

1. Moheemmd - telephone operator- University of Mosul -8 a.m.
2.30 p.m.- work in the garden - chief telephone operator.
2. Amal - nurse - hospital - 6.a.m. - ID 60 - tennis - medical books- chief nurse .

Bibliography

1. Hassan, R. (1968), Grammatical Cohesion in Spoken and Written English ,Part one (Longmans).
2. Quirk, R. (1973) , A Grammar of Contemporary English (London Group) Limited, London .
3. Waterhouse, V. (1963) ' Independent and Dependent Sentences; International Journal of American Linguistics, 29. pp. 45- 54 .

Students are asked to consider the frames carefully and then try to form three sentences choosing the appropriate pronouns and possessive determiners, which substitute the nouns which have occurred in the first frame.

Students are expected to produce the following forms.

1. John is a lazy boy : he is always late for his morning classes.
2. Mary is a lazy girl ; she is always late for her morning classes .
3. John and Mary are lazy pupils ;
they are always late for their morning classes

Exercise

The aim of this exercise is to test the students' command of the pronoun in a larger text .

You will give your students a paragraph with slots in it. The slots represent missing pronouns and possessive determiners. Make sure that your students are given the referent in the first sentence and that they have to find out for themselves, the correct pronoun that would correctly refer to the noun phrase given in the first sentence.

Hassan is cashier in a bank (His) working hours are from 8 a.m to 2 p.m. (He) earns seventy dinars a month . On Fridays (he) stays at home. In (his) spare time (he) is studying administration and economics, and in ten or twelve years (he) hopes to become a bank manager.

Of course, the bracketed words are not to be shown to the students and they have to supply them themselves .

When the students have shown considerable progress, you could give them another exercise, which is a little more advanced and demanding on the part of the students than the previous ones. Here you ask your students to write a short paragraph like the one we have just seen. As a lead you give them some lexical items (no pronouns given).

Write a short paragraph, making use of the lexical items given below. Use the same pattern as in the exercise above.

John
Mary
John and Mary

is
are

a lazy boy
a lazy girl
lazy pupils

he
she
they

is
are

always late for

his
her
their

morning classes

Ali and I don't drink coffee; *Ali and I* drink tea (*we*).

Ali doesn't drink coffee; Ali drinks tea . (*he*) .

Fatima doesn't drink coffee ; Fatima drinks tea (*she*).

The dog doesn't drink coffee; *the dog* drinks water (*it*).

Ali and Fatima don't drink coffee ; *Ali and Fatima* drink tea (*they*) .

Now ask your students to substitute the noun phrases by pronouns provided.

You will get the following .

Ali and I don't drink coffee; we drink tea .

Ali doesn't drink coffee; he drinks tea.

Fatima doesn't drink coffee; she drinks tea .

The dog doesn't drink coffee; it drinks water .

Ali and Fatima don't drink coffee; they drink tea.

When the students are made aware why the pronouns are used, they are asked to form sentences, using the lexical items provided and following the same pattern as we have seen. The first exercise is done below :

not play : the guitar ; play the piano

Ali and I do n't play the guitar - we play the piano .

Ali doesn't play the guitar ; *he* plays the piano .

Fatima doesn't play the guitar; *she* plays the paino

Ali and Fatima don't play the guitar; they *play* the piano.

This exercise is to be done by the students .

1. not eat pork : eat beef
2. not work in an office : work in a department store.
3. not go to school on Friday: go on Saturday .
4. not like drama : like poetry
5. not drive a car : ride a bicycle.
6. not speak English : speak Arabic .
7. not live in London :live in Mosul .

Another way of practising the use of third person pronouns as substitute words for noun phrases is realized through a number of frames arranged in sequence .

Anwar was allowed to sit the examination again .

Basima also was allowed to do so.

'So' refers to the fact that the examination was taken again.

Part Two

Pedagogic Considerations

In Part One we have given a theoretical introduction to the use of pronouns as connectives. Part Two is an attempt to provide some useful guidelines along with relevant exercises for first year university students who begin writing elementary compositions. There are two points these students should bear in mind . First, they should learn the relationship between sentences. Secondly , their sentences should be linked in such a way that in the end they read as a coherent paragraph.

We have said in the first part of the paper that pronouns play an important part in sentence connection by their potentiality of functioning as link- words which can bind pieces of a language together. These devices make it possible for the movement of ideas from sentence to sentence and from paragraph to paragraph to take place.

A simple and effective method of teaching the student how to use pronouns as connectives is not difficult of access; the student is given a short passage consisting of at least two sentences arranged in sequence in which pronouns are used to express some relationship between the sentences by being used as substitute words for noun phrases previously mentioned in the context and the presence of a pronoun presupposes the occurrence of its referent somewhere in the context .

Students should be aware of the various uses of the pronouns or proforms used in the passage .

Aim of exercise

The object of this exercise is to show how a pronoun is stylistically preferred to a noun if the noun has already been introduced .The pronouns to be practised here are : *we ,she ,he, it, and they*.

As was said earlier, the procedure is to give two sentences each of which begins with a noun phrase. The same noun phrase is repeated twice. In the case of the second noun phrase a pronoun is stylistically more appropriate than a noun;the noun has already occurred in the previous sentence. Thus:

He goes on to discuss the faculty by which we instinctively know whether a certain form of language is acceptable or not. This is called the 'linguistic sense.'

A demonstrative may refer to a whole rather than part of a sentence.

He suggested that all black people should leave Britain. This was rejected by all.

The conference of two noun phrases may be emphasized by the use of identical same, self same (formal, very etc (1)). Thus :

Chomsky wrote 'Syntactic Structures', That very book made him world wide famous.

A two- and - a half year old was shot dead last night. That was extremely barbaric. Here *that* refers to the shooting of the child.

Certain demonstratives may be used to indicate that they are referentially equivalent to a preceding noun phrase as in the following example : She offered me a cup of tea. She then gave me two bars of chocolate. Those I enjoyed better.

Those refers to part of the preceding sentence, namely, 'two bars of chocolate' '*such*' like *this* and *that*, is used anaphorically.

They say they can make fire out of water; no one would believe *such* nonsense. *Former* and *latter* are used anaphorically to point to one of two previous noun phrases : I read two essays, one on the theory of evolution, and one on population. The former was more interesting.

One is a substitute item which has a nominal function. In a polygamous society one might say.

I have two wives; come and see the beautiful *one*. The item *one* is used as a substitute for 'wife', which is tacitly assumed in the context.

So is an item used as a substitute for preceding items, or a whole sentence.

Has every member of staff at the university been granted a piece of land?

I don't think *so*.

The item *so* does not substitute an item in the preceding sentence. But, it substitutes the whole sentence, '..... the fact that not every member of staff has been granted a piece of land'.

Possessive Determiners

What has been said of personal pronouns is also true of possessive pronouns and possessive determiners. Consider the following examples.

1. a. Al- Sayyab was a very famous Iraqi poet. One of *his* most famous poems is "A Rainless City ."
'His' refers *back to Al- Sayyab*
1. 2. My aunt has been ill for sometime. Her doctor has absolutely forbidden her to eat greasy foods .
'Her' refers back to ' aunt '.
1. 3. Paracetol stops pain fast. Its side -effects are negligible.
'Its ' refers back to Paracetol.

Demonstratives

One of the characteristics of the demonstratives is their deictic function . The demonstrative, like pronoun, may refer not to a preceding noun phrase but to an extended portion of the text ,if not to a whole paragraph.

We may look now at the deictic functions of the demonstratives and thus shedding light on the part they play in establishing a relation between sentences. The demonstratives are basically used for cataphoric reference; they are used to a larger extent than personal pronouns. Consider the following examples:

The point I am trying to make is *this*, students' mistakes should not pass uncorrected. ' this ' is used cataphorically to point forward to a forward to a following unit. Here *this* covers the meaning of the whole sentence 'students' mistakes

Anaphoric Uses of the

Demonstratives :-

A demonstrative can be used with a noun. Thus: They are running an intensive course in Manchester. This is especialluy designed for overseas students. A demonstrative can be used as a substitute for several words or an entire sentence:

- 2.c. A big fire broke out in a laundry a few weeks ago . It destroyed all the clothes inside, and two adjacent buildings.
It refers to *fire*
- 2.d. Anas, Sattar and Ibrahim called to see me last night. They all came in Anas's car .
They refers to 'Anas, Sattar and Ibrahim.
- 3.d. Being very angry, Fareed slapped his wife. Later on, he felt guilty and went to apologize to her saying, 'forgive me, Fatin'. The pronoun *me*, which is in the objective case, is used to refer back to 'Fareed'.
- 4.d. Chomsky's transformational grammar has been held in great regard for the last twenty years. Now, some linguists think of it as simply 'wrong'. *It* refers back to the noun phrase Chomsky's transformational grammar. *It* also has a special use not merely as a substitute pronoun for a preceding noun, as is usually the case, but as an item covering a whole portion of the text. A. The insurance company will stand the loss.

B- It doesn't please me, though.

Note that nowhere does the syntactic function of the pronoun or that of its referent have any bearing on the anaphoric relation. It follows from this that their functions do not necessarily correspond to each other. Consider the following examples:

- 2.1. Fatin has a nice cardigan. She bought it at Orosdiback last week.
 2.2. Fatin's cardigan is nice. She bought it at Orosdiback last week.
 2.3. This nice cardigan is Fatin's. She bought it at Orosdiback last week.

The pronoun 'She' is functioning as head, but it could refer back to Fatin in any of the preceding sentences, where Fatin is functioning as head (non-possessive) in (2.1.), as (deictic possessive) in (2.2) and as head (Possessive) in (2.3) Similarly, possessive pronouns (*mine*, *yours* etc.) and possessive determiners (*my*, *your* etc.) may refer to a referent having the same function as these of *Fatin* in 2.1., 2.3. Thus we could say :

- 3.1. I read yours; it was interestingly presented. I am sure your supervisor will be satisfied with it .

This ,however, would only be accepted in a context .

will be incomplete. This is referred to as 'textual reference' where the referent is a linguistic item in the text (3). For example, the occurrence of *he* normally presupposes a singular noun, human and male, common or proper, in some preceding sentence.

First person singular and second pronouns can also be used anaphorically.

More than one pronoun can occur in the same referential sentence; they may refer to the same preceding unit or to different ones. In what follows illustrative pronouns will be cited to show how personal pronouns are used anaphorically. Let us look at first person singular and second person singular pronouns:

- 1.a. Ahmed had a telegram from his mother. It read 'I am very ill and want to see you soon.'

Here the pronoun *I* refers back to Ahmed's mother; *You* refers back to Ahmed, and are thus anaphoric.

The first person plural *we* is also often anaphoric

- 1.b. My friend and I have applied for a job in this department. We have been accepted.

The pronoun *we* is used as a substitute word for 'My friend and I'

The pronouns *he*, *she*, *it* and *they* are used for reference and as substitutes for previously mentioned noun phrases in the context. Illustrative examples of the anaphoric use of third person pronouns are given below.

- 2.a. My father is sixty-five years old. He suffered from a severe heart attack last month. Fortunately he has now completely recovered. Here the personal pronoun *he*, which is in the nominative case in the second and third sentences of 2.a. refers back to *father*.

- 2.b. Mrs Khayatt has been teaching in our department for many years. She first joined the department in 1967.

She refers back to Mrs Khayatt.

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3. R. Hassan (1968) Grammatical Cohesion in Spoken and Written English, 'Part One', P. 50.

Personal observation and experience show that the students' lack of mastery of the devices that enter into sentence connection very often results in loosely connected sentences, and thus coming out with a badly organized paragraph.

The paragraph is seen to consist of independent and dependent sentences. Independent sentences are those which can stand on their own and make sense. Dependent sentences, on the other hand, cannot occur independently, therefore they need some defining context to resolve their contextual ambiguity. The fact that some sentences are dependent on others presupposes some sort of connection between them. Some sentences are contextually dependent, that is to say they appear to be easily understood in the context of a larger unit in which they occur. (1)

In the present discussion however, attention is focused on one type of deictic reference, namely person deixis, in independent sentences.

Pronouns are used as substitute words for noun phrases. Thus the presence of a substitute presupposes the occurrence in a preceding, or following part of another item for which it is a substitute. Pronouns as such serve as a device for avoiding repetition and can express some relationship within the text. This is clearly shown in terms of 'deictic reference, that is to say they can point back to people or things or ideas mentioned earlier hence (anaphoric), or forward to something about to be mentioned in the text (cataphoric). (2)

A discussion of the anaphoric reference of the pronouns is given below. For the sake of using pronouns anaphorically, one normally selects the third person pronouns, *he, she, it*, and *they*, since they are strictly speaking, anaphoric.

A third person pronoun normally implies the presence of a referent within the language of the text, so that in the absence of such a referent, the text

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1. Viola Wateprhouse, 'Independent and Dependent Sentences, *Journal of American Linguistics*, 29 (1963) 45- 54.
 2. R. Quirk (1972) *A Grammar of Contemporary English*, P 700

Forward

The present paper is in two sections, the first of which provides a linguistic description of a specific aspect of connectivity - person deixis - the role of pronouns as linking devices between sentences,, and the second section consists of teaching materials and methods suggested for the teaching of those connectives .

Introduction

On examining sentences that are placed together in a written or spoken text, even at a very simple level, one is bound to recognise various devices linking them. Such links can be made within a single clause, between adjacent clauses, between adjacent sentences, or even between sentences which are some distance apart in the text. The linguistic context is extremely important as being directly relevant to connection within a piece of language. One can also discern some internal features of the language and its organization which collectively contribute to the business of connection, such that we are able to say, whether a piece of language is coherent or not. Coherence can be lost if there is a break in the continuum of discourse. In connected discourse the meaning of each sentence depends on its relation with other sentences in the context. This relation can be expressed by a system of deictic reference; this system accounts for the relation between a sentence or apart of a sentence and the context in which it occurs. Connection as such can be achieved by, for instance, an anaphoric or dependent substitute one which implies an antecedent, or a previously uttered form .

In composition writing, the question of connection presents a special difficulty for many learners of English who begin writing paragraphs, and Iraqi learners are no exception.

THE ROLE OF PRONOUNS IN SENTENCE CONNECTION

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