.

P6: Also, if measures are not taken in place with much attention it will help solve these problems. Foreigners who are allow into the country due to tourism should be checked heavily to prevent them from bringing such problems into the country.

P7: I would like to end here as time doesn't permit me to continue. I hope I will hear from you soon, by replying my letter also by telling me your views on the problems of tourism. Good bye.

Essay 4

P1: Your letter dated 21ST December, 2012, has been received. You can imagine how I became when I read that you will be coming to Ghana very soon. And you are doing well in your studies. Bismark, there has been some problems in the country since you want. And I want to inform you about some problems tourism has brought to the country.

P2: To begin with, You know that tourism is one of our major sources of revenue to the government and also brings a lot of problems such as social vices. Since there are many people coming from different parts of the world into the country, it brings a lot of social vices such as armed robbery, prostitution and drug addiction. The recent statistics states that 70% of the people who come for tourist attraction contract HIV/AIDS. Which has given a very bad name to the country. In the last decades, statistics states that many people were sentenced into life imprisonment as a result of armed robbery activities that went on during the occasions. And this is still prevailing ways and giving bad names to our country Ghana.

P3: Also, As you already know that the people come from the different part of the world into our country as a result of tourist attraction. And since these peoples are having different cultures all together. They influence our citizens with their cultural. So for about some years (part missing, refer to original copy)

P4: Finally, Since our country is a very peaceful country and attracts a lot of foreigners when we comes to tourist attraction. It is also given us problems which we have to look up to. Due to tourist attraction, our culture heritage has been destroyed. And this is not good at all. In recent years, in our country Ghana, if you are a young boy or girl and you see an elderly person carrying loads you have to help the person out. And as you already know, we gain a lot of blessings out of it. But nowadays, children do not even respect their parents left alone of helping other people outside the family. So the attitude of disrespectfulness has become very high in the country.

P5: Bismark, this are some of the problems tourism has brought into our travel since you travel outside the country to continue with your studies.

P6: Kindly, extend my greetings to Ama and Kofi who are there with you.

Essay 5

P1:   It has been a long time since we both communicated to each other. I hope you are enjoying life under life's precious abode. Joshua, please accept my sincere apology to on failing to be there in person during your grandmother's anniversary. The reason was a circumstance beyond my control. Me writing you this letter is to enlight you a little on the numerous dangers tourism bring into our countries amidst its overwhelming merits we all cannot overlook.

P2:   First and foremost, we all as individuals know that tourism is the benefit one accrue from portraying and selling its rich cultural heritage to the world. Tourism is now a force to reckoned with since it contributes to government revenue through foreign exchange. But in recent times, the disadvantages it brings is fast exceeding its merits. Tourism is gradually demoralizing our culture, since it initiation has introduced unacceptable cultures into our cultural patterns. No one mentions prostitution, armed robbery and internet fraud without linking it with tourism. Tourism as made our fellow female citizens to sell their body which is the temple of god in exchange for money. This nefarious act has brought forth various sexually transmitted disease an example we all know is HIV/AIDS. Tourism has recently introduced lesbianism and gay, an act which our constitution frowns on.

P3:   In addition to this, Joshua, tourism is the person to account for the resent pressure on our waste management into the country but with the waste management system not designed to harbor the upward rise in waste on our streets. This serves as a menace yet to be addressed. This puts pressure on those tasked to manage the waste in the country. Moreover the poor waste and air borne diseases we tend to witness in our country. Day in day out people die from these ailments whiles millions of cedis are spent on health care services just in the bid to curb this canker

P4:   Finally, tourism has led to the importation of foreign goods into the country which some are deem inferior This is because our emigration policies appear to be friendly with these foreigners allowing them to constantly dump inferior goods into the country The recent introduction is the second hand clothing business. This business in partnership with other business kill our infant industries. Also tourism has made the citizens of our country to develop high taste for foreign goods and lifestyle. This wind we are seeing is blowing nobody any good. We all know that a stitch in time saves nine

P5:   I hope with these few knowledge I have shared with you as a childhood friend, you have adequately being enlightened. I know you will have enough points to make when you are called upon at any time to discuss the issue. Extend my greetings to the entire family what I am going to leave you with is that all that glitters in certainly not gold.

Essay 6

P1:   I am very grateful to write to you on this blessed day, how are you doing? I hope by the grace of the Almighty God you are up and kicking. Ababio, i was very happy when i got your letter last vacation, I loved the way you described that festival to me. to be

frank, as i got your letter, I felt the enjoyemtn and fun you people had during that period. Before i forget, how is every out there: especially Kofi? I hope your mother is also doing well. How is Serwaa succeed herselve by getting the passpost to United Kindom? I hope so. I was realy sad when I heard Uncle John had a road accident and died; please accept my sympathy. I almost forget Akua is finally getting married this year and she has personally asked me to tell you to attend the ceremony

P2:   Ababio, after i receiverd your letter the other time; i decided to write to you to throw some light on some problems tourism faces in our Nation.

P3: Fristly, due to tourism, people travel from different countries just to come witness our tourist site, and you and i know that when they come they do not come empty handed, the tourist sometimes comes with their currencies and many more. But because our country is a develoing country, therefore ther it difficulty in getting access to certain amenties, the citizens in the country decides to steal and cheat the tourist when they come into the country. Therefore when the tourists leave to their countries, they do not return back again which makes our economy low.

P4:   Secondly Ababio, you already know that tourism is all about relaxation and having of fun or having peaceful mind. But, due to conflict that arise between ethnic grou, or political parties, it becomes a great problems to tourism. This is so because tourist from other countries goes to different countries just to have fun, relax or have peace of mind, therefore when the toursits comes to your country and conflict arises they back to their countries because they fear their lifes. Hence they take away back the currencies they brought to develop our economy and they also send back to their country a bad picture of your country which will prevent people from coming to invest into our country.

P5:   Thirdly, because tourists comes from different countries, they come along with them different cultures and something they come along with bad cultures. When this happens, they impact this bad cultures to our citizens especially the youth and this makes the youth of today change in a twinkle of an eye. So, the youth exhibit different bahaviours which do not suit the society. Thereby disrespecting elders in the society and also due disrespecting elders in the society and also due to this bad attitude, the youth begins to break rules and regulation governing the nation. Some of these bad behaviours maybe homosexualities, taking in bad drugs like cocain, stealing and also having tattoos on their body.

P6:   Ababio, i have said a lot and I have to stop here, because I have to catch up with my studies. Please do well to extend my greeting to every one our there. It bye for now.

Essay 7

P1:   I deem it a great honour to write to you this letter about the problems of tourism in our country Ghana. Tourism has helped the nations like Ghana to gain a lot of benefit like revenue for government at the same time it is creating a lot of problems in our nation. Some of the problems are:

P2:   Firstly, tourism is one of the sources of revenue to our country. due to tourism it has made many tourist come to many countries. When tourist leave their country to another country in the name of tourism. Some of them practice bad practices like armed robbery etc. As a result of this, they end up influencing the citizens of the country which affects the development of the country negatively.

P3:   Secondly, Tourism has led to the spread out of veneral diseases through foreign tourist. Due to tourism, tourist from other countries come to where tourist site are in

countries. The foreign tourist site of the country in the name of tourism. These tourist end up sleeping with the females of the society and these innocent ones contract the disease and sometimes eventually kills them. Some of the veneral diseases like HIV/AIDS.

P4:   Thirdly, Tourism has led to the imposing of bad moral practices. Due to tourism, immigrants come to the country to have a look at the tourist site. These foreigner end up co-operating with the natives of the country. As a result they influence them negatively in a form of dressing, behavior and so on. These natives take up this behavior, bad dressing which destroys the culture of the country.

P5:   In addition, tourism promotes prostitution. When the natives of the country get to know that immigrants are around and they have the philosophy that "there is more money". The females especially engage in prostitution to gain more money. There practices is very bad in our society and it retards development and growth of a country.

P6:   Conclusively, I hope the problems of tourism like prostitution, corruption and so on will be watched out by nations like Ghana. So that, the nations can curb this act and improve in their development and maintenance of their culture.

Essay 8

P1:   I write to appologies to you about what happen the other day. I'm sorry, I promise I will not repeat it again. I hope you are well and the whole family as I am. I want to discuss the disadvantages of tourism in the country. tourism we know is the act of travelling to see and enjoy the beautiful facilities or places at different places or countries for leisure. It has contributes many advantages to our country like providing employment to the youth, providing revenue to the government and so on, but it has some disadvantages which I'm going to discuss below.

P2:   Firstly, tourism has brought about the spread of diseases in our country. the bringing of different people of different countries in to our country has brought about the spread of deadly diseases like HIV/AIDS. When people who are inffected come into the country and have sexual intercourse with our women or men here, they also get the viruse and the diseases spread all over the country that way. The government then channel resource ment for productive project to take care of this problem which would render these project unattend to thereby stand still of development

P3:   Moreover, tourism brings about the spread of foreign culture to the neglect of our local culture. This is because, when foreigners come to the country with their way of life, some of our local people try to copy them. The way they dress is not the way we dress and the way the eat, the type of meal is far different from ours. Most of the youth today dress with their shorts down especially the boys. The boys now wear jeans trousers to the neglect of the "kente" and the girls to dress with their underwears showing and they think it is normal because other countrys are doing it. Our mothers used to dress decently in their "kaba and slit". Not today, that people wear dresses with breast and things showing. The types of music now listen to hip pop music to our local music. This has killed the good value of our Ghanaian culture all because of tourism.

P4:   Finally, tourist come to the the country and refuse to go back to their country. Because of tourism, people come to the country and refuse to go back to their motherland and those fereigners engage in all sort of criminal activities in their country. Some of the Chines for instance engage in illegal mining in the country which causes pollution of the rivers thereby contaminating the drinking water of the people there. The

land also become infertile for their farming activities causing dangers to the lives of our people.

P5:   These are some of the few disadvantages of tourist to our country. I end here. Please extend my greeting s to mum and dad and Esther and everybody.

Essay 9

P1: It gives me great pleasure to communicate to you again through this medium. In fact, I am just happy that the Lord has protected and guided us throughout this four years of our friendship. I think we need to celebrate for that. I received the letter you sent me last week informing me about the good results you had in the last term's exams. I am really happy and praying that you finally make 8 A's in the WASSCE. By the way, I am also fine and hope that you are praying for me to also make it so that we can go to the university of our choice. The main reason I'm writing to you is to discuss about some problems of tourism in our country Ghana.

P2: In the first place, tourism has brought about an increase in social vices in this country. Tourism as we know is when people travel to interesting and attractive places of their choice to observe, enjoy and relax themselves. This brings a lot of people from different destinations to meet and socialize, enjoy the beautiful sites and make merry. In Ghana, this activity has greatly contributed a lot of revenue for the government but I think we need to scrutinize the bad effects it as much as possible. As mentioned earlier on, that social vices such as armed robbery, prostitution, stealing and homosexuality are generated among the people when they meet at the tourist sites. Mostly, it is the foreigners who bring all kinds of problems into our societies. It then spreads especially among the youth and results in many social cankers. I could remember some years back when there was a shortage of condoms at these places because prostitution had roared over their ugly heads.

P3: Another point worth mentioning of it is the infiltration of foreign culture into the youth especially. The foreigners who normally travel into our country bring along with them their negative cultures from their place of origin. Some cultures are drunkenness, smoking and gayism which has become common among the youth of today as a result of this activity. Therefore, these foreigners need to be properly checked so that any harmful item sent to the place is seized and the person arrested so as to alleviate this problem.

P4: finally, tourism has generated some negative attitudes among the labour force in the country. workers nowadays want to enjoy more holidays at tourist sites because of tourism leaving their work behind.

P5: I think if this suggestions are given a second thought, this problem could be alleviated.
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Essay 10

P1: I am very happy to write you this letter. I hope you are well and strong as I am here. Thanks for the gift you sent me on my birthday. Hey! Expect a bigger one in return. Sammy, I know you are very much aware of the sudden increase in the number of tourists in our nation this few years and the benefit we derive from their staying here, as

well as the problems they bring us. I am writing to discuss some of the problems I have observed personally in these few years.

P2: Tourism is the term given to the instance where foreigners travel from various part of the world into our country to have a look and feel of our beautiful landscape as well as other exciting cultural endeavours.

P3: Many are the benefits we derive from this sector of the economy some of which include earning of foreign income for the government, having a taste of their culture, keeping the sites neat and many more. All these benefits Ghana has derived from tourism have helped build and develop the nation to a respectable level.

P4: In spite of all these benefits, tourism carry a lot of problems at its disposal and hence any country involved in such service gets a portion of it. Ghana is no exception. Many are the problems tourism has brought to Ghana, and these problems when not curbed, will have a widespread (?) into the nation and hinder developmental projects.

P5: One of the problems of tourism in Ghana is the increase in the spread of chronic diseases among citizens. Tourists who are infected with diseases like AIDS, syphilis, cholera and other easily transmitted diseases pass them on to Ghanaians who mistakenly come into contact with them. Don't you see it's serious? They spread the viruses and in no time, a huge number of Ghanaians get infected.

P6: Another menace of tourism is most tourists engage in prostitution. Some of these foreigners who come as tourists into our country have very bad characters and tend to instill them in some Ghanaian friends they get. These Ghanaians also embrace it because of the influence of some few dollars they will make. They go into it and later regret for doing such a thing.

P7: Have you ever thought of a white man stealing before? Sammy, you will never believe this. Some of these whites who come to Ghana are thieves. They come to fish out areas where there are a lot of resources. Illegally, they get rid of those resources, send them back to their countries and then make huge sums out of it.

P8: before I pen off, I will like to send some greetings to your parents, Aku, Jonny and Matilda. Sammy, I will like to end with an advice that…be on guard because these people have dominated our country and we must not allow the above menaces mentioned to happen. Hope to hear from you soon.

Essay 11

P1: I am overwhelmed writing to you this and I hope you a doing good. By the way, it's been a long time since I heard from you and I deem it fit to use this means to interact with you.

P2: **As we all know, our country Ghana is one of the main tourist destinations in Africa and the world at large. Right from the coastal areas to the hinterlands, we are blessed with numerous natural and man-made endowments. Again it is one of our high earnings in the gross domestic product for development.**

P3: **Although its advantages cannot be underestimated, there are certain flaws in the tourism industry, which should not be overlooked.**

P4: **To first touch on the acts of foreigners who increasingly spread susceptible diseases to the folks of the towns and cities they visit**. As usual, sexually transmitted diseases are recorded to be high in most towns with tourist sites. These foreign expatrates deceive the town dwellers with a little of their pounds and dollars and are attracted to fall prey to this deadly diseases.

P5: **Secondly, in the name of tourism, these foreigners lure parents to give their children to be sent abroad.** When they succeed in doing this, these vulnerable children are made to go through worse conditions which leaves deep scars in the little minds of these young children. In fact, this act is ongoing and …been overlooked by the tourist board because of the search for money.

P6: On the part of some town dwellers, engaging in criminal activities at these tourist sites is what they fancy most. It is usual to robbers snatching items of tourists or breaking into their cars. This is as result of the few or no security personnel at these sites.

P7: **Moreover, some of the tourists sometimes destroy items or properties at these sites. Others also deface walls by writing on them and others also leave places of convenience in a poor state**.

P8: Could you imagine visiting a tourist site with poor accessibility and poor facilities like water and electricity? Hmm! This is really an appalling situation at tourist sites. If lodging and food become a problem at these sites their appeal will eventually decrease.

P9: In fact, it's bye for now. My regards to the family.

Essay 12

P1: The beautiful golden rays of the sun brought thoughts of a good friend as you. Jerry, the three little birds which stood beside my window whispered into my ears your name.

P2: How is life treating you in school, way back in the north? As for me, I am still the same old friend you know. How are you guys preparing for the upcoming WASSCE? Charlie, things are getting on down here in Accra Academy. Friend, the reason for writing to you this special day is to discuss some of the problems of tourism, since you asked me that question during vacation.

P2: As we all know, tourism is really of great help, and for a fact, Ghana is greatly enjoying some of the benefits. But, after all, a five-pesewa coin has two faces, so is tourism. Some of the problems of it are as follows.

P3: Firstly, tourism is increasing the crime rate. You will really ask yourself, how? But listen, most tourists you see on our streets have some bad behaviours we ourselves don't know of. Most these people try to steal from our indigenous people and send what they have stolen home. Also, when some of the mingle with the indigenous people and get to know some of the places in town, they begin to spot nice places just to brake into their stores, shops and sometimes their houses just to satisfy their selfish ambishings.

P4: Also, when more tourists are in town, apart from the monies we get into the national covex, there is congestion in town. To be frank, during the Christmas festivities, a lot of tourists were in town and there was a serious vehicular traffic around the Accra Mall. My brother, it was an eyesaw. Also, for people who went by public transport, it was very difficult to get a vehicle to move you from one place to the other. Most people in the market centres suffered a lot. The human traffic in the market areas were not good and that was the day when most pick-pockets and phone snatchers made market. Apart from all these things mentioned, there is severe pressure on our local amenities leading to pollution.

P5: Furthermore, most of them engage in prostitution. Some of these tourists or visitors work as commercial sex workers in town at night just to earn a living. This is not their fault if I will put it that way. Some of them overstay so they think it is the only way of making money to go back to their home country.

P6: Some these young ladies also transmit these sexually transmitted diseases to our people. Some of them visit these spots and engage in these activities as if they are never tired or satisfied. Recently, a joint force of the police and army swoped one of their usual hide outs and to my amazement, most of them were not Ghanaian ladies so you see?

P7: Finally, some of these tourists introduce illegal businesses in the country. I quite remember when tourism was not that taking serious, we never heard of internet fraud and all sorts of things. Because of our hospitality most foreigner troop into the country in the name of business but how many their business ventures are genuine. Most of the illegal guys groom some of the local boys and girls to dupe people for their money, some of them steal credit card numbers and sell it for their selfish gains. But the most annoying one is what the Nigerians introduced the internet fraud because of this most boys of school going-age are dropping out.

P8: Jesse, I will like to end here but before that I hope you have seen the lots of trouble tourism can cause. Oh! Boy, tell Esther and uncle Coffie that I haven't forgotten them. I promise after my exam, I will come for my vacation in the north. wishing you the best. Write to me and let's see what we can do about the problems of tourism.

P9: Hope to hear from you soon. Stay bless.

Essay 13

P1: Hi Jack.

Words could not express my excitement and ecstasy for writing to you this letter. Jack, how are you doing? For, it has been a very long time since I heard from you. Well, how are your parents doing? I want to take this time to thank for the items sent to me. It came at the time I was celebrating my 18th birthday and I very happy because I was not expecting it so.

P2: The most important reason for writing to you this letter is that there have been some problems of tourism of late. Since I know you are a f an of tourism.

P3: Firstly, inadequate skillful personnels at our various tourist sites. This problem has one of the major problems foreigners have been facing since tourism is concerned in Ghana. We all know through tourism, the country earn a lot of income but foreigners find it very difficult to operate in these various sites because there is no expert to take them through what they are expected to know and this has been one of the problems facing tourism as at now. I think, I would be beneficiary to the country if the government do something about this problem. What do think? For example, on 14th of this month a foreigner came to Accra Central to read about the past of our forefathers but he could read since the words were written in our local language. And a stopkeeper could not also do that.

P4: Secondly, some of the foreigners are been cheated. Most of the time, Ghanaians do say foreigners do not know anything about our culture and therefore they are also been cheated. Ghanaians do sell things at very high prices to foreigners that should be because they sometimes complain after buying. There should a fix price for the local goods.

P5: Lastly, the visiting of tourist sites has been a very blow to some of Ghanaians. Some of Ghanaians find it very difficult to visit tourist sites, this is be because they are mostly being treated badly since they are Ghanaians. Storekeepers in this various tourist sites normally say Ghanaians don't have money for they looking up for foreign money. This is one bad attitude of Ghanaians and should be looked by the government of Ghana.

P6: From this piece of words written to you, I hope you will think about it. Well, send my greetings to your parents and David. Until I read from you it's bye.

Essay 14

P1: It is the rising of the sun over the horizon that has reminded me of your letter dated January 1, 2013. I am rest assured that by the grace you and those connected to you are doing great.

P2: Christ, you asked me about tourism and if it had had problems. Yes, it is good for everything there is good and bad say our forefathers. Tourism to my understanding is the spending of time to go to a place of scenery and to enjoy it, the problems may include

P3: Low capital in discussing a tourist site. A person capable of starting a tourist site may not have the requirement to start. If there is no avail, it could take years to finish the site. All that years they could have had help if he started at once by filling the pocket.

P4: Secondly, ineffective patronage of the tourist site. If the people around you don't patronize or activate you then I don't think the site will stand firm. The wise say" "if you live with poor people and you are rich, the probability of becoming poor is high. Academically our enseigners say kind of input you make determent your put. This means the kind of friends you make determines your result ahead kind

P5: Do you remember our theme before we wrote the basic examination, "Show me your friend and I will show you your marks. So Christ, if your fellow citizens don't agree then where comes your help?

P6: Thirdly, if you have knowledge about what you are about to site it. How can I say I am making a pair of trousers if can't even stich a button hole? Christ, you remembered in Social Studies the out identifying capabilities and differentiating them from talents? If you know more to the extreme, then you can go ahead. I will like if the proprietor has knowledge about it than to take a skilled expertise to give orders haphazardously. Christ, nowadays, look for loyal, faithful ones to be trained not disloyal expertise in case you would also start into this business. I am saying this because if you train him, he or she will be worker or assistant. This is also where lack of trust sets in. all problems in tourism can be solved. I have discussed it with you so choose your merit to curb this problem.

P7: Christ, take this profilasis measure I am giving to you and discuss it with others. To summarise all my views, I will say loyalty aids trust can do everything for you.
Stay blessed.

Essay 15

P1: The brightness of this day has giving me the opportunity to write to you this letter. I know you are coping well with the weather in Russia. I know it has been a long time since I heard from you immediately after last year's Christmas.

P2: Abel, the main aim of me writing to you this letter is to you about some of the problem my country is facing on the field of tourism. I hope you know much about tourism since we were taught in social studies about seven years ago in the primary. Tourism in Ghana nowadays has been an eyesore just because Ghanaians show no interest in them.

P3: Tourism has now become a major problem facing the country and this is because of ignorance. Ghanaians are not well educated about the importance of tourism to the country and this has sacrificed their interest in tourism.

P4: tourism is very important. It is the main source of income to the country. Tourism also helps in the conservation of our natural resources when they are well managed. Tourism also acts as force attraction between the country and other neighbouring countries because foreigners are willing to see and enjoy the beautiful scene provided by nature.

P5: lack of technology has also contributed to the problems encountered on the field of tourism. Ghanaians do not enough and quality facilities which will aid in the good maintenance of tourist site. Managing various tourist sites have developed the attitude of laziness and apathy towards tourism. Just take a view of mountain Afajato the tallest mountain in Ghana. This mountain has shown now sign of attractive and has appeared to deter foreigners from visiting it as a result of environmental pollution. Also, Wli water falls which happens to be the highest water fall in Ghana as well as West Africa has also lost its attraction just because of our poor managerial skills.

P6: Some Ghanaians think tourist sites serve as a lace reserved for enjoyment so they use this as an advantage to perform all kinds of immoral activities such as stealing and having sex at secret places at the tourist sites caves and forest. This has also increased the spread of sexually transmitted diseases and teenage pregnancy which has destroyed the future of many citizens in the country.

P7: Abel, tourism shows a sign of blessing and this has revealed that Ghana is a blessed country because of the abundant tourist sites. It is my prayer that Ghanaians will put up a good mind set to manage our tourist sites very well for the betterness of the country because tourist sites are blessings and not curses.

Essay 16

P1: Am very much elated to write you this busy time. It's been so long, I heard from you, I was even expecting you at the supper zonals which was being held at the El-wak sports stadium but, unfortunately, couldn't get the opportunity to see you.

P2: Any way I hope you are doing as great as am doing here in the Academy, by the Grace and Mercy of God Almighty. Bruce, it's not any big deal me writing to you this time, but, just wan to have a discussion with you since distance has being the factor which is curtailing this conversation. This conversation is all about tourism. You and I know best that tourism has all of a sudden become one of the relivant source of revenue to many countries including Ghana our country.

P3: In Ghana here, we have a lot of tourist places which are uncountable. as well as most developed countries in this new world of science and technology. Tourism have so many advantages in a country as a whole which bring about or can bring about the development and ongoing of a country or nation. Some of the advantages of tourism are, exploriation of culture, and this process deals with an individual or people moving or travelling from their native lands to another man's native land either through education or holidays.

P4: People get the chance to have intteractions with other people to know the type of languages and forms of languages they have. They also study how They dresse, how they eat the kinds of foods that they enjoy, their musics and all that.

P5: Still on the advantages of tourism it can help in building the country economically for the development of the country in building some socil amenities like hospitals, schools, stadia etc.

It shouldn't suprise you all these benefits and even more than that come out of tourism.

P6: On the other hand, tourism does have disadvantages too and that, the main point I want to discuse with you more. Tourism in its advantage can bring about rural-urban migration by which people move or travel from their countries which are low in development and go to the developed countries basically on tourism and earn up searching for jobs as well as accommodation and settlement, so such people have bring about or cause the population of that particular country or region to grow than its usual number of people.

P7: Tourism can also lead people into unacceptable behaviours like armed robbery, due to the attraction and beautification of any touris sites. All these retards the development of the country by the replacement of items stolen with money to rennovate or put up new ones. You can also list them and write to me for this is where I would like to end.

Hope to hear from you soon.

Easy 17

P1: Writing a letter to you has always been my pleasure. I hope by the grace of God you are fine. Since when did you start using nickname? because the last time I recieved your letter I was wondering until I realized it was you. Anyway, my motive behind this letter has nothing to do with our relationship rather, problems of tourism or problems associated with tourism.

P2: Firstly, roads networks that lead to the various tourist site are poor to the extent that drivers find very difficult when driving on such roads. A typical example is the road which leads to the crocodile pond at Paga in the Upper West region. Many tourists in Ghana had always wanted to visit the place but due to the poor nature of the road, being stuck in mud or road accidents the people living around paga try as much sa possible to fill in the pot holes but it comes to no use.

P3: Another problem of tourism is caused by the people living near the tourist site or wildlife reserves. Some hunters who go into the bush to hunt for bush meat ends up hunting towards the game reserves to kill. This is a major problem facing game reserves and zoos. Because when this are killed for food they try to move to a new settlement which suits them.

P4: Finally, zoologist and people who are responsible for the collection of levies at tourist site keep some part of the money which decreases the revenue gained by the Ministry of tourism to renovate these tourist sites to attract more tourists to Ghana.

P5: With all these points listed I hope all details concerning problems of tourism are all written. Good bye and always remember that in everything put God first.

Essay 18

P1: How are you doing? I haven't heard of you for a while now. Hope your doing good? I have certain issues involving tourism in Ghana I would like to share with you; Theft, introduction of drugs and spread of sexualy transmitted diseases are the problems we are facing in most of our communities.

P2: Firstly, theft is one of the major issues we all face. It is inarguably inevitable, but is increasing everyday. Once foreigner comes into the country, he is robbed of his money or important things he needs. This has driven these tourist to other countries where he can find security. Again these tourist are forced to given in, and in cases where They don't coorperate, They are either shot, butchered and some times killed.

P3: Secondly, the spread of sexualy transmitted diseases has put tourism in Ghana on the

edge. Tourist visit places to have fun, relax and enjoy pleasures provided to them. Some of these tourist, one way or the other, have contact with the indigenous people. In cases where one of them is infected with HIV/AIDS, positive, they may have sexual intercoarse. These contacted contact of blood. As a result, many people have moved to areas where they are certain on not contacting any disease. When this happens, very few people or tourists visit, because there are relatively few people left in community. Therefore, if they can't have fun, they are forced to move other places where they can interact well and learn from their culture.

P4: Last but not least, drug to trafiking has become rapant in Ghana. It is therefore conceded as a crime, should anybody possess hard drugs. However, in countries where drugs like marijuana is legalized, tourist don't see the need why they can't use them in Ghana. Because it is a serious crime, they rather stay on their country.

P5: Amongst these issues are homosexuality which is currently the most talked problem in Ghana. All these have put Ghana's tourist sites into the verge of collapsing. If Ghanaians do not even show interest in their own resources, how much more to a mere foreigner?

P6: I would not like to say much. Let's wait and see what the government would do about it. My regards to the family and Mr. Charles.

Essay 19

P1: It dues me a great pleasure to write you this letter. The reason why I am writing you this letter is about how tourism is becoming increasingly important as a source of revenue to many countries but its disadvantages should be overlooked and discussing some of the problems of tourism.

P2: First of all, tourism is the act of visiting places of your interest with beautiful artistic features to comfort you and relief you. In Ghana some major tourist sites are Aburi gardens, Wli water falls, Mounting Afadjato, kakum National park. Most people to tourist site on holidays to have a good site of Nature feel the breeze and relax the mid for the days ahead.

P3: Tourism has a lot of disadvantages and advantage, and I have a already mentioned some earlier the second paragraph. The disadvantages of tourism have a huge effect of tourist sites and tourist.

P4: When foreign tourist came to a country like Ghana, because Ghanaians have hope in foreigners, they availe they selves and have sex unprotectedly for a little some of money, this later brings about the spread of sexually transited diseases like HIV AIDS which is now becoming coming common in foreign countries.

P5: Further more, theft and armed robbery have become major problem hindering tourist site. Tourist's life are often in danger when they are attacked by robbers the site, this even ends up to lose of life of some tourist. Security for such tourist site are aware and given a deaf ear to it. Recently a man and his family was robbed and murdered at the Aburi gardens last weekends. This has cause frighten to tourist.

P6: This reducing the income of tourism since tourist are scared to go on tourism as their dear life are in geopady.

P7: Laud, would like to end here will be at your place next vacation to tell you more. My regards to your Mom and dad. Bye

Essay 20

P1: With much pleasure, I am very grateful to write to you this important and educative letter to share my knowledge and wisdom on discussing some of the problems of tourism which bring problem in our various countries especially our country Ghana. By the way, how is studies going on with you? Sorry for not attending your birthday party.

P2: Firstly, some of the problems that tourism bring in our country is the spread of diseases in our various communities and societies. Some of these tourists who travel from their country to visit our tourist sites are affect by different kinds of diseases like HIV/AIDS, and gono and the rest. These tourists come and share these diseases with our people in the country and also some of these diseases are not curable   like HIV/AIDS.

P3: furthermore, tourism being about high …on our resources and also high population mouth in our country to visit and see our tourist site but some choose stay if they found that the country is comfortable for a living but these they also come in t stay with no put pressure on our facilities which we are also managing and they also come in to share facilities in the country.

P4: Lastly, some of these tourists come and share their foreign culture and we also copy culture from them and we ignore our culture which has been inheirtage by our forefathers. We need to be creative and educative in our country so that we may not be a victim of this problem in our country.

P5: Swimma, with much pleasure I am very pleased and help writing to you again. I hope it may be my wish to continue but time is gone and less for as we are preparing for our final exam in April. Wishing you good luck and success in your final exam April, 2013. See you after WASSCE.

Essay 21

P1: I am very happy to write you this letter. How are you? I hope you are fine by the grace of God. How is Kwame and Kofi? I hope they are doing well in their studies.

P2: Isaac, the main reason for writing to you is about problems in our tourist site. This problem are not far fetched.

P3: First of all, let's come to the tourist site. These are lack of training of people to look over the touriste site. People who are not educated enough look after the tourist site. Therefore when people get to tourist site, they do not find people showing them the things at the tourist site well. This problem is affecting tourist site to improve upon their revenue.

P4: Secondly, poor maintenance. Nowadays when you visit tourist site they are not well maintained. Maintenance is very poor at the site. Now, it does not even appear some people not to even go for tour. I think the government needs to stand up and improve upon that maintenance.

P5: Also, lack of modern technology at the tourist site. Due to this tourist sites do not improve. Renovation needs to take place at tourist site. Old buildings at tourist site need to well-maintained to attract to come to the tourist site.

P6: Lastly, lack of education on tourist site. A person who is not education should not work under tourist site. She/he may not have the skills and knowledge to work., due to this it reduces the revenue of the tourist site.

P7: Isaac, I want to end my letter here. I think the way to solve this tourist problem is by maintaining tourist site well and employing people who are educated. I will like to leave

you here. Extend my greetings to your parent.

Essay 22

P1: The brightening day has given me the unique opportunity to write to you. By the way, how are you? I hope everything is going on smoothly and fine as I'm here. The reason why I am writing you this letter is to tell you about the problems of tourism.

P2: Cobby, tourism indeed has greatly contributed towards economic development of our country s which has led to the improvement in the lives of people. But beside this great advantage of tourism towards our economic development, there are also series of problems facing our country.

P3: Firstly, tourism increases the rate of crime activities in our country. People who migrate from their original home into another country mainly for tourism tend to engage in so many crime activities like armed robbery, drug smuggling and other things. Most of the women also engage in social vices like prostitution due to inability to cater for themselves.

P4: Secondly tourism increases the population of our country. Population is the total number of people living define geographical. This population of our country increases which has led to pressure on our social amenities like pipe-born water, electricity and toilette facilities. There is more pressure on our amenities because the existing amenities cannot correspond to the entire population.

P5: in addition, tourism paves way to the negative or bad attitude towards work. Bad attitude like bribery and corruption and embezzlement of the country's funds. As more people migrate from their original home to another country, they tend to engage in business activities like selling and also most of them are able to accommodate themselves in good hotels. This business and hotel accommodation create revenue to government which most of our leaders tend to embezzle the fund created by tourism.

P6: Lastly, tourism increases the rate of accidents in our country. This often occurs because during festival celebrations, people travel from far distance to witness the celebration. Due to that, the drive also increase their speed in order to reach their destination which may result in accident. Cobby, I hope you will really appreciate my effort towards this problem we are facing about tourism.

Essay 23

P1: The brightness of this has given me the greatest opportunity to write to you. I hope everyone is fine by the grace of God. In a year to come, I would be glad to see you and I entering the university if the Lord grants us life. I write to you this afternoon, discussing some problems of tourism.

P2: The site of tourism nowadays has now been where different or both sex meaning male and female use the place for the lovers inn. This is a serious problem because when an excursion is organized, instead of paying much attention when they are been shown around, they themselves decide to do what they want. Example, hanging around with their opposite sex. This has also been a serious problem in poor academic performance.

P3: Secondly, there is poor sanitation in the place of site of tourism. I Ghana, the high revenue is tourist site has been decreased nowadays due to unfavourable environment of the tourist site. Government must see to it so that immediate action must be taken.

P4: Finally, I must also say that when an excursion is been organized, the amount been charged or taken away from each student is relatively high. … other words, the gate fee

of the site is very expensive. Due to this, it has pause people , students from coming to the site of attraction. This is also a problem because it does not allow students to have an interest in any subject which talks. about tourism.   It has also reduced   primary, secondary and tertiary institutions.

Eva, this are some problems of tourism listed or stated in the above points. I have to go, wish to see you soon.

Essay 24

P1: I am overwhelmed writing to you this letter. You know it has been a long time since we had any form of communication. Anyway, thank you for the parcel of books you sent to me. I received them through the mails. The reason why I am writing this letter is to tell you about some of the problems of tourism.

P2: tourism is very because it is a source of revenue to many countries, even Ghana. But, it also has some disadvantages which is also important to be discussed. You know Ghana is a country which we should be proud of and we must do everything possible to defend our nation.

P3: The first problem which I will talk about is the migration of people from other countries to ours. Most people have been hearing about some of our tourist sites like the KakumNational Park and Boti Falls so they come to have a good view of it. By so doing, they sometimes do not intend going back. They forever live here which is not right. So if this continues the population of the country increases and pressure is exerted on our amenities like toilette, water, and facilities like our hospitals and schools. If this is not controlled, then they begin to spoil. This is a problem which should be solved.

P4: The problem is that as different kinds of people come into the country because of tourism, they intend to stay and by staying they are able to cater for themselves. The however enjoy the result of prostitution, armed robbery and all kinds of illegal jobs just to earn a living. If it not resolved then the good name of the country begins to fade away. I don't think you want people from other countries to mock at us if they tend to get a bad name by saying that our country is that of crime and prostitution. This is another serious problem.

P5: The third problem is that too much money will be invested in tourism in such a way that other development project to be undertaken will have to cease. Developmental projects like the construction of good road, dams to generate electricity, schools and hospitals. They are important in the country

 P6: I will like to end here. I hope all that I have said about the destruction of our facilities due to migration of people and too much money spent on tourism, instead of some developmental project will be considered so that we can share ideas on how to solve the problem. Please extend my greetings to your parents and my sibling especially Efia. Hope to hear from you soon.

Essay 25

P1: It has been a long time hearing from you. I hope everything is great with you. Send my greeting to everyone I know there and I will be visiting you guys one day.

P2: Anyway, the reason why I am writing this letter to you is that I want to discuss some problems with you.

P3: A lot of this tourists come to the country with a lot of problems. Like diseases, some of are effected with the HIV and when they travel down here, they have sexual activities

with the girls here and they are also be attacked by it. This results in the spreading of it to the people here by the girls. Many have lost their lives through this and it's getting out of hand.

P4: They also come with different cultures and the youth learn from them, like wearing of short dress and other believe. And when this is been seen by the youth they try and do the same thing to which is not in our culture so they leave their culture and practice foreign once. And it leading to the hindrance of our original culture.

P5: Also, some of this tourists are drug trafficker, crime commiter. They come to the country with so many reasons and make friends with the people. And then later introduce them to the various assperts like sealing of drugs to the youth, smoking of weed and this leading the youth to damage some made or turn robbers by influence of the drug.

P6: This is all I have to discuss with you. I hope you enjoy it. Write to me soon.

Essay 26

P1: I deem it a great pleasure to write to you this letter at an hour like this in the year. I know you weren't expecting it at this time, though it maybe coming later in the year. Let me not forget to ask about your welfare and that of your siblings. Not forgetting zaapawuni, the wonderful dog.

P2: When my letter appears to you at this time of an hour, you know it wouldn't be just to know about your welfare but to discuss an issue concerning our great nation alone but many countries as well. You know tourism is another sector of the economy of a country that contributes greatly towards its revenue generation for developmental projects to sustain its economy. We know how the tourism sector has helped our nation over the last five or four years. It has created job opportunities for people living near and a far. I hope you remind yourself about Mr. Azindoo who graduated three years ago. He has now gained employment at Mole National Park as P.R.O and is really earning much for a living.

P3: On the last days of the year 2012, the ministry of finance in collaboration with the ministry of tourism revealed that, over the last years, the tourism industry has generated over 2.5 billion dollars to boost the economy of the nation. These monies generated would be used in the building and renovation of schools around the and across the nation. Should this be done, I hope and pray you get back to school as promised to do when and only you get financial aid. Hey, don't tell me you are not going back because you are now grown. No, no, no!!! I hope it's not going to be so.

P4: Boy! , with all this said, do you know that all this "never heard diseases" are all acquired from these foreigners who come into the country for tourism? There was a rumour speculating around that zenabu's HIV virus was acquired from those white men who visited the salaga slave market for 3 weeks. People say she slept with the tall and muscular one amongst them just for $10.0 a week Hahaa!! "sika enibre" oo my boy. Let it be a secret between you and I. Don't try to disclose it to anybody. I was told by Naporoo who was also told by Ayishetu's boyfriend. So let it be as I said earlier on.

P5: Our dressing of late is of no any value in the stands of the Almighty one, Allah. At first, you could only and only see your girlfriend in the night. That's even after her grandmum was asleep and then she could sneak into your room. Well and well dress with her "Baatoro" skirt just about sweeping the floor of your room. In recent times, you will find our young ladies dressed in the attires, nearly disclosing some parts of their bodies which is forbidden by men whom they are not married to. Western culture has

wiped away our indegenous and more moral valued culture in our society. I know you are in support of it, isn't it? Anyway it's just a joke. When our forefathers lived, they lived with respect and respect for God's forbiddens but western culture has done away with all these. I think you and I should start an educational project on speaking about these negative aspects of tourism. Forget! Do you want us to die as early as age 21? I am sorry!

P6: Let me not forget about her ooo! I know she is kicking well and fresh 'cos' you are always close and near to her heart. Don't tell me you don't know about the person I am speaking about. Sadia of course, beauty upon beauty! Extend my greetings to Atsu and Napari of your workplace. I hope to get back home as soon as possible after this wassce exams and let's embark on the project we planned last term.

P7: Forever remain cautious and say hi to Abu. Thank you and stay blessed.

Essay 27

P1: I hope by the grace of Jehovah you are fine. It's a very long time since I heard from you, so I took the liberty to write to you myself. How are you fairing with your studies? I know you as someone who travels a lot but I have realized something about tourism. As every coin has two sides soo too has tourism. The purpose of this letter is to tell you about the problems of tourism which we tend to overlook.

P2: Firstly, tourism is about going round a country or city. Have you ever thought of getting lost? You may be roaming about in maybe Miami and lose your way. Even if you are with a tour guide and you stop to look at an interesting feature without the consent of the tour guide you get missing. What makes the matter worse is being in another country when you don't know anything about that country.

P3: Secondly, the crime and killing rate of that country? this is a very broad matter but I will try to summarize it. In every country, the crime and killing rate keeps on rising. To talk about crime there are many lazy people in every country who find delight in possessing other people's belongings. So picture yourself in a situation, where you travel to New York and get robbed. How will you come back? Crime is very high but not as high at the killing or murder rate. the murder rate at any country is different but we always hear of murder on the news. Every citizen of a country knows the danger zone of his or her country. How would you feel if your mom is dead? It will be sad to hear she was murdered in another country.

P4: Last on the list is the climatic conditions of the country. We all consider this as a good reason to travel. We all want to feel the cold temperatures of America and Britain. Have you ever taught about how your body will adapt to those temperatures? Our body was made to adapt to some conditions, so being in another temperature might not be favourable. In the end, I am not saying don't travel but be careful when doing so.

P5: Extend my greetings to all your siblings and your parents. And give Adwoa my best wishes in her B.E.C.E. Hope to hear from you soon. The last time I heard you were planning to get a visa. Your best friend, Hope you had it. Also tell Kwesi that my Yaw Ofori. father said he can come over anytime. Adios Amigo.

Essay 28

P1: I am highly delighted to write you this letter telling you about some of the problems of tourism in Ghana. first of all, how are you doing and fairing in school? Hope you are well by the grace of God. Well, I am also doing well and trying hard to cope with the

weather over here.

P2: Firstly, tour ism is a place where people go to rest when they are tired of where they reside. It serves as a source of revenue for individuals to many countries.

P3: To begin with, destruction of lives is one of the major problem in tourist sites. Many people go on vacation to the tourist site. for example, The KAKUM NATIONAL PARK. Before you will get to park you will have to cross the bridge to the other side of the park. It is very dangerous when crossing the bridge because under the bridge, there are crocodiles and other dangerous animals in the water. When crossing you have to move slowly because a lot of people are also crossing and you also have to look at your steps because there are holes in it. If you dont take care, you will fall into the water which is dangerous to human. And this will therefore result into destruction of lives which is a major problem in most tourist sites.

Essay 29

P1: I am filled with great ecstasy that I pen down this letter to you, having not heard of you for a while now. I hope you are swiming in a pool of good health! Well, I write to you this letter purposely to notify you about Tourism; which is becoming increasingly important as a source of revenue to many countries but its disadvantages seems to be overlooked. The challenges that confronts the tourism sector through many, I shall only, pin-point a few of them.

P2: To begin with, one of the major setbacks of tourism has to do with the poor maintenance of tourist sites. The lack of proper maintenance of the various tourist sites that we have has left our tourist sites that we have has left our tourist sites ie Pamshuckled states. Most of the sceneries over the year's have not being well catered for and this has made them unattractive and have eventually become white elephants. The unattractive nature of the sites have led to many tourist not patronizing the sites. As a result of this investors seldomly visit our country and all this gradually but obliviously cut down revenue in many countries as a result of low patronage.

P3: Another problem which is worth mentioning is the lack of proper advertisement of tourist attractions. Proper advertisement of tourist attractions. Proper advertisement of tourist sites is a major contributing factor to good patronage. However, most tourist sites are not properly showcased for them. When sceneries are not not show cased, how will tourist get familiarize with such places. It is indeed undisputable that Africa for instance host lots of beautiful tourist sites with Salubrious environment yet improper advertisement makes these places globally unknown so interested foreigners do not visit them and this reduces the revenue that a country generats. This is even a bad news for a country where tourism is a leading source of revenue. In Ghana for instance sites like the Mole national park, Buabeng Fiame Monkey Sanctuary among others if properly advertised can attract lots of tourist and fetch good revenue to the government.

P4: Lack of security for visiting tourist is a major canker that is worthy of mention. Tourist who visit other countries to patronage their sites most a times spend couple of days. As a result, they rent hostels, book hotels etc. The lack of tight security system enables arm robbers to break into their rooms and rob them at gun point. Sometimes female ones are raped and their belongings are taking away from them. This demotivates tourist from visiting countries for sceneries and also investors are scared away from those countries. This as a bad news for a Country especially that is developing.

P5: Lastly, the Pampant increase in social vices such as prostitution is anotter major problem. In some cases, foreigners who visit other countries for tourism convey

diseases. When they get there, they engage in prostitution and this spreads lots of diseases in that country, some of which may be sexually transmitted ones and others may be communicable ones. This disease could become endemic and affect the labor force of the country. Productivity decreases as a result of ailment and development retards.

P6: Well mike, I hope you have noted these problems as well. My hope is that the government can do something about it.

P7: Extend my well wishes and compliment to the rest of the family. I hope to hear from you soon. Until then, take care.

Essay 30

P1: How are you doing? Kofi its been along time that I hear from you? I hope by the grace of God, you are doing well. Kofi I know you are very surprised about I, writing to you again regardless of my numerous letters to you without a reply. This time, I'm writing to discuss the problems of tourism.

P2:You already know that tourism is know a booming business in Ghana. For instance, the Boti falls, Aburi Gardens and Mountain Afadjeto, just to mention a few are becoming a site that many people would want to visit. We thank God, Ghana is blessed with all this tourist sites. Kofi, do you still remember the day that we went to the Boti falls? I hope your memories are still as fresh as mine. The foreigners who came just to catch a glimps of the natural landscope.

P3: Do you also remember the Japanese women who were so horrified about the water fall but we had a nice experience, clothing and learning new cultures. Yeah that was really great. But come to think of it, this tourist who come into the country also bring negative influence into the country.

P4: Kofi, when we were at Boti falls, I happened to witness on incident which I found moving. On that day, I saw two men walking together as if they were having an affair. One of the men was a transsexual. Believe me, I can conclude that, they were gays. Moreover, I also saw a man wearing an ear-ring whom I suppose was not from this country. Kofi, this tourist introduce bad conduct into the country. When the youth, sees it to be interesting, the practice it. This interfers with our culture.

P5: Secondly, foreigners who come into this country involves themselves into all kinds of smuggling. They smuggle hard drugs like cocaine, marejuana and the like. All this practices breaks law and order in the country. Also, some of the tourist involves themselves in all kinds of social vices likes armed robbery and protitution. Through this, they introduce unknown disease into this country.

P6: Lastly, most of the hotels near all this tourist sites are owned by foreign companies and Investors. The income that they gain are sent into their country of ours earns very little or nothing in return. Kofi, I believe strongly that we, the people of this country and the government can do something about it.

P7: Let me give a little contribution to solve this problems. Firstly, government must build state owned hostels and other attractive sites near this tourist sites. The money earned can be used for development. Also, we should check the kind of people who enter the country for tourism. So that they do not introduce indigenous cultures into our country. Lastly, the custom officers must also do their work effectively. They should check the kinds of goods that enter the country. Through this few contribution I have highlighted, would help solve some of the problems of tourism.

P8: Kofi, let me end here. But before I say goodbye, kindly greet everyone for me. Bye for now!!!

Essay 31

P1: It has been a long time since I last wrote to you. Anyway, how is your mum and dad? I hope they are all fine as a am here in Accra. I don't even think I would have to ask how you are. I am just kidding. I hope you are alive and kicking by the Grace of the Almighty God who sustains us. Lets get down to business. The main reason why I am writing you this letter is to discuss with you the disadvantages of tourism and the need not to overlook it.

P2: Indeed, tourism, over the years, have grown tremendously. It has now been rated the third in terms of the generation of income or revenue. Therefore, it is without doubt that the importance of tourism is increasing. Over the years, it has been realized that tourism poses certain threats to the development of countries. As the old adage goes ' to every mountain there is a valley'. Therefore, tourism, although its has numerous benefits has disadvantages. The following are some of the demerits tourism poses to the development of a country.

P3: Firstly, tourism has caused the infiltration of certain cultures which run counter to the cultures of the country in which the tourist sites are found. Taking our own country for instance, it has been noted that negatives activities such as 'autofista' smoking, wearing of cap backwards all emanated from the western part of the world. Such culture degrades the already existing cultures of our land. The youth in particular have taken to such cultures with the notion that it is fashion.

P4: Secondly, tourism gives the platform for deviants such as armed robbers, rapists, drug addicts to act. It has been statistically recorded that in certain countries, where there are countless and beautify tourist sites, harbours dangerous men and women. These deviants hide under the cover of being tourists to either sell drugs, rape girls or steal. What is the effect of these vices?

P5: Lastly, it is through tourists tourism that a certain cities in Japan have been bombed by invaders. The point I am trying to make is tourists sometimes are spies. The Criminal Investigation Department (CID) of Japan had it that, the invaders came saying they were tourists and had the opportunity of bombing those cities. Therefore tourism creates an alternative path way for invaders to infiltrate a country.

P6: I know that after telling you, a few of the disadvantages of tourism, you would support me to that the disadvantages of tourism shouldn't be overlooked. In my perception, I think government should sanction tourists who break rules of country. In so doing, it would detes other tourists from committing the same effence.

P6: I would like to end here but I cannot do that without of asking of Mary.   How is she? I hope she fine. Please tell aunty Beckie I will come and eat of her delicacies. I would be visiting you probably at the end of May. I hope to hear from you soon.

Essay 32

P1: I am very pleased and delighted to write you this wonderful letter. How are you? I hope by the grace you are doing fine as always. I received your last letter dated 20th January, 2013 which made me happy because you explained the reason why you could not attend my birthday party organized just some weeks ago.

P2: I am writing this letter to make known to you some problems associated with

tourism in our country. You and i know how tourism contributes enormously to our countries revenue but there are alot of problems that comes with it.

P3: Firstly, Tourism leads to the outbreak of disease like syphilis, Gonorrhea and sometimes HIV AIDS. This is because the tourist who visit our wonderful tourist sites mostly are regarded superhuman because they come from europe and other continents like asia and the likes. The perception of them being great people is created and therefore, they also take advantage of our women and ladies who also visit these places. Are reason why our ladies get attracted to them is because, they also want something from the foreigner or travellers since they think they are wealthy. When this happens the foreigners try to sleep with them which results in the contraction of certain sexually transmitted disease which can lead to death eventually with this, the only appropriate way to curb this outbreak of disease is by making sure of ensuring that the tourist men or foreigners who to our country are screened for ensure they do not carry any disease. This can help minimize as curb the menace of outbreak of disease.

P4: Secondly, Tourism creates congestion in hotels and lodging sites. We all know how tourism can help boost the economy and sometimes bring about developmental changes in the places where these sites are situated. But there is also one challenge that our people face as a results of tourism. When the foreigners visit our tourist attractions, they always travel almost every part of the attractive sites and for that matter spend a lot of time at these places. This is because, they admire how our geographical landscape appears and by virtue of that, they always like to stay for weeks and sometimes months. When they occupy our hotels and guest houses, we as indigenes find it difficult to also lodge at where they are because, the hotel managers would not like to accommodate us because he knows what importance the foreigner brings to him. He earn as much as three times what he earns on a normally day only because foreign currencies are being used to pay for hotel fees. This makes the natives of the place very uncomfortable and sometimes complain bitterly to government officials. The right way to minimize this issue is by establishing more hotels and lodging sites at vantage areas in order to cater for both foreigners and local or indigenous people.

P5: Finally, tourism provides or serves as an avenue for developing foreign cultures as Ghanaians. Tourists are almost people from all walks of life and it is a fact that foreigners who visit Ghanaians tourist attractions carry their foreign lifestyle or cultures along when the travel to our country, they exhibit different lifestyles that we get attracted such as their food, dressing and sometimes the dances they do. We are so vunerable we fall to their so called western lifestyles which later diminishes our image as Ghanaians. We now dress like them and eat their food in order to please them because we classify them as superhuman creatures. This act can be managed by making sure that all foreigners should go according to our way of doing things whenever they visit us in order to help promote our culture as people of Ghana.

P6: I hope with these points raised, i have made clear to you some problems that come with tourism in Ghana and hope to hear from you very soon.

Essay 34

P1: It is with great excitement i write to you, an old friend. I hope by His Grace all is well with you. I write you to discuss some vital problems tourism is facing in many countries even though it is recognized as an important source of revenue for many countries.

P2: Tourism in recent years has generated much income for the states of many countries. People travel out their countries for tourist purpose just to admire the beautiful nature of both God and man's creation. As a revenue generating source, tourist sites must be made perfectly devoid from any problem but it has been recognized in the past few years that it is encountering same problems which as a matter of fact should not be.

P3: As one of the major problems of tourism, the sanitation situation at the tourist sites is very evasive. The rate at which the sanitation problem of tourism is moving is very bad. For the past year it has been noticed that, the revenue generated for tourism has decrease due to the unfavourable sanitation situation. People who go on tour on various sites have oflate cultivated the habit of loitering the tourist sites and also doing other things that is reducing the sanitation of the most tourist sites around the world. In Ghana for instance, people who go for tour at the various tourist sites litter the place hence discourage the number of people who visit there daily.

P4: Many people who travel around the world for tourism purposes tend to destroy the cultural beliefs and practices of certain countries especially in the African continent. Most foreigners on their tourism trips, visit certain traditional villages and palace in the African continent to explore and learn the beliefs on such traditional areas. Upon touring these villages, they see certain items which are used in most villages and palaces as a contact to worship. Showing much interested in such items rather than knowing their importance, they tend to either conive with people to acquire those items or steal them. This acts by some tourists normally discourages some traditional rulers from allowing tourists to tour their territories hence a tourist site is lost therefore reducing revenue the government gains. This is normally witnessed in the African countries where they have their beliefs.

P5: Tourists sometimes do not obey certain rules and regulations at tourist sites making it difficult for them to operate. People who go on tour sometimes disobey certain regulations which leads to the creation of problems and can lead to discloser of the tourist sites. Some of the deviant behaviours of some tourists are, not obey sign languages and also not adhering to restricted areas. Certain places might be restricted but due to curiosity of some tourist, disobey and get theirselves in to troubles which if it leads to the closure of the place, can cause the country a source of revenue thus tourism.

P6: These are some of the numerious problems or disadvantages associated with tourism in many countries. I will like to end here and continue when time favour me elsewhere.

Essay: 35

P1: it hasn't been long since school re-opened but I can't imagine how desperately I have been wanting to see you. I must confess that I am already missing you. I hope you are doing great as always, well, am also fine by the grace of God. I am writing this letter just to inform you about how tourism can be of a disadvantage to our country, even though it has certain advantages.

P2: Tourism we knows is one of the foreign exchange earners for the nation and that is a very good point to notice. But, apart from all the advantages that tourism comes with, there certain disadvantages that it can bring to our dear nation and these disadvantage shouldn't be overlooked at all.

P3: Firstly, the recent rise in the number of people infected with Sexually Transmitted Disease is as a result of tourism. Our immigration officers overlook the fact that tourists who come into the nation would have to go under critical examination to check their

status as to whether they are infected or not. Tourists who come into the country may have some of them being people with such diseases, and when they come and have sexual intercourse with the citizens of the country, then they pass on the infections unto them.

P4: Moreover, we must realize that social vices which include armed robbery and prostitution are all certain issues that we overlook even though they may be brought by tourism. Certain tourists are seriously involved in these malpractice and, for your information, some of them even engage our young ladies into sex trade. These practices are on the rise and they are really posing threats to the lives of some residents in the country.

P5: Again, it has always been on the front pages of our national newspaper that certain Chinese who reside in Ghana are over exploiting our natural resources even without permits. These individuals, for all you know, may be tourists who have refused to go back to their country. These people end up fighting and killing some Ghanaian citizens who try to fight back.

P6: We have all to our feet and stand against anything that will bring the name of our dear nation to shame and I'm very sure you are going to be part of this campaign.

Essay 36

P1: I was very excited when I got your letter on monday, 21st January of this year, I hope by the Grace of the Almighty God, everything is moving on under expectation. Your letter your wrote to be have educated me much on pre-marital sex and aspiration of one's goals. The main reason why I am writting to you this letter is to talk about the problems encountered with our precious tourist attractions of our country Ghana.

P2: First of All, We all know that, one of the benefit will derive from tourism is government revenue. But the government lack, the neccessary capital which can help develop our tourist centre. For instance, when people are on tour, the problem most of them face is with accommodation and basic amenities like electricity, pipe-borne water and lack of hotels. This can be solved when the government provide more accommodation at various tour centres and also make sure that the neccessary amenities need are all available.

P3: Secondly, another problem of tourism is poor road network, when most of the road which lead to our tourist centres are not proper, all day accident occur here and there. This does not influence tourist to all go on tour, because they know the danger on passes through when going to tour. Also, communication is another problem with our tourism in the sense that when people are on tour, most of them find it difficult to communication with his or her friend in different place through the mobile phone. The only solution to this problem is that the government must construct proper road for easy movement of vehicles and also ensure proper communication network.

P4: Moreover, there is poor advertisement of our tourist attraction. Because of this a lot of people a cross do not know that there is an attractive tourist attraction. This can not open the way for people to enjoy our natural features gifted from God. The government must make sure that there is a wide broadcast of our tourism to the world.

P5: Finally, One of the major problem of tourism is social vices and negative assimilated Culture Social vices in the sense that, tourism has created or brough the problems of prostitution, lesbianism, armed robbery and homosexualite, this will result in lost of lives of our citizen expecially because, Sexual Transmitted Disease (STDs) like

HIV/AIDS, Gonorhea and Syphillis will spread rapidly and this can destroy our human resources. Also, When foreigners come to tour, the exhibit their culture with which our citizens accept it in the negative way for example, the way they eat and dress or even talk.

P6: In all, the problem facing this problem are what slow the development of our tourism. I have a great feeling that when this problem is solved. The benefit we enjoy from our tourism such as educational purpose. Investors here and there, government revenue will increase hence high standard of living.

Essay 37

P1: I am with much pleasure to write you this letter discussing some of the problems of tourism. Hey, its been a long time I heard from you. Hope everything is moving on smoothly with you. Below are some problem of tourism I want us to discuss.

P2: Firstly, tourism is very good in the life of young individuals like us because I think it broadens and enlightens our mind about nature and some artificial things. But with the main objective of this letter, tourism is facing problems with maintenance. This is when tourist sites people visit to have a view of special and unbelievable things is not properly maintained by the government or the organization involved. When this happen, qualities of the place will be loosed, because it lack proper maintenance. So for me, I suggest the government draw a one year maintenance plan for the site. That is provisions should be made to maintain the place every year.

P3: Also, Tourism is facing problems with low attendance. This is because, price fixing at some tourist site, are not moderate, and are not somehow affordable. So not all people can visit the place to have a few things there. And when this happens, funds made are not at it maximum. Therefore, people don't visit tourist sites at all because they see it as something made for rich individuals.

P4: There, Tourism has a problem of transportation, People who want to involve in tourism have to bear their own transportation. People travel from country to country just to observe things or research. And they do this in their own pocket. There is no provision for transportation at all. And when this is present it therefore reduces the number of people who wants to go in for tourism because they have an idea how expensive it is. So I suggest that some provisions should be made to cover up some transportation of individual who wants to get into tourism.

P5: Lastly, People in charge of tourist sites lack renovative ideas. Since they lack this quality, people who visit the tourist site go and never come back to visit because there will be nothing new to see. But when the have the spirit of renovating the place, visitors will be attracted to come and see the place even though they have been there before. This quality will really help in raising excessive funds that will cover other things in the country.

P6: Hey bro, These are some problem I have identified personally with tourism. I will expecting your reply with your identified problems also. Be good !!!!!!

Essay 38

P1: It has been a month now since I heard from you. How are u doing? The last time we spoke, you made mention of some disadvantages of tourism to a country and why it should be encouraged but you never mentioned of the disadvantages tourism can also bring to a country despite it's interesting advantages.

P2:To begin with, since you and I know that, tourism brings alot of people into the country and no one knows the behaviours of such people, some of these people come into the country through tourism to spread diseases especially sexually transmitted diseases (STD's) such as HIV/AIDS, syphillis, and even Gonorrhae. They do this by involving themselves with the citizens of the country.

P3: Also through tourism, criminal activities can increase in a country. That is when more foreigners come in or invest or set up trades and when the odle persons in the country notice this, they make up their minds to rob these foreigners, since you know that the devil finds work for the idle man. These criminals or idle people then end up in prisons, wasting most of their energetic lives which could have been use to work to increase the GDP of the country.

P4: Lastly but not least, tourism tend to also put pressure on the social amenities in the country. That's because tourism will bring a lot of people into the country, the population of the country increases and therefore, there will be more demand for some amenities such as portable drinking water, electricity, hospitals and many more. And when these happen, there would not be efficient use of the resources in the country.

P5: Serwaa, have you seen it now? Despite the great advantage sit has on a country, it also has some disadvantages. I would have like to continue but this is what time can spare me. Greetings to Kino, Sheriff, and Sowah. Tell them I miss them and my regards to your parents and your brother Stanley. Stay blessed and keep learning. Chaoo!!!

Essay 39

P1: Its been quite a long time since I heard from you. Hope you are doing great, and not joking with your studies. Anyway, the reason for writing is to discuss some problems countries face in the tourism sector. You know to every story there is the good and the bad. But we always do talk about the good side, and somehow forgetting the bad side.

P2: Tourism in most countries is one of the highest earning sector which receives a lot of revenue.for example in Ghana our country, tourism is the second highest sector which brings revenue to the state. Notwithstanding, the are challenges which the tourism sector in most countries are facing, and is high time we looked through these problems, some of which I am going to discuss with you. Nathaniel, some of these problem include :

P3: Poor accommodation for tourist.locals or foreigners who normally come for site seeing at the game reserves, muesoluems do not gain access to better accommodation facilities. Such people sometimes end up being duped or robbed of their money by armed robbers or fruadsters who may have promised them accommodation. These problem can be solved when the governments of the various countries especially Ghana try to build hostels, motels, and hotels to accomodate these tourists. This, when done, can also bring about employment, and in addition solving the problem of unemployment in the city or town.

P4: Secondly, is the bad allowances given to the tour guys who take their time to educate the tourists when they come. Nathaniel, for your information, tour guys are one of the most important employees of the tourism sector because they have a lot of knowledge about the site or place they are working. So if such people are not paid well, they can either misinform the tourist which is on a much safer, but still a bad thing to do, or combined forces with fraudsters or armed robbers to take away the wealth of the visitors which is worst. In other to solve this,the government should ensure that tour guys are

given not only better wages, but are motivated , and given other incentives for them to do their work well.

P5: Finally, the last problem I would like to discuss with you is about the misallocation or infact the embezzlement of funds by some public figures. Most at times, especially in developing countries, when monies are given or directed to come to the tourism sector, some key officials through their corrupt practices make sure the money doesn't get there , hence low funds to develop the tourism sector adequately. For this to be solved, any monies given out must be accounted for properly, and the security agencies must be up on their feet to investigate only of such corrupt practices.

P6: Nathaniel, I would have loved to discuss more of the issues facing the tourism sector, but you and I know that, time will not permit me to do, so, and don't forget to also reply me with some of the problems countries are facing in the tourism sector. Until then stay blessed, learn hard, pray harder, and don't forget not to do what you don't want your neighbours to find out, take care, and byee.

Essay 40

P1: I am very excited and my heart is also filled with joy writing to you. How are you Coping on with life? I hope by the grace of the almighty God you are as fit as a fiddle. To set the ball rolling, it has been estimated that, most of the revenue of many countries was due to the help of tourism. As pertains to this, tourism has brought about many disadvantages are analysed below.

P2: First and foremost, environmental pollution has been a major disadvantage tourism has brought. People travel all the way from their Countries to another countries to visit places. Here the cities and towns becomes overcrowded and the dustbins and garbage piles becomes full and overflowing to the ground. Some visitors and foreigners posses the state of ignorance, in such a way that they dispose off rubbish and food cans anywhere without any concern since they are not from that country or that city. Most tourist posses that act of wrong dumping of refuse hence leading to environmental

P4: Moreover tourism has brought about pressure on social amenities and infrastructure. Social amenities such as hospitals, roads, public toilets and the like are urgently needed by citizens of the country. As tourists move into the country, it increases population of citizens hence the required number of citizens to enjoy a facility now increases and exerts pressure on it. Tourists who fall sick in their course of tourism are sent to the hospitals, and since there are no accommodation for them, they manage to squeeze them. Here two patients are meant to share one bed instead of for them, they manage to one patient to share only one. Not only hospitals, many facilities like public toilets, roads and public transport have been over pressured due to the presence of tourist and the act of tourism. This has also slown down economic and development.

P5: Lastly, one disadvantage of tourism is that, it has brought about massive overcrowding and increases in high prices of goods leading to inflation. People travel from cities and other countries to see new things and learn new things. As these people come into the country, the number of people living in an area increases hence leading to massive overcrowding in our streets as well as market places. Market sellers also sell their goods at high prices to tourist. Due to the ignorance of the price to tourist, they also purchase the goods and eventually the market sellers turns to conform with that price of the goods and decide to maintain it. Suddenly the whole country turns to conform to that price leading to inflation.

P6: In a nut shell, my fellow friend Bismark, we can now say that, pressure on social amenities, environmental pollution and massive overcrowding are some of the disadvantages tourism has brought about.

Essay 42

P1: I know you are really bored with me for not replying your letter last term but please accept my sincere apology. By the way how are you coping with academic work on campus? I really have the feeling that you have drastically reduced the number of parties and fricks you attend every term as a sign of serious preparation towards the final exam. Azonto, I hope you heard the news that the tourism sector has surprisingly become the country's second highest income earner. Well, don't be too happy because just like a fair coin has two sides, so does the tourism sector: good and bad. Relax as I take you through some of the problems associated with it.

P2: First and foremost, Asonto I hope you will agree with me on the fact that this sector could actually be the easiest way of transferring various diseases across borders. As tourists troop in and out of the country, who knows the kind of diseases they may be carrying? Countries with attractive tourist centres are much more interested in revenue than the health status of the country. tourists are not medically examined to see whether they are infected with certain ailment or not and the problem is they don't leave the country with these diseases but also, infect people through several means especially through sexual activities.

P3: Secondly, tourist has played a major role in the introduction of foreign cultures into various countries. This is commonly found in Africa. As tourists visit places the people also try to copy thir way of life such as style of dressing, way of talking among others forgetting that we have our own culture. It is through this that …find our youth of today …. their panties, popularly known as "Otofista", we see our boys of today wearing earrings. This is wiping away our original and genuine culture.

P4: Also, Azonto, I hope you are aware that a lot people use tourism as a way of transporting drugs. People through tourism transport various drugs into countries and teach people of their use. The most affected people are the youth. This is because they are offered a small amount of money asked to use them. After all this tourism are gone our youth then become addicted to these drugs and begin to find various means of getting them. They however go to the extra mile of even stealing in case they lack the money to buy them.

P5: Lastly, Azonto, I hope you have been hearing the rumour about homosexuality and lesbianism. What do you think brought about this whole issue? Even the introduction of homosexuality itself into the country was some way through tourism. if you can remember, last two years, there was news about tourist sleeping with our youth for money. It is the same way their right are being promoted but this time around, they are offered money to youth groups to fight for homosexuals' lives. Can you imagine this?

P6: Well, Azonto, this discussion is becoming interesting but I will have to end here. Don't worry because I will write to you before the final paper but unless you reply to this particular one. My regards to Attakora and shout out to Weezy. Remember to say a prayer to the tourism industry wherever you go.

Essay 43

P1: I'm very glad to write you this letter. It has been a long time since I heard from you. How are you doing? For me, I'm swimming in a pool of strength and happiness. I'm writing to you this letter to discuss some of the problems of tourism.

P2: To begin with, tourism is very essential in one's life. It's a source of revenue to many countries including our own motherland, Ghana. Aside all these benefits of tourism, there are disadvantages that shouldn't be overlooked.

P3: Firstly, we all know tourism paves way for people to travel from one country to another. In doing so, a hospitable country like Ghana embraces many visitors every now and then. The most dangerous part of this is that, these visitors or foreigners may carry some diseases which are fatal. Some of these diseases may be HIV/AIDS, gonorrhea, tuberculosis etc. Due to this, the people in the country may be infected. This is because some of the tourists do not only come here for tour sake, but also, to make a living. As a result of that, they associate with many people in the country and this encourages the spread of these diseases they may be carrying. So, tourism in some way encourages the spread of fatal diseases.

P4: Secondly, Joseph, you know most of the tourist sites in the world are sited in forest and bushy areas. The Mole National Park in the Northern Region in our own country is not an exception. Going on tour in such places like this is very dangerous. This is because, one is exposed to wild animals such as snakes, lions, etc. This endangers the lives of many tourists and this is one of the problems that should be checked critically. These things sometimes happen when tour guides do not do their work well by may be telling the tourists where to go and where not to go.

P5: Thirdly, as I have already said, tourism encourages immigration in a country. Due to this daily immigration all in the name of tourism, it causes overpopulation. This is because, some tourists stay over three years in a country and others decide not to go back at all. This creates pressure mostly in the urban areas. Foreigners fight with the local people for same jobs and this increases the unemployment situation in country. Also, it brings pressure on the social amenities such as hospitals. This is also a rising problem of tourism that should also be checked critically. This pressure is not created only in the urban areas but also, in the rural areas where these tourist sites are found.

P6: Joseph, it will take me all day if I decide to discuss all the problems and disadvantages of tourism. I guess this will do for now. I'm going to tell you more when you come home this upcoming vacation. By for now, hope to hear from you too.

Appendix 2: Questionnaires for Teachers

1. Are you a professional English teacher?   (   ) Yes   (   ) No

2. What is your qualification?   (   ) Diploma in..........................

3. (   ) First Degree in ....   (   ) Master's Degree in...............

4. What other subject(s) do you teach?

   ....

5. At what level of education do you teach?

   (   ) JHS   (   ) SHS   (   ) Post-secondary

6. How long have you been teaching English Language?

   (   ) 1- 5years (   ) 6 – 10 years   (   ) 11 – 15 years   (   ) 16 – 20 years

   (   ) 20 years and above

7. Do you teach your students how to use cohesive devices in your composition

   lessons?

   (   ) Yes   (   ) No

8. Which of them do you teach your students? Tick as appropriate

   (   ) Reference only ( ) conjunction only   (   ) lexical only   ( ) Reference

   & lexical only   (   ) Reference & conjunction only   (   ) lexical and

   conjunction only   (   ) Reference, lexical & conjunction

   ( ) Other(s)...(*please*

   specify)

9. How do you handle these cohesive devices? Tick as appropriate.

a. (   ) I mention them to students

b. (   ) I explain them to students.

c. (   ) I tell students to use these devices to link sentences to make a paragraph.

d.   (   ) I cut texts up and ask learners to order the sentences, and draw their attention to the way they are linked.

e.   (   ) I lead students to identify cohesive devices in paragraphs.

f. (   ) I give learners a text and ask them to identify the cohesive devices in groups.

g.   (   ) I take students through a lot of practice in the use of cohesive devices.

h. (   ) I am unable to give a lot of practice exercises and feedback due to limited time.

i.   (   ) others

…………………………………………………………………………………
……………………………………………………………… Please specify

Please underlined each cohesive device in the text below and label it as R (Reference), C (conjunction) or L (lexical) Please underline the devices <u>across sentences only</u>.

Until the early 1900s, few guidelines for the training of children had been supplied by scientific studies. Parents and teachers therefore, had to rely upon traditional beliefs or use their own best judgement. Under such conditions, old wives' tales were found very important and useful. They served as guidelines for behaviour and gave parents and teachers the confidence that they were playing their roles satisfactorily. 'Spare the rod and spoil the child' was – and in some families still is – a guideline for family discipline.

It made corporal punishment a parental responsibility. However unpleasant the parent's duty might be to him, he at least felt saved from social criticism if his child misbehaved, and he had no doubt that only a slap or a beating for misbehaviour would teach the child what was right and what he must do. Many of these old wives' tales rooted in folklore were supported by scientists and accepted by social custom. Thus, parents and teachers can hardly be blamed for sticking to old child training methods.

(An extract from Let's Practise English- p.120, Department of Languages, Accra Academy)