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ANALYSIS OF COHESIVE DIVICES AND COLLOCATIONS IN ENGLISH TEXT BOOKS AND TEACHERS' ATTENTION TO THEM IN AZAD UNIVARSITY OF FOREIGN LANGUAGES IN IRAN

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ABSTRACT
This study is mainly aimed at analyzing cohesive devices and collocation in the English reading texts at Azad universities in Iran, figuring out teachers' approaches towards cohesion teaching and teaching corpus-based collocation. Which type of cohesion and which collocations are the most significant contribution to texture; and whether this type is efficient or not. Do the teachers teach them, and whether teaching them is effective. It is understood that most of the students are poor in the sufficient linguistic knowledge in English to read and understand slightly complex written texts, and they are deprived of recognizing sentence, word relation, collocation, cohesive devices and transferring ideas. They are, accordingly, not well-organized in their own reading and writing. In this study, four reading texts were opted as main materials for the analysis of the cohesive devices and collocations. Four teachers from English Departments were invited to join in the interview so that they could give ideas about their outlooks towards teaching cohesion. The analysis discloses that lexical cohesive devices are employed more often in the textbooks than collocations and grammatical cohesive devices. The data from interview verified that the teachers often teach cohesion and corpus-based collocation in class but they cannot cover all varieties of them. It is hoped that this study partially assists with both English teachers and English learners to improve the effectiveness of teaching and learning ESP.

Keywords: Collocation; Cohesive Devices, Discourse, Lexical Cohesive

INTRODUCTION
The term for the quality of a text such which appears as a particular unit, not as an arbitrary chain of thoughts or sentences is called cohesion. A number of devices can help make cohesion. Understanding a text that seems to have easy words and concepts can be problem for ESL students because they do not succeed in identifying the cohesive ties.
On the contrary, the lecturer may fall short to comprehend the ideas that the ESL learner endeavors to utter because the student has not been taught how to tie English sentences together unmistakably and logically with the suitable cohesive devices**.**
Baker (1992) defined cohesion as the network of lexical, grammatical, and other relations which present links linking different fractions of a text.
Mederos (1988) also endows with an inclusive classification. The two taxonomies show some diversity both in the terms employed and in the criteria of categorization itself. Nevertheless, they contribute to a frequent perceptive of how the devices of cohesion work. Furthermore, Mederos (1988) has also been asked for some special complicated examples preceding research papers have been issued in relation to textual cohesion and transformation.
Nonetheless, none of them to our knowledge demonstrated the grouping of the three major aspects that typify the present research. Mainly endeavors to describe and analyze cohesive devices and collocations in the English textbooks in terms of syntax and lexis. Then, it attempts to discover teachers' approaches towards teaching cohesion and collocation.
Finally, giving out suggestions to teaching and learning reading skill in English is the last intention of the study.

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Literature Review
Cohesion and Coherence
The concept of text cohesion rests on the insight that a text is "held together" by a diversity of internal forces. ESL students may have trouble comprehending a text that looks to have uncomplicated words and notions because they are failed to recognize the cohesive ties. Cohesion should play a significant role in English language teaching, as readers and writers need to be aware of the relations that embrace chunks of text collectively and that assist to the formation of a text as a unit of meaning. On the contrary, the teacher may not thrive to realize the ideas or arguments that the ESL student is endeavoring to articulate because the student has not yet become skilled at how to bind English sentences together clearly and logically with the suitable cohesive devices. When the grammar and the vocabulary of a language are therefore split it is simple to talk about 'grammatical' and 'lexical' cohesion, a separation that is not unusual in language teaching course books. Cohesion and coherence cannot be distinguished completely because both the verb cohere is the root of both ones, which means sticking together. In fact, the linguistic ties that provides links between or among different parts of a text is cohesion, and is presented partially through the syntax and to a degree through the lexis. It is also the first set of textuality; which refers to the surface relations between the sentences that construct a text i.e. to form linked sentences within a sequence. The formal surface of the text elements works according to grammatical structures and principles. It assists the reader /hearer with sorting out the significance and uses. Coherence, on the other hand, is implicit as the quality of being unified and meaningful. As Nunan (1993), stated coherence is the sense that chains of sentences or utterances seem to dangle collectively. Coherence refers to the nature of semantic and rhetorical affiliation that underlines texts. Coherence refers to the type of meaningful relationships of the texts.

Richards *et al.,* (1985) uttered that coherence refers to the figurative devices, to ways of writing and speaking that results in organization, harmony and distinction. Coherence can be attained on the basis of relevance, the common shared background information between members in a speech act.

Furthermore, they also insert that coherence is the relationships which connect the meanings of utterances in discourse or of the sentences in a text. Nguyen Hoa (2000) stated that coherence is constructed through semantic ties in discourse. Hence, if cohesion refers to the linguistic ties that make a discourse semantically coherent, then coherence involves what makes a text semantically significant. In nut shell, coherence is represented by a system of cohesive devices and cohesion is predominantly used to guarantee coherence.

Main Types of Cohesion
Specialized legal texts as depicted by Finke (2004) is simply applied to codes, statutes, regulations or court cases what are identified as key sources of law by lawyers. The work produces many different types of superiors, either in power or chronological value. Finke additionally lectures that when seemed at it from diverse viewpoints, the term legal text refers to devices produced to establish rights in classified matters such as Deeds or Wills. According to Halliday and Hasan (1976) stated that there are five types of cohesive devices in English.

The grammatical ones are substitution, ellipsis and reference, and the lexical one is lexical cohesion and the one which locates on the border line, between the two categories is conjunction. In other words, it is typically grammatical but at times involves lexical range. Grammatical cohesion may be typified as the surface marking the semantics links between clauses and sentences in written discourse, and between utterances and tunes in speech. These links can be clustered in four types: reference, ellipsis, substitution and conjunction. In Longman Dictionary of Language Teaching and Applied Linguistics (1998) reference has two senses, in its broader sense would be the association between a word or phrase and a body in the marginal world and in its narrower sense is the correlation between a word or phrase and a specific object-: Halliday and Hasan (1976) claimed that substitution is a relation on the level of syntax and words, or linguistic form. As for Halliday and Hasan (1976 Ellipsis), is an omission of definite elements from a sentence or a phrase and can just be picked up by referring to a part in the proceeding text-conjunction.

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Cook (1989) stated that conjunctions are words or phrases which apparently grab attention to the sort of correlation between one sentence and clause and another. Lexical cohesion occurs when two words in a discourse are considerably related in some ways. Halliday and Hasan (1976) classified lexical cohesion into two main categories: reiteration and collocation-Reiteration: Halliday and Hasan (1976) claimed that collocation has a significant part of forming cohesion in connected text.

MATERIALS AND METHODS
Methodology
Firstly, the methods of explanation, analysis and statistics in linguistics are used in this study. The study will base on reviewing materials used in the ESP course for English in Foreign Languages University in order to collect and classify cohesive devices and collocations, so as to draw attention to the frequency of occurrence of cohesive devices and collocations used in the reading texts. Secondly, both qualitative and quantitative approaches are used to find out teachers' approaches towards teaching cohesion, student's cohesive devices and collocation to do reading exercises. For reaching the objectives of the study the data from the interview and questionnaire will be evaluated qualitatively and quantitatively. Thirdly, the findings from data analysis are inductively elucidated, that is, to move from less general to more general statements. The description, analysis and statistics are the methods which were used in the textbook analysis to achieve its main objects are explained in this part. The textbook analysis is supported by statistical tool, then table and chart demonstrations are employed to analyze the statistical data. In this way, the author described grammatical and lexical cohesion from the text corpora. Secondly, a personal; semi-structured interview which comprised of six particular questions was applied.

RESULTS AND DISCUSSION
From the data of this research it was depicted that the percentage of grammatical cohesion is twice less than the percentage of lexical cohesion, grammatical cohesion with 162 items and lexical cohesion with 286 items. The unequal distribution of these two types of cohesion is due to the characteristic of English itself. In grammatical cohesion, the distinction in frequency of reference, conjunction, substitution and ellipsis is noticeable. All of these grammatical cohesive devices are employed in the reading texts but with clear divergence in density among certain devices. The maximum frequency of occurrence in reading texts on linguistic is reference (43.97 %). Because in terms of reference, the information to be regained is the referential meaning, the uniqueness of the particular things or class of things that is being indicated to and the cohesion lies in the connection of reference. A rather great number of grammatical cohesion is conjunction (32.62 %). That conjunction plays an essential role in expressing organization of a text is the cause for this. The conjunctive words or phrases depict the logical affiliation of phrases, sentences and paragraph that assist to create a cohesive text. It is applicable to employ many conjunctions in the reading texts which make it more easily understandable to readers. Ellipsis takes the third place with 21.99 % which can be clarified by the certain situation occurring in the reading texts on English for linguistic The readers easily locate ellipsis in question-answer and other rejoinder chains and ellipsis in direct response and Wh-questions. The lowest frequency of occurrence goes to substitution (1.42 %). This may result from the uniqueness of English for linguistic in particular and ESP in general, which is required to be precisely and obviously stated if not ambiguity is expected to arise and misinterpretation can lead to a far-reading outcomes. In lexical cohesion, collocation makes up the maximum percentage in the corpus (74.17 %). This result shows the weight of collocation in linguistic and the tendency of using items of collocation in English for linguistic. After analyzing cohesive devices employed in the reading texts, the researcher figured out that there are four main devices that are most regularly used in the reading texts are collocation (74.17 %), reference (43.98 %), conjunction (39.72 %) and reiteration (25.83 %). These devices reports for peak frequency of occurrence in the textbook which have enormous impact on the cohesion of the text.

Halliday and Hasan (1976) claimed that those above cohesive devices do the function of helping readers to recognize the field element of the context of culture and the empirical aspect of the text's meaning,

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they also allow the readers to afford some of the missing items necessary for the understanding of a text. Discoveries from the interview showed almost all teachers are alert of the weight of teaching cohesion in class and they often embrace teaching cohesion, both grammatical and lexical cohesion whilst teaching reading, writing or speaking. Nevertheless, actually they cannot cover all the kinds of grammatical cohesion as there are numerous patterns in cohesion.

Conclusion

Cohesion is regarded as a primary textual component not only to create organized texts but also to supply the content comprehensible to the reader. In order to accomplish the goal of the research, the improvement of the research is divided into four major parts. This research provided readers with theoretical knowledge about cohesion and most important kinds of cohesion which grammatical and lexical cohesion are specially focused. It is also illustrated the methodology, applied in the research, that's the statistic analysis, the interview and the questionnaire. The third part at first answered research question 1. It is the analysis of cohesive devices in the English textbook at Azad University of Foreign Languages. The analysis is first and foremost on grammatical cohesion and lexical cohesion. Grammatical cohesion includes reference, conjunction, ellipsis and substitution. Lexical cohesion involves recurrence and collocation. This section got the readers familiar with discoveries and debate from the interview. The major endeavor was to answer research question 2, which is to find out teacher's approach towards teaching cohesion. After analyzing reading texts and performing the questionnaire and the interview, the researcher achieved satisfactory results, from the analysis and the most important finding was that lexical cohesion is used more frequently than grammatical cohesion. The statistics displayed that there are 153 items (35.37 %) of grammatical cohesion and 265 items (64.67 %) of lexical cohesion in the course book. In grammatical cohesion, reference has the premier percentage of regularity of occurrence (42.87 %) among which anaphoric contributes the most proportion (68.45 %).

Attained from this statistics, it's noteworthy for the teachers to teach students how to join grammatical points with anaphoric reference in reading texts. Conjunction supplies rather a colossal factor in text cohesion (31.55 %). Among conjunction, additive has the highest frequency which implies that reading texts on Linguistic are much dealt with gathering more information. Ellipsis and substitution are the ones which do not have a say much to the cohesion of the reading texts (19.89 % and 2.23 %) but they should also been taken into consideration in teaching and learning English because they assist with reading skills and writing skills as well. In terms of lexical cohesion, collocation goes beyond the density with 78.24 %. Among collocation patterns, N +N patterns, A +N patterns and N + prep patterns are broadly used. This is almost definitely because the reading texts on Specific field of English deal with the exact facts and concise definitions. Even though replication does not make up as high percentage as collocation (31.63 %), it plays a crucial role in achieving comprehension of the text. In replication, recurrence is fundamental to synonym, antonym, super ordinate and general word (76 %). Secondly, from the outcome of the interview, the researcher has constructed that all teachers are awake of the value of teaching cohesion but they cannot wrap all the types of cohesion. To sum up, the main objectives of the study are met, in other words, the researcher has found out the answers to the research questions. Implications for teaching and learning collocation and cohesive devices for English students at Universities of Iran are mentioned here: The most important purpose of students, studying English is to read materials in English and understand terminologies and employ them for their future work. Among four skills, reading is the most essential skill to assist students with improving their explicit knowledge. One of efficient ways to endorse reading comprehension is throughout the acknowledgment of cohesive devices in the texts. All coherent texts are with suitable cohesive devise and the recognition of the cohesive devices in reading texts assists students with obtaining practical information and boosts their knowledge. Furthermore, there's a critical claim to have lessons on cohesion separately, which helps the students comprehend meticulously about cohesive devices, their use, their meanings and the use of collocation and its meaning. In details, teaching grammatical cohesion and collocational phrases through teaching reading is very essential as the data signified that using grammatical cohesive devices is more complicated for the students to use than lexical cohesive devices such as collocation.

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For teaching conjunctions, the students should be presented with conjunctive knowledge, particularly four types of conjunctions with distinctive words. They should be attentive and know how to use the conjunctive words in the particular context. Just by working out on them, students can get familiar with these types of conjunctions. A common kind of exercise related to conjunctions is that the teacher can give the students a text with the omission of discourse markers with blanks. Whilst teaching reference, the teachers should indicate that the chaining of reference and referents adds drastically to the cohesion of the text. For teaching ellipsis, the most conventional type of exercises to inform the students learning ellipsis is gap-filling ones. The time of teaching substitution, the students should be maintained to notice any substitute items averting them from comprehending the discourse. In general, through teaching reading with the help of teaching cohesive devices, all four types of grammatical cohesive devices should be taken into consideration, in which conjunctions and reference are more vital ones. Furthermore, training lexical cohesion through teaching reading is of importance as well because without vocabulary, students barely study well reading skills. While teaching reiteration, the teachers can provide the students with diversity of exercises involving finding out antonyms, synonyms. Gap-filling, sorting, etc. are types of exercise cooperative for students to follow collocation whilst teaching and practicing them. It's also needed for the teachers to highlight the divergence of word suitability between the mother tongue and the target language.

Suggestion for Further Research
This research only concentrated on analyzing grammatical cohesion and collocation which is a type of lexical cohesion and exploring difficulties encountered by students while using cohesive devices and collocation in reading and writing. But because of the lack of enough time and scope of the study, the researcher could not cover all the issues related to the study. The researcher does anticipate that the following issues will be studied:

1. An analysis of logical cohesive devices in English reading texts while learning English at university.

2. Teachers and students' hardships in teaching and studying cohesive devices and collocations. In a nutshell, this research is the researcher's first endeavor to analyze grammatical and lexical cohesive devices and discovering students' problems in using and comprehending these devices in reading and writing. The researcher wishes that it will make conducive role in teaching and learning English in general and teaching and learning cohesion and collocation in particular.

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