Students' Assessments of Global, Local Coherence and Their Psychological Impacts to Examine the Quantitative and Qualitative Disparities in ESL Students' Persuasive Texts

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Abstract

The comprehension and effectiveness of any text heavily rely on coherence. A vital aspect that enhances coherence is the organization of the text. This research delves into the impact of students' field of study on their capacity to organize text in a coherent and comprehensible manner. Additionally, it aims to examine the quantitative and qualitative disparities in the utilization of the principal form of organization in spontaneously written persuasive texts. To explore the developmental patterns of language features that contribute to the organization and coherence of persuasive texts, this study analyzed structured writings from 596 students. These students were enrolled in undergraduate and postgraduate programs across six domains: law, engineering, management, sciences, language, and humanities. The texts were obtained from various universities located in the Delhi NCR region. A reader-based approach was employed for the analysis. The study's findings indicate that students' assessments of global and local coherence, which pertain to the contribution of each sentence towards developing the text's topic, improve as they advance through their academic years. Furthermore, students exhibit varying levels of awareness concerning different forms of information organization and the expectations of their readers. These awareness differences are influenced by their respective fields of study.

1. Introduction

The role reader plays in constructing coherence of a text has attracted the attention of researchers from psychology, linguistics and applied linguistics areas in last few decades. Modern reading theories view text processing as an interaction between the reader and the text; knowledge of the world (content schemata) and text structure (formal schemata) aid the reader in making sense of a text (Carrell, 1988). Readers utilize their conventional knowledge structures (scripts, frames, or schemes) to organize their knowledge or experience has been highlighted by the current research in the field of artificial intelligence (Dehn & Schank, 1982). These knowledge structures help the reader in expecting the forthcoming textual information, thus, enabling the reader in condensing and organizing the textual information into a comprehensible and coherent whole (Bamberg, 1983). Reader's responsibility in building the coherence of a text, is also highlighted by Brown and Yule (1983), "...what the textual record signifies is decided by our judgement of what the producer meant." Irrespective of the structure of a text, the ability of the reader to draw inferences from it also contributes to the coherence of the text (Garnham, 1985; Oakhill & Garnham, 1988). Pragmatists and conversation analysts suggest that the formal elements present in a text-may trigger reader's attempt to draw inferences in the process of constructing coherence of a text (Britton & Gulgoz, 1991; Singer, 1990).

According to cognitive theory of discourse, coherence is the consequence of interaction between the reader's knowledge base and the text itself, and interaction theory of discourse validates the non-linguistic nature of discourse. Therefore, the reader's comprehension of the writer's goals and the context of the writing and the connection formed between the reader and the write form the base of coherence. Coherence is widely recognized as a fundamental component of effective writing. Without coherence, a written piece fails to convey its intended meaning to the reader. This view is supported by various scholars such as Van Dijk (1977), Bamberg (1983), Givon (1995), Gernsbacher (1997), and Lawe Davies (1998). Thematic unity, consistency,

continuity in the use of referents (anaphora, cataphora, endophora), temporality, locality, structure, and the principal form of organization are linguistic elements that play a crucial role in achieving coherence in a text. By skillfully employing these linguistic elements, the chances of a text being perceived as coherent by readers are significantly enhanced.

The theoretical and empirical foundation of this study draws upon the academic research conducted over the past few decades. Studies in this field can be broadly classified into two categories: microstructure-focused research, which examines factors such as mean sentence length, sentence structure and complexity, as well as lexical diversity and complexity, and macrostructure-focused research, which explores aspects beyond the sentence level. Allison (1995) conducted research on the use of assertion. Bartelt (1992) and Reynolds (1995) explored repetition in non-native speakers' writing. Shaw and Liu (1998) delved into the use of registers. Studies on local coherence in L2 texts focused on the utilization of connectives and their relevance to understanding coherence relations (Sanders et al., 1992; Sanders, 1997), cue phrases and their impact on text coherence (Knott and Sanders, 1998; Prasad et al., 2008). Mann and Thompson (1988) examined nucleus/satellite structural patterns, the functional basis of hierarchy, and the communicative role of text. The research on discourse structure investigated informational relations between sentences in a discourse (Wolf and Gibson, 2005), as well as hierarchical structure and its complexity (Stede, 2004; Webber, 2009). Kaplan (1966) provides insights into the overall organization of L2 writers' texts. Galloway (2002) investigates the evolution of linguistic elements in L2 persuasive texts. The development of macrostructure is explored by Montague, Maddux, and Dereshiwsky (1990). Metacognitive processes and the utilization of expository text structure are studied by Englert et al. (1989). The majority of these studies have focused on L2 learners who are studying English in an environment where English is the native language (L1) and the medium of instruction. However, Sehrawat (2009, 2014) has specifically examined the organization of text in the Indian context. The research conducted by Sehrawat highlights both quantitative and qualitative differences in the organization of text as students advance to higher academic levels.

The objective of this study is to investigate how students' field of study influences their capacity to organize text as a coherent and comprehensible entity. Additionally, it aims to examine the quantitative and qualitative differences in the utilization of the principal form of organization in spontaneously written persuasive texts as students advance to higher academic levels.

2. Methodology

A total of 596 students, pursuing undergraduate and postgraduate programs across six domains (law, engineering, management, sciences, language, and humanities), participated in this study. These students were assigned to different developmental groups and were tasked with writing structured persuasive texts on the topic "Are we too reliant on smartphones and computers?

The primary aim of this study is to investigate how students' area of study influences their proficiency in organizing text as a coherent and comprehensible whole. Additionally, the study seeks to explore the quantitative and qualitative variations in the utilization of the principal form of organization in spontaneously written persuasive texts. Consequently, the research endeavors to uncover the developmental patterns that underlie the language features contributing to the coherent organization of the text.

For the analysis, a reader-centered approach was employed, drawing from previous works such as Lawe Davies (1998) and Galloway (2002). Each text was assessed by two individuals who rated them on a coherence scale ranging from 1 to 5. Texts that received ratings of 4 or 5 from both readers were deemed coherent, while the rest were considered incoherent. The coherent texts were then examined to identify the organizational patterns (such as problem solution, inferential, narrative, comment, etc.) utilized to structure the ideas within them.

3. Analysis

In general, the structure of the composition consists of three main sections. The introduction section introduces the topic and typically expresses the writer's opinion on the subject. The development section elaborates on the reasons supporting the writer's standpoint regarding the topic. Finally, the conclusion section restates the writer's opinion or provides a judgment on the topic. To determine the organizational structure and identify developmental patterns present in the sample texts, this particular form of structure is analyzed.

Across the entire sample of this study, consisting of 596 texts, seven distinct organization patterns have been identified. Table 1 presents the distribution of these various organization styles among students from six different classes. The entries in the rows of the table indicate the frequency (number) of students from each of the six streams who employ the corresponding organization structure.

Table 1: Organisational Forms in Undergraduate Texts

Streams	Law		Engineering		Sciences		Languages		Management		Humanities		Total	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Inferential	16	43.24	26	41.94	10	29.41	26	46.43	14	45.16	10	21.28	91	37.14
Problem Solution	08	21.62	32	51.61	10	29.41	15	26.79	09	29.03	13	27.66	79	32.24
Sequential	02	5.41	00	00.00	03	08.82	03	5.36	05	16.13	12	25.53	22	08.98
Narrative	06	16.22	03	04.84	05	14.71	09	16.07	01	03.23	08	17.02	32	13.06
Topical	04	10.81	01	01.61	00	00.00	01	01.79	01	03.23	01	02.13	08	03.27
Comment	01	2.70	00	00.00	01	02.94	01	01.79	01	03.23	01	02.13	05	02.04
Logical	00	00.00	00	00.00	05	14.71	01	01.79	00	00.00	02	04.26	08	03.27
Total	37	100	62	100	34	100	56	100	31	100	47	100	245	100

Table 1 shows that 37.14 percent texts used inferential form of organization; 32.24 percent used problem-solving form; 8.98 percent of texts used sequential form; 13.06 percent used narrative form; 3.27 percent used topical form; and 2.04 percent of texts used comment and 3.27 percent of texts logical forms.

Inferential, problem-solving, sequential, and narrative are the most employed organization styles in these data, while topical, comment, and logical are less common forms.

Table 2: Organisational Forms in Postgraduate Texts

Streams	Law		Engineering		Sciences		Languages		Management		Humanities		Total	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Inferential	32	53.33	19	51.35	23	28.05	15	39.47	21	27.27	33	58.93	143	40.86
Problem Solution	15	25.00	09	24.32	20	24.39	10	26.32	14	18.18	10	17.86	78	22.29
Sequential	08	13.33	04	10.81	18	21.95	04	10.53	21	27.27	02	3.57	57	16.29
Narrative	05	8.33	00	00.00	12	14.63	07	18.42	05	06.49	10	17.86	39	11.14
Topical	00	00.00	01	02.70	02	02.44	01	02.63	16	20.78	01	1.78	21	06.00
Comment	00	00.00	03	08.11	06	07.32	00	00.00	00	00.00	00	00.00	09	02.57
Logical	00	00.00	01	02.70	01	01.22	01	02.63	00	00.00	00	00.00	03	00.86
Total	60	99.99	37	100	82	100	38	100	77	100	56	100	350	100

Table 2 shows that 40.86 percent texts used inferential form of organization; 22.29 percent used problem-solving form; 16.29 percent of texts used sequential form; 11.14 percent used narrative form; 6 percent used topical form; and 2.57 percent of texts used comment and 0.86 percent of texts logical forms.

Inferential, problem-solving, sequential, and narrative are the most employed organization styles in these data, while topical and comment are less common, and logical form is least common.

Table 3: Stream wise Organisational Forms

Streams	Law		Engineering		Sciences		Languages		Management		Humanities		Total	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Inferential	48	49.48	34	43.59	33	28.45	41	43.62	35	32.41	43	41.75	234	39.26
Problem Solution	23	23.71	36	46.15	30	25.86	25	26.60	23	21.30	23	22.33	152	26.85
Sequential	10	10.31	02	02.56	21	18.10	07	07.45	26	24.07	14	13.59	77	13.42
Narrative	11	11.34	03	03.85	17	14.66	16	17.02	06	05.56	18	17.48	71	11.91
Topical	04	04.12	02	02.56	02	01.72	02	02.13	17	15.74	02	01.94	29	04.87
Comment	01	01.03	00	00.00	07	06.03	01	01.06	01	00.92	01	00.97	11	01.85
Logical	00	00.00	01	01.28	06	05.17	02	02.13	00	00.00	02	01.94	11	01.85
Total	97	100	78	100	116	100	94	100	108	100	103	100	596	100

Table 3 shows that 39.26 percent texts used inferential form of organization; 26.85 percent used problem-solving form; 13.42 percent of texts used sequential form; 11.91 percent used narrative form; 4.87 percent used topical form; and 1.85 percent of texts used comment and logical forms.

Inferential, problem-solving, sequential, and narrative are the most employed organization styles in these data, while topical, comment, and logical are far less common.

Inferential

Among the various organization styles observed in the texts, the most commonly occurring one is the inferential style. This style is typically characterized by the absence of explicit identification of semantic links between different sections of the text. An example illustrating this style is provided below:

It is evident that the answer is a resounding "Yes." We have become excessively reliant on smartphones and computers for various reasons, such as social media, online banking, presentations (PPTs), work, camera usage, health monitoring, entertainment, and many more. In today's world, our mornings begin with the smartphone alarm, and we end our nights by checking messages, watching movies, or following TV series on our devices. Smartphones are progressively overshadowing human interaction. However, there are several ways to improve this situation. We can reduce our reliance on smartphones and computers for work and presentations in offices, universities, and schools, favoring more realistic experiences rather than virtual ones. We should also decrease our time spent on social media chatting and instead prioritize face-to-face meetings and hangouts with friends and family. Additionally, opting for realistic games instead of virtual ones like PUBG and Call of Duty can contribute to a healthier balance. While change may occur gradually at the individual level, it is important that we make an effort to bring about these changes.

As students progress to higher classes, the utilization of different organization forms becomes more diverse. The subsequent sections will delve into the characteristics of these organization patterns, accompanied by examples extracted from the sample texts.

Problem-solution

In the problem-solution form, words that indicate a challenge and its corresponding resolution are employed to convey information to the reader. For instance:

In today's era, people have become overly reliant on smartphones and computers. [Problem] The problem lies in the fact that we use these devices from the moment we wake up to the time we go to bed. Whenever we feel bored, we resort to playing games or listening to music on our smartphones and computers for entertainment. Essentially, our dependence on these devices has become absolute.

[Solution] To address this situation, we can implement certain changes. Firstly, instead of indulging in video games, we can opt for outdoor activities, which will help us reduce our computer usage. Engaging in outdoor games not only provides refreshment but also improves our physical and mental well-being. Secondly, it is advisable to establish a regular sleep routine and aim for an early bedtime. By doing so, we can ensure a sufficient five-hour sleep duration and avoid the need for constant alarm dependency. Lastly, I would suggest cultivating an extroverted and friendly nature, emphasizing interpersonal interactions.

The given example introduces the problem by highlighting how we rely on smartphones and computers extensively throughout the day, from the moment we wake up to when we go to bed. When boredom strikes, we resort to playing games or listening to music on these devices for entertainment. As a result, our dependence on smartphones and computers has significantly increased.

To address this issue, the writer proposes a solution: replacing video games with outdoor games. The writer emphasizes that playing outdoor games not only offers a refreshing alternative but also enhances our physical and mental well-being. In some other texts, apart from proposing a solution, the writers also indicate the potential benefits that the readers can enjoy if they adopt the suggested remedy.

Sequential

Sequential organization can be accomplished through various linguistic methods, but enumeration is the most commonly employed approach in these texts. For instance:

To mitigate this excessive consumption, our primary objective would be to:

Increase productivity

Enhance knowledge

Acquire new skills

Utilize time in productive and meaningful endeavours.

To achieve this, the following steps can be taken:

Set specific usage time and limit it each day.

Engage in productive activities or skill acquisition when free.

Stay informed about current events.
Participate in outdoor activities.

Foster brainstorming, analytical thinking, and gaming skills.

Maintain social connections and relationships.

Dedicate appropriate time to family and friends.

Moreover, these texts often feature cataphoric phrases such as "here are some reasons" or "here are the reasons," which are followed by a series of sequential or additive connectives. This can be observed in the preceding example, "here are the reasons."

Narrative

The encoder employs a narrative structure to selectively organize a factual or conceptual phenomenon in time. Therefore, narrative is a text type that relates to the cognitive process of temporal perception. The text base of a narrative can be condensed into a single sentence that records a non-continuous action, encompassing its length and structural components. For example:

> In the present era of the twenty-first century, human beings have become interdependent, and the primary factor responsible for this interdependence is none other than mobile phones and computers. There is a growing addiction to these devices.

> In this contemporary age of technological advancement and robotics, any activity not conducted on a screen is often perceived as outdated…

> Over the course of several years, our country, India, has been progressing in various domains, witnessing development and growth in every field.

The narrative *text idiom* consists of a series of action-recording sentences and their variations.

Topical

In the topical form of organization, information is structured into distinct sub-topics or "types" within a broader topic. Each "type" represents a significant section of information within this framework. The key noun phrases or sentences that were initially introduced in the text's introduction are used to build a new segment of the argument at the start of subsequent text units. This can be seen in the following example:

> Smartphones and computers are remarkable inventions of science and technology. The internet, along with smartphones and computers, has brought about a global revolution for *various reasons*. These devices have become an integral part of our lives, making everything faster and more accessible.

> To further improve their impact, several steps can be taken. *Firstly*, it is crucial to distribute smartphones and computers to remote areas where people still lack access to these technologies. *Secondly*, transitioning to digital platforms can greatly enhance efficiency by computerizing paper-based processes. *Lastly*, measures should be implemented to block inappropriate content, such as explicit pictures and videos, on

smartphones and computers. This will ensure that future generations are not exposed to such material through these devices.

In this sample text a cataphoric phrase '*for various reasons*,' is used to introduce the topical organization.

Comment

In comment form, the writer connects the concepts of events, things, and thoughts with their own thought system, values, and beliefs in order to provide a judgment on the topic. Here is an example:

[1] Certainly, I wholeheartedly agree with the notion that we have become overly reliant on smartphones and computers. However, I personally perceive it as a "necessary evil.

[2] Indeed, in my opinion, we are excessively dependent on smartphones and computers. Even now, I find myself tempted to unlock my phone and search for information on various topics, but I am actively making an effort to resist this impulse.

[3] Yes, I firmly believe that all of us have become overly reliant on smartphones and computers.

In comments, the encoder often employs different styles (informal, ironic, appreciative, deprecatory, or persuasive) to modify the neutral argumentative text idioms.

Logical

The author typically employs a logical indicator to introduce arguments supporting the perspective put forth in a logically structured framework. As an illustration:

[4] Our reliance on smartphones and computers has increased because we desire to minimize time wasted and maximize our performance to its fullest potential. It has become an essential aspect of our lives, as the absence of these devices can result in prolonged disconnection from the world and our loved ones, surpassing our current expectations. While it is true that people existed before the invention of PCs and smartphones, life was undoubtedly more challenging back then.

The causal adverb "because" and additive connectives such as "and," "as well as," "in addition," and "another" are commonly utilized as logic markers in these texts, resultative and conditional adverbials like "so (that)" and "if (then)" are also frequently employed. However, this particular construction is less prevalent in these texts.

Among the organization structures found in these texts, the inferential, problem-solving, sequential, and narrative structures are the most prominent. On the other hand, topical, comment, and logical organizational patterns are observed in very limited quantities. Furthermore, linguistic structures such as reason/cause are used to convey relationships within the texts. Postgraduate students frequently employ reason/cause adverbials, predominantly "because," along with one or more additive connectives to substantiate their stance on the matter. For instance, in example [5], the usage of a wider range of adverbs, such as purposeful/resultative "so (that)" and conditional/concessive "if...(then)," as seen in examples [6] and [7], is also evident in the provided sample texts.

[5] Our reliance on smartphones and computers is excessive because we find ourselves depending on them, to varying extents, for information and entertainment in today's modern world.

[6] Undoubtedly, our dependence on smartphones and computers has reached alarming levels. Nowadays, everything from newspapers to shopping to food and groceries can be conveniently accessed online. Transferring money from one location to another has become as effortless as a mere gesture. So, smartphones and computers offer numerous advantages. For instance, one can easily connect with individuals across the globe using platforms like Teams, zoom, and many more.

[7] It is a common sight to observe a family sitting together while each member is engrossed in their own cell phones or laptops. If we were to reduce our reliance on technology, then it is likely that we would experience fewer side effects.

There is a noticeable shift in the logical structure, where the introduction of ideas is being done through alternative structural methods rather than relying heavily on additive connectives, particularly "and." Among the

undergraduate texts, "and" serves as the most prevalent additive connective, functioning both as a marker of continuity and as a means of introducing new ideas in some of these works. For instance:

[8] A substantial amount of time is spent on gadgets every day. This situation can be remedied by implementing time scheduling and allocating more time to spend with family. Additionally, software developers and mobile phone providers can consider raising rates on applications and gadgets as a measure to mitigate excessive usage.

Another noteworthy development observed is the use of independent clauses to connect a series of clauses instead of relying solely on the conjunction "and." Furthermore, a shift in the choice of additive connectives is evident, with words such as "also," "plus," "another," and "further" being utilized in place of "and." This can be exemplified by:

[9] The advent of smartphones and computers aimed to facilitate and expedite the lives of individuals worldwide. While these inventions primarily targeted processes such as calculations, data collection, and queries, their usage quickly expanded to encompass a wide range of applications and functionalities.

Another notable distinction is the utilization of distinct sentences instead of relying solely on the conjunction "and" to connect a series of sentences. Furthermore, there is observed variation in the usage of additive connectives. In place of "and," other additive connectives such as "first," "generally," "moreover," "additionally," "furthermore," "besides," and "equally important" have been employed.

Texts composed by postgraduate students tend to be lengthier, not solely due to their improved grasp of writing mechanics or the presence of additional reasons to strengthen their viewpoint on the problem. Rather, postgraduate students delve deeper into their arguments, offering more extensive elaboration. In contrast to undergraduate (UG) students, who frequently present a sequence of explanations introduced by logic markers (as seen in [5]), postgraduate (PG) students provide more intricate details, exemplified in [8].

The inferential structure is the subsequent organizational framework that undergoes developmental changes. As revealed in the text, undergraduate students presented their arguments to either support or oppose an idea but did not elaborate on these arguments [10].

[10] In present times, it is common to observe small children operate a phone or mobile phone and play games on it. The younger generation of our nation has shifted from utilizing their own cognitive abilities to relying on the ideas provided by "Google" for various tasks such as projects, homework, presentations, and more. Even my peers and I resort to our phones for personal needs and numerous other purposes.

At the postgraduate level, the length of texts has increased due to students effectively developing their thoughts and providing ample factual information to substantiate their judgments or opinions on a given topic or issue.

The comment form represents the third organizational structure within which developmental changes occur in the text. In general, postgraduate students establish connections between the topic at hand and their own thoughts, values, and beliefs while presenting arguments in a more detailed manner compared to undergraduate students, as evident from the provided examples. Undergraduate students tend to rely more on argumentative text idioms such as "I agree," "I guess," and "I believe." Conversely, postgraduate writers, particularly those in language and management disciplines, employ a wider range and greater quantity of argumentative text idioms, including expressions like "I firmly believe," "I am sure," "I am certainly," "I have some reservations," "My opinion on this... is clear...," "It may be controversial among others.

The subsequent organizational form is problem-solution, where developmental changes take place. This structure is usually presented in an inductive manner, with the writer's position emerging midway through the text, in contrast to logical and sequential forms, which are structured deductively and feature the writer's stance at the beginning.

[11] The primary objective of technology was to provide a platform for people to work effectively and efficiently. However, it is evident that technology has now begun to exert control over us. [Problem] The addiction to smartphones and computers has reached such an extent that individuals are neglecting their responsibilities. My suggestion is to raise awareness among people regarding the negative impacts of

technology, which affect them both internally and externally. [Solution] Maintaining a balance between the usage of smartphones and computers and dedicating time to perform tasks independently, without relying excessively on these gadgets, is crucial.

The fundamental elements of the problem-solution organizational structure can be observed in [11], although the elaboration of the benefits that can be derived from implementing the proposed solution is lacking in the majority of humanities undergraduate texts. However, postgraduate students in management and engineering disciplines have provided detailed explanations of the benefits.

[12] In this era of connectivity, paradoxically, [Problem] we find ourselves increasingly disconnected from one another, forgetting the significance of real-life relationships, as we become entangled in the web of social media. [Solution] To address this issue, there are several measures we can take, such as imposing time limits on social media usage and reducing the time spent on phones and computers. Rather than relying solely on web searches, we can opt to seek assistance from traditional sources such as newspapers, magazines, and books. This approach can help us to reduce our dependence on smart devices.

In the sequential form of organization, in these texts, there is a reduced utilization of enumeration for achieving sequential organization, as mentioned previously. Postgraduate students have moved away from relying on enumeration and instead rely on sequential connectives or additive forms to establish a sense of sequence within their writing.

Undergraduate students demonstrate the ability to maintain a cohesive text organization, possibly utilizing enumeration as a helpful tool. However, when it comes to the developmental modifications of topical and narrative organization structures, it is challenging to draw a definitive conclusion due to the similarities in their textual organization.

When a text lacks an organizational pattern, writers (students) tend to neglect providing essential information or organizing details effectively. This struggle with word and phrase output suggests that authors may face challenges in focusing on issues, determining an organizational plan, and setting the scene for their readers. The fear of making mistakes can also hinder a writer's ability to develop and sustain coherent plans. On the other hand, numerous writings lacking coherence at the discourse level do not exhibit a high frequency of errors.

These sample texts adhere to Flower's (1979) concept of "writer-based prose," which involves maintaining a self-centered focus, organizing ideas through a narrative framework or presenting them randomly in a survey-like format, and relying on general "code" words or phrases that derive meaning from the writer's personal experience, making them difficult for readers to comprehend. According to Flower (1979), 'writer-based prose' is seen as a functional technique that enables writers to focus their attention on retrieving information from memory, thus avoiding overloading their short-term memory. It also allows them to defer the formulation of complex ideas and/or meeting the demands of the reader. In addition, Flower (1979) suggests that 'writer-based' prose can serve as a transitional stage that can be transformed into 'reader-based' language, which takes into account the reader's needs and intentions. It is important to note that these spontaneous writing samples should be regarded as rough drafts rather than the students' polished or final works. The writers who possessed greater skill in writing were able to integrate the reader's perspective into their compositions, resulting in well-structured and coherent texts. This ability seems to be influenced by the writer's expertise and experience, as well as the relative simplicity of the task at hand.

Discussion

The texts utilizing different organization forms may not be the most exemplary examples, but they effectively employed these forms. The variety of organization patterns used, even without extensive formal instruction in the classroom, is a noteworthy aspect of these texts. This observation raises the question of the sources from which such knowledge originates. There could be multiple influences at play.

Undoubtedly, one of the major influences is their exposure to text organization patterns in various communicative contexts, whether oral or written. According to Weiss & Sachs (1991), students acquire organizational skills from a young age, building a model based on their experiences in communicative contexts,

primarily oral language. They then apply this model when creating texts in unfamiliar or less familiar contexts, such as written language.

Moreover, students rely on their comprehension of text organization patterns, which they have acquired through reading various genres. Thus, reading holds a crucial position in the educational curriculum, with many children also engaging in reading for pleasure. It is reasonable to assume that reading plays a role in students' awareness of different text organization systems. Although the underlying organization patterns of these texts may exhibit variation, it is plausible that these communicative experiences served as models for certain students when they encountered the unfamiliar task of composing a persuasive piece, whether consciously or subconsciously.

Students' awareness that there exist multiple approaches to organizing texts for different communicative purposes is another factor influencing their understanding of organization patterns. Official education on various types of text organization typically begins in the later years of secondary school. However, the gradual introduction of diverse modes of information transmission from the early stages of formal education allows students to recognize that distinct principles are employed to structure messages in various communicative contexts. Therefore, it is reasonable to suggest that students endeavor to utilize their existing linguistic abilities when composing an unfamiliar type of text.

These are some of the potential influences on students' understanding of text organization. However, identifying the specific communicative events that led to the creation of a persuasive text is extremely challenging. Moreover, there is another aspect to consider regarding the factors that shape students' choices of text organization patterns. The students participating in this study have diverse socio-economic backgrounds and educational experiences, including attending different types of schools. Additionally, many of them have had their mother tongue as the medium of instruction. Consequently, it is logical to assume that not all students have been exposed to the same communicative events. Furthermore, it should be acknowledged that individuals may not be equally influenced by the same incident or experience. In the absence of explicit instruction on text organization patterns, the ability of students to transfer their knowledge of text structure from one communicative context to another is expected to vary. It is likely that many students would benefit from formal education in order to effectively organize texts.

Based on the analysis of these sample texts, it is observed that postgraduate students demonstrate a higher level of exposure to organization patterns compared to undergraduate students. They utilize more intricate organization patterns, suggesting a greater ability to meet the expectations of their audience. This disparity may be attributed to the more complex nature of the tasks required for their degree, such as writing term papers, reading research papers, reports, and dissertations.

4. Conclusion

The findings of the study indicate that students' evaluations of global and local coherence, which refer to the extent to which each sentence contributes to the development of the text's topic, enhance as they advance through the academic levels. Furthermore, students' evaluations of local coherence, which pertains to the frequency of statements building upon each other, also show improvement with age (Danner, 1976; Kintsch and Van Dijk, 1978; Bamberg, 1984; Englert & Hiebert; 1984; Sehrawat 2009, 2014). Postgraduate students demonstrated the utilization of a broader range of connectors and logical markers to organize information. They provided elaboration on their position regarding the issue at hand and the underlying rationale supporting their viewpoint. Students exhibit varying levels of awareness when it comes to different types of information organization and the expectations of readers. These differences in awareness can be influenced by their field of study.

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