

**Tense as a Grammatical Cohesive Device in the Performance of Iraqi EFL University Students in the Area of Narrative Texts .....**

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# **Tense as a Grammatical Cohesive Device in the Performance of Iraqi EFL University Students in the Area of Narrative Texts**

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## **Abstract**

The present paper focuses on use of tense as a cohesive devices and its role in keeping the coherence of a written text. Cohesion is an attempt to create a meaningful discourse in general and tense as a grammatical product is one of the basic constraints that leads to achieve cohesion. The correct use of tense explains why a succession of sentences is meaningful discourse and not a disconnected text . The former use of the verb in one sentence can limit the later choice of the verb in the next . The EFL university students have many difficulties in writing effective cohesive text in general and in using appropriate tense in particular, they tend to make improper shift in tense particularly in writing narrative text which requires to use the correct form of the verb in order to illustrate an event. The data was collect from the student performance of writing a narrative text and analysed to verify the hypothesis .The results of verifying the collected data lead to conclusions among which that there is a significantly misuse of proper tense and There is a serious difficulty in shifting from past tense to future tense, learner's use of inappropriate tense is more than the appropriate one.

## **1-INTRODUCTION**

In fact, any piece of writing whether written or spoken has given regularities to be followed. A piece of discourse must be stretched in a way that ensures its cohesion. Grammatical cohesion is used as one way to have

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a cohesive text . A text is not just a sequence of sentences strung together, but a sequence of units. These sentences or parts of sentences; are connected in some contextually appropriate ways. Grammatical cohesion refers to the various grammatical devices that can be used to make relations among sentences more explicit. Cohesive devices are used to tie pieces of text together in a specific way. “A text as a whole must exhibit the related, but distinguishable properties of cohesion and coherence” (Lyons, 1983:198). Thus, cohesion is concerned with formal connectedness Indeed, grammatical cohesion ,in particular tense whether it is seen as a process or a product or both to produce cohesion is an attempt to give a general view of discourse analysis and its relation to cohesion in general and grammatical cohesion in particular

### **2- The problem**

Researchers such as Hassan and Halliday see that using cohesive devices makes the text more cohesive and understandable. But, it seems that students do not use grammatical cohesive devices including tense and aspect devices efficiently . The problem noticed by teachers is that students have many difficulties in writing effective cohesive text in general and in using appropriate tense in particular The effect of discourse devices on writing is very clear since they provide us with various kinds of grammatical devices which are used to stretch any piece of writing to be cohesive. It is noteworthy that without having a good command of the grammatical ties, one can never construct a cohesive text .

### **3.Aim of the study**

The study aims at finding out :

- 1- Whether or not the students have mastered the use of tense as a grammatical cohesive device.
- 2-The types of difficulties faced by the students and the sources of these difficulties

### **4.Hypothesis**

It hypothesizes that :

- 1- Iraqi EFL university students have not mastered the use of tense as a grammatical cohesive device in the narrative texts.
- 2- The students tend to make improper shift in tense

### **5.The procedure**

In the present study, we are going to verify the hypothesis through a test which is given to , focus on the students’ production of a written narrative text . It verifies whether students are aware in using grammatical cohesive, in particular the appropriate tense device to have a cohesive

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narrative text . In this work, a group of 50 second and third -year students were asked to write essays, and then a description of their production was carried out to show to what extent they were able to use a tense as cohesive devices appropriately.

### **6. Cohesion :Definitions.**

Halliday and Hasan (1976:4-5) state that the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that defines it as a text.

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. One presupposes 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 Cohesion is part of the system of a language. The potential for cohesion lies in the systematic resources of reference, ellipsis and so on. The actualization of cohesion

in any given instance, however, depends not merely on the selection of some option from within these resources, but also on the presence of some other element which resolves the presupposition that this set up.

Nunan (1993:21) defines cohesion as a sequence of sentences or utterances which seem to hang together containing text-forming devices and a relationship across sentence or utterance boundaries which helps to tie the sentences in a text together'

Widdowson (2004 :67) states that for Halliday and Hasan cohesion is a feature of discourse structure that gives a text its texture. "We can interpret cohesion, in practice, as the set of recourses for linking a sentence with what has gone before" recourses for linking a sentence with what has gone before" .Halliday and Hasan(1976:10).

Castro( 2004: 215) states that cohesion is important both to the reader in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended

DeBeaugrande and Dressler (1981) sum up cohesion as the first standard of textuality; it refers to the surface relations between the sentences that create a text .i.e. to create connected sentences within a sequence. The formal surface of the text components works according to grammatical forms and conventions.

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Stoddard (1991: 20) also defines cohesion as a mental construct. This definition implies that cohesion must be interpreted and that it requires mental effort on the part of the reader. In other words, cohesion requires to search for certain words or grammatical items that help to impart meaning and purpose to clauses and sentences, so that information is distributed in a logical way. The concept of cohesion comprises the interfaces between lexis and grammar, as well as between grammar and text analysis (Scott and Thompson 2001: 14).

Flowerdew and Mahlberg (2009: 103) say that cohesion “focuses on features on the textual surface”, whereas coherence “describes underlying meaning relationships reflected by features on the surface text”.

Cohesion is one of the central concepts in discourse analysis that has been developed to discover substitutable items in any stretch of written (or spoken) language that is felt as complete in itself.(Hoey 1983: 189).

Cohesion distinguishes texts from non-texts and enables readers or listeners to establish relevance between what was said, is being said, and will be said, through the appropriate use of the necessary lexical and grammatical cohesive devices(Halliday and Hasan, 1985: 94).

Cohesion occurs when the semantic interpretation of some linguistic element in the discourse depends on another .It is the foundation upon which the edifice of coherence is built and is an essential feature of a text if it is judged to be coherent Castro( 2004: 215).

### **7.Types of cohesion**

There are two broad divisions of cohesion identified by Halliday and Hasan (1976) –grammatical and lexical. Reference, substitution, ellipsis and conjunction are the various types of grammatical cohesion. Lexical cohesion is realized through repetition of lexical items, synonyms, superordinates and general words. “Lexical cohesion is ‘phoric’ cohesion that is established through the structure of the vocabulary” (Halliday and Hasan 1976: 318). Lexical cohesion occurs when two words in a text are related in terms of their meaning. Halliday and Hasan (1976) distinguish between the two major categories of lexical cohesion: reiteration and collocation. Under the notion of reiteration we understand repetition, synonym, superordinate and general word. Reiteration “involves the repetition of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between”

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Repetition is realized in instances that embrace the same lexical item used across the sentences. One can distinguish between simple and complex lexical repetitions .The former one occurs when a lexical item is repeated with no alteration. The latter occurs when “two lexical items share a lexical morpheme, but are not formally identical, or when they are formally identical, but have different grammatical functions” (Hoey 1991: 55). Moreover, lexical cohesion can be also achieved by the use of complementaries, or different kinds of pairs of opposites (*boy - girl*), antonyms (*like - hate*) and converses (*order - obey*). Many general words carry a connotation of attitude on the part of the speaker . These can be general nouns, like *thing, stuff, person, woman, man*, or general verbs, like *do* and *happen*. General nouns and verbs do not carry much information. They depend mostly on the co-text for their meaning, so that hearers or readers can identify what a particular word is referred to. General words are also described as superordinates of a higher level (Halliday and Hasan 1976: 280-285).

### **7.Types of Grammatical Cohesive Devices.**

According to Besma Azzouz (2009 38) grammatical cohesive devices from structural point of view are numbers of cohesive devices governing the organization of the text in terms of the devices used from the sentence level to the discourse level. Grammatical cohesion is used to produce a comprehensive discourse concerning both the writer and the reader. In addition, any written discourse is supposed to use the necessary connectors as grammatical cohesion to have a cohesive discourse and to help the reader understand the text as much as possible. Halliday and Hassan (1976) explain the basic categories of grammatical cohesion as follows.

#### **7.1 Reference**

Reference is one of the options that grammar of English offers creating surface links between sentences.Halliday and Hassan (1976) point out that reference features can not be semantically interpreted without referring to some other features in the text. Pronoun is the most common linguistic element used as referring devices in a textual environment. However, there are other linguistic elements used to fulfill the same function such us: articles, demonstratives and comparatives. Reference can be accounted as “exophoric” or “endophoric” functions. This is because simply when we refer to a given item, we expect the reader to interpret it by either looking forward, backward or outward. Exophoric reference involves exercises that require the reader to look

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out of the text in order to interpret the referent. The reader, thus, has to look beyond or out of the text with a shared world between the reader and the writer. “Exophoric reference directs the receiver ‘out of ‘the text and into an assumed shared world” (McCarthy, 1991: 41).

Brown and Yule(1983: 192) point that Endophoric function refers to the text itself in its interpretation.

### **7.2 Substitution**

Halliday and Hassan (1976) state that substitution takes place when one feature (in a text) replaces a previous word or expression, for instance: “I left my pen at home, do you have one?” In this example, “one” is replaces or substitution for “pen”. It is important to mention that substitution and reference are different in what and where they operate. Substitution is concerned with relations related with wording whereas reference is concerned with relations related with meaning. Substitution is a way to avoid repetition in the text itself; however, reference needs to retrieve its meaning from the situational textual occurrence. Thus Halliday and Hassan (1976: 89) say that :

*"In terms of the linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexical grammatical level, the level of grammar and vocabulary, or linguistic form."*

As such, we can substitute nouns; verbs and clauses .Kennedy (2003) points out there are three types of substitution nominal, verbal, and clausal substitution.

### **7.3 Nominal substitution:**

A noun or a nominal group can be replaced by a noun. “One” / “ones” always operate as a head of.... nominal group.

Reference

[Textual]

endophora

[Situational]

exophora

[To preceding text]

Anaphora

[To following text]

cataphora

Ex .1 “there are some new tennis balls in the baf .These ones have lost their bounce”. In this example, “tennis balls” is replaced by the item “ones”.

### **7.4 Verbal substitution:**

A verb or a verbal group can be replaced by another verb which

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is “do” .This functions as a head of verbal group, and it is usually placed at the end of the group.

Ex.2 . A: Annie says you drink too much.

B: So do you?

Here, ”do” substitutes “drink too much”.

### **7.5 Clausal substitution:**

A clause can be usually substituted by “so” or “not”.

Ex.3 . A: It is going to rain?

B: I think so.

In this example, the clause “going to rain” is substituted for “so”.

### **8.Ellipsis:**

The relation between substitution and ellipsis is very close because ellipsis is merely “substitution” by zero (0). What is essential in ellipsis is that some elements are omitted from the surface text, but they are still understood. Thus, omission of these elements can be recovered by referring to an element in the preceding text . Words are deliberately left out of a sentence when the meaning is still clear”. (Harmer, 2004:24) considers the following example:

Ex.4 “Penny was introduced to a famous author, but even before, she had recognized him”.

It appears that the structure of the second clause indicates that there is something left out “introduced to a famous author”. The omission of this feature keeps the meaning still clear and there is no need for repetition; Carter et al state that “ellipsis occurs in writing where usually functions textually to avoid repetition where structures would otherwise be redundant” (2000:182).

Starkey (2004:234) points out that on some occasions, ellipsis is used instead of substitution for the sake of conciseness. For example

Ex.5: Everyone who [can] donate time to a charity should do so.

Ex.6: Every one who can donate time to a charity should .

In the first example, where substitution is used, the sentence is somehow wordy in comparison to the other sentence (e.g2) which seems quite concise as Starkey explains. Substitution has three types in nominal, verbal and clausal . Kennedy (2003:324) indicates that “ellipsis is the process by which noun phrase, verb phrase, or clauses are deleted or “understood” when they are absent..

#### **8.1 Nominal ellipsis:**

This means ellipsis within the nominal group, where the omission of nominal group is served a common noun, proper noun or pronoun.

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Ex.7. “My kids practice an awful lot of sport. Both (0) are incredibly energetic”. In this example, the omission concerned with “My kids”.

### **8.2 Verbal ellipsis:**

This refers to ellipsis within the verbal group where the elliptical verb depends on a preceding verbal group.

Ex.8 A: have you been working?

B: Yes, I have (0).

Here, the omission of the verbal group depends on what is said before and it is concerned with "been working”.

### **8.3 Clausal ellipsis:**

Clausal ellipsis functions as verbal ellipsis, where the omission refers to a clause

Ex.9 A: why did you only set three places? Paul’s, staying for dinner, isn’t he?

B: Is he? He didn’t tell him (0). In this example the omission falls on the “Paul’s, staying for dinner”.

## **9. Conjunction**

Conjunction is used to achieve grammatical cohesion in texts which show the relationship between sentences. They are different from other cohesive ties that they reach the meaning by using other features in the discourse. Because as Nunan (1993) points out, they use features to refer to the other parts of the text in order to make relationship between sentences extremely understood. According to Halliday and Hasan(1976:156), the relation between two successive sentences may be simply one of sequence in time: the one is subsequent to the other. This temporal relation is expressed by words such as ‘then’, ‘and then’, ‘next’, ‘afterwards’, ‘after that’, ‘sequentially’ and a number of other expressions.

Halliday and Hasan (1976:182)believe that the temporal relation may be made more specific by the presence of an additional component in the meaning, as well as that of succession in time So, for example, we may have ‘then + immediately’ (at once, thereupon, on which); ‘then +after an interval’ (soon, presently, later, after a time); ‘then + repetition’ (next time, on other occasion); ‘then + a specific time interval’ (next day, five minutes later) and so on. Halliday and Hassan (1978: 227) describe it as follows:

*In describing conjunction as a cohesive device, we are focusing attention not on the semantic relation as such, as realized throughout the grammar of the language, but on one particular aspect of them, namely the*



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*function they have of relating to each other linguistic elements that occur in succession but are not related by other, structural means.*

### **10.Tense as a cohesive device**

According to Rijksbaron (2002: 11-14) cohesion can be described as the explicit indication of textual coherence by means of linguistic devices. One of these devices is the use of different tenses. Tenses help to structuralize the discourse (text) by locating individual states of affairs in time and relating them to each other on various levels. These levels can vary between the individual sentence (micro level) and the wider context of the discourse. Unfortunately (and surprisingly) the attention paid to the cohesive 'force' of Greek tenses is virtually limited to the narrative tenses.

According to Hassan (1978:242) many of the text features determine the textual boundaries which are represented by the relationship between the grammatical devices and lexical relations of a text. In support of the role of the patterns of cohesion as a demarcative device in discourse, the tense does not seem so much strictly bound to time as to issues such as the sender's purpose, the focus on different elements of the message, and the projection of a shared framework within which the receiver will understand the message. (McCarthy 1991:62), in academic writing Waugh (1990:242) considers the function of tense as a text – structuring device.

After having defined grammatical and lexical cohesive devices introduced by Halliday and Hasan (1976), the proceeding literature review is going to focus on *some other text-forming devices* that also prove to be instrumental for the establishment of *cohesion* in discourse.

#### **1- Verb Form (Tense and Aspect)**

**Tense** refers to the time when the action of the verb occurs. The action can occur

in one of three time periods: past, present, or future. They form a time line.

Ex.10 : I ate, I eat, I will eat.

**Aspect** refers to the time when the action of the verb occurs either across or between those periods. That is, the times on the time line can be extended (progressive aspect) or combined (perfect aspect):

#### **Progressive**

The action is continuous.

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Ex.11 : When Saima called, I was eating.

### **Perfect**

The action happened at some unknown time between the past and the present time of speaking.

Ex.12 : I have eaten today

Cook (1989:14-15)states that formal links between sentences and between clauses are known "cohesive devices", these formal links will go in helping to explain why a succession of sentences is meaningful discourse and not a disconnected jumble. The former use of the verb in one sentence can limit the later choice of the verb in the next ,this may be justified in saying that a verb form in one sentence is "wrong "or at least "unlikely", because it does not fit with the form in another There seems to be a degree of formal connection between the verbs that are used within the text.

### **11.Tense device in narrative text**

Tense describes time — past, present, future — and is used consistently across a text. It is indicated by verbs whose primary use is to locate the process in time relative to the time of the utterance. The “primary use” qualification is needed because there may be secondary uses that do not have this intent.( Queensland Studies Authority July 2011 | 4)

Labov (1972:206)shows that in the narrative texts ,tenses are ordered in chronological

sequence, indicated by the presence of tense, verbs, time adverbials. Narrative clauses are

ordered by temporal juncture, and the reporting of narrative events that occurred, and were completed, at some time before the time at which the events were narrated in a first-person narrative voice, The narrator tells a story at the present time that

involves events which occurred at some point in the past. By arranging a narrative text in chronological sequence, the narrator looks back on an experience and configures that experience into a sequence of events viewed from the vantage point of his or her present (which serves as a temporal reference point for these events). In narrating the events, the narrator places these events on a prospective time line that involves movement on the time line from the inception of

the event moving forward to an "ending point" in the story which is temporally placed

somewhere before the present time. (Durian, 1998:3)

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Asst .Inst. Ban Shihab Ahmed , Asst .Inst Usama Ibraheem Mohammed Fleischman( 1990: 131 ) and Schiffrin (1981: 50), assert that the sequence of these narrative clauses ironically reflects the sequence of events that actually occurred at the time of the event). Representing bounded, complete events, the preterit tense facilitates the chronological representation of temporally junctured narrative clauses, so that the narrative clauses can be ordered in such a way that "each event [represented by a narrative clause] is understood to have occurred after the one preceding it, and before the one following it".

According to Durian, 1998b 5 the conjunction with the preterit tense, narrators use time and deictic adverbials in narrative discourse to establish the reference time of the narrative and to ground the discourse temporally and spatially. Grammatically, preterit tense verbs only encode chronological location in time, so narrators use temporal adverbials to help establish and ground the text in the reference time of the narrative, often using a temporal adverbial during the orientation section of a narrative to establish the initial reference time of a narrative text (Schiffirin 1981: 50). By using deictic adverbials, narrators are able to move forwards and backwards within the reference time established by temporal adverbials and the chronological sequence of the preterit tense verbs contained in narrative clauses, so that a narrator can refer back to events that he or she has already narrated in the discourse and can refer forwards to events that will occur later in the narrative. Thus, temporal and deitic adverbials are used in conjunction with preterit tense verbs to establish and maintain the reference time of the narrative, and therefore, both preterit tense verbs and temporal/deitic adverbials are two of the main functional components found in narrative discourse.

Schiffirin (1981:50) adds that , the present tense occurs in narratives to refer to past events by occurring as the historical present tense. The historical present looks like the present tense but occurs "historically" in narratives, since narratives deal not with present events, but past events. Schiffirin also posits that the historical present functions in narratives as a device for separating a narrative into episode-like text spans and helping the text progress chronologically forward through time (Therefore, narratives are connected by the use of tense shifts between the preterit tense and the historical present to separate distinct events that occur throughout the narrative (Fleischman 1990: 98).

As this study is presented to describe the shift between tenses in writing narrative text so that it is worth mentioning that future tense describes as a complex grammatical notion in English because it possesses both temporal

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and non-temporal characteristics, future tense is defined as the location of a situation ahead of the present moment (Dahl: 1985)

### 12- Methodology

The current research involves a test submitted to the selected sample which represents third stage students who are randomly chosen from (Garmian and Diyala university) , The analysis is based on the answers of the question of the test which reads as" when you returned home late ,you found that a thief broke in your house ,you began to suspect that he was still hiding somewhere in the house . Write an essay narrating how you behaved and what happened to the thief at the end, then describe your future procedure for guarding your house ". The students are supposed to write a narrative essay with strong restriction with the correct use of the tense as a mean to create a cohesive text .The total score of the test is out of (20 ). The correct tense that the student should keep is the past text as the test is about writing an imaginary story happened in the past .Then the students should make shift into future tense as they are asked to write about future plan to keep" the house" safe .The performance of the students are analyzed by the researchers using suitable statistical tools.

### 13- Analysis of student s' general performance.

The results indicate that there is a serious difficulty in using the correct tense in the sentences that should expressed in the past. The students continuously make shift into present tense .Furthermore, the students fail to shift to future tense when they write their future plan.

According to table No .1, the result of T-Test value for one sample is (3.123).This value is higher than the tabled T-test value which is (2.0096). This shows there is a significant difficulty in using the correct tense in writing narrative text .

**Table No.1**  
**One-Sample Test**

	Test Value = 10					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	3.123	49	.003	1.52000	2.4982	.5418

### 14. Analysis of students' performance according to the type of shifts.

The analysis of students performance as shown in table No. 2 indicates that the students are generally unable to control using past tense to express past events or narrative story. On the other hand the students fail to shift to future tense to express future plans as it is required in the question of the submitted test .

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**Table No.2**

**Numbers of Errors according to the type of tense shift**

No. of Students	No. of Improper shift in past tense	No. of Failure in shifting to future tense
1	15	0
2	15	0
3	12	3
4	2	0
5	14	0
6	12	2
7	1	0
8	0	0
9	5	0
10	5	2
11	5	1
12	15	0
13	4	2
14	7	0
15	2	3
16	15	0
17	12	1
18	13	0
19	13	2
20	10	0
21	12	1
22	15	0
23	5	0
24	4	0
25	8	0
26	11	2
27	16	0
28	14	0
29	12	3
30	5	2
31	8	1
32	9	1
33	10	2
34	8	0
35	4	0
36	5	3
37	14	1
38	14	0
39	8	0
40	15	0
41	5	2
42	8	0
43	15	0
44	11	0
45	10	0
46	6	3
47	7	2
48	8	0
49	6	0
50	7	1

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### **15. Students' performance within past tense .**

As for shift from past to present tense 90% of students have made shift to simple present tense when they write their narrative text about an imaginary past story ,10% of students make errors in shifting from past into present continuous ,present perfect, past continuous, or future tense ,as in the following examples which represent the student response :

*When I returned home, I **open** the door and **find** everything has stolen the first question comes to my mind is who did this ?.....*

*When I entered home because the house wasn't arranged the chair **were putting** in a wrong way ..... The thief was stealing*

*The door of my home was broken my pressure **is raising** and my face became warm.....*

*I think that the thief is still in the house **so that if I enter.....I think I will call the police .***

*I came to my house and found the door broken I **feel** fear and **I'm in doubt** the thief stay in my house , I called the police.....*

*When I saw the thief in my room I **will** call the police .....*

### **16. Students' performance in shifting from past to future tense.**

The analysis of the students' responses of using the future tense in the part of narrative text which expresses the plan for future, 58% of the students have been unable to shift into the future, 14% of the students have shifted into future for only one time and then continued using present tense to refer to their plans for future. 18% of the student shift into future just for two times and then they again use another incorrect tense at the future part of the text ,and 10% of the students have shifted to future for three times and again they make errors in expressing the suitable tense to show future , The following examples from students' performance show that .

*In the future I **began** work camera in all places .....*

*My plan to future I **takes** protection to my house.....*

*After what happen to my house ,I **will** take essential ,I put camera around my house.....*

*In the future I **wanted** to protected my home from thief .....*

*I close the door and asked someone like my brother to stay in my home in future when I wanted to go out.....*

### **17.Conclusions**

The findings of the study lead to the following conclusions:

1. A cohesive text can not be conducted by using only certain grammatical cohesive devices without paying attention to the appropriate tense

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particularly , although it is clear that using grammatical and lexical cohesion has a great role in effective writing. This aspect might be neglected by some teachers , and it might be a good topic for further studies .

- 2-Tense plays an important role in building a comprehensive discourse concerning both the writer and the reader. It is a clear indicator to recognize good writing from poor one as well as to show judgment upon writing quality.
- 3-Data analysis of students, essays also shows that there is a significantly misuse of proper tense .
- 4-The most frequently used tense is simple present which represents 90% , even to express past event. This overuse of the present tense might embed the use of other tenses which can be also acceptable to express past event such as present perfect, past perfect or past continuous.
- 5-There is a serious difficulty in shifting from past tense to future tense, learner's use of inappropriate tense is more than the appropriate one .This problem can be due to the misunderstanding of the types of tenses and its uses and the difficulty of using the appropriate forms that are not yet fully mastered.

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## Tense as a Grammatical Cohesive Device in the Performance of Iraqi EFL University Students in the Area of Narrative Texts .....

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### الزمن كوسيلة تماسك نحوي في اداء طلاب الجامعات متعلمي اللغة

#### الانجليزية لغة اجنبية في مجال النص السردي

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الخلاصة

يركز هذا البحث على استخدام الزمن كأداة تماسك ودوره في الحفاظ على التماسك المنطقي في النص الكتابي. التماسك هو محاولة لخلق نص مفهوم في صور عامة والزمن كنتاج نحوي هو احد الاساسيات التي تؤدي بدورها تحقيق هذا التماسك .  
الاستخدام الصحيح للزمن يوضح السبب في جعل تتابع مجموعة من الجمل هو نص مفهوم وليس نص غير متقطع.

الاستخدام المسبق للفعل في الجملة الواحدة يستطيع تحديد الاختيار اللاحق للفعل في الجملة التالية. طلاب الجامعات متعلمي اللغة الانجليزية كلغة اجنبية لديهم صعوبات عديدة في كتابة نص فعال متماسك بصورة عامة واستخدام الزمن المناسب بصورة خاصة , حيث انهم يقومون بتغيير صيغة الزمن خصوصا في كتابة النص السردي الذي يتطلب استخدام صحيح للفعل لتصوير الحدث. بيانات هذ البحث جمعت من اداء الطلاب في كتابة النص السردي وحلت لتفحص صحة افتراض هذا البحث. نتائج تفحص هذه البيانات ادت الى استنتاجات من بينها , ان هنالك سوء استخدام واضح للزمن الصحيح وهناك صعوبة حقيقية في التغير للصيغة الصحيحة للزمن المناسب من صيغة الماضي الى صيغة المستقبل وكذلك استخدام المتعلمين للصيغة الغير مناسبة اكثر من استخدام الصيغة المناسبة