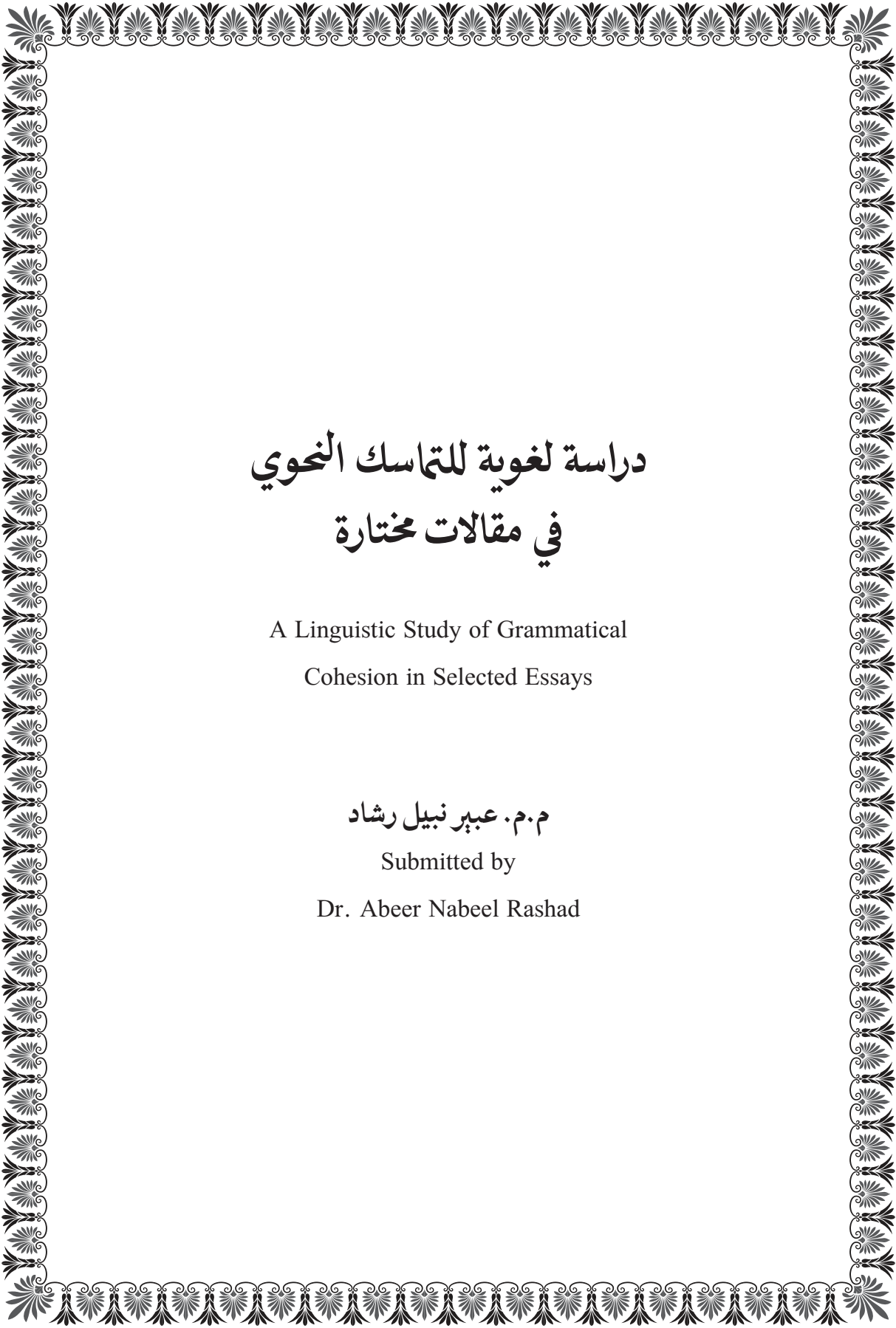




دراسة لغوية للتماسك النحوي في مقالات مختارة

A Linguistic Study of Grammatical
Cohesion in Selected Essays

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Submitted by

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Abstract:

Halliday and Hasan (1974) establish the concept of cohesiveness. They describe coherence as “relations of meaning that exist within the text, and define it as a text” (1974: 4 - 6). Cohesion, according to them, is what transcends sentence boundaries to link elements of one sentence to elements of other sentences, to link elements of one phrase to a discourse segment longer than a sentence, or to join two discourse segments.

The author conducted a study on cohesion but concentrated on grammatical cohesion because Halliday and Hasan (1976) proposed a new understanding of cohesion in the field of analysis, which divides cohesion itself into two: lexical and grammatical cohesion.

This study sought to identify how grammatical cohesiveness was used in the chosen essays, ranging from the most prevalent to the least prevalent. The purpose of this study is to find grammatical coherence in a few chosen writings. Using both qualitative and quantitative analysis, the researcher analyzes and comprehends each word used to identify grammatical coherence in this text. The types of conjunction, substitution, and reference are the grammatical cohesiveness under study. The cohesion theory of Halliday and Hasan in the book *Cohesion in English* (1976), which holds that cohesion is a language tool to represent cohesiveness, is the theory employed in this study.

الملخص

طُرِحَ مفهوم التماسك لأول مرة من قِبَل هاليداي وحسن (١٩٧٦). ووفقاً لهما، فإن التماسك هو «علاقات المعنى الموجودة داخل النص والتي تُعرِّفه كنص». ويذكران أن التماسك هو ما يتجاوز حدود الجمل لربط مكونات جملة بمكونات جمل أخرى، أو لربط مكونات جملة بجزء من الخطاب أوسع من الجملة، أو لربط جزأين من الخطاب معاً.

قدّم هاليداي وحسن (١٩٧٦) رؤية جديدة للتماسك في مجال تحليل الخطاب، حيث ينقسم التماسك نفسه إلى نوعين: التماسك المعجمي والتماسك النحوي. وبناءً على هذه الدراسة الأساسية، أجرى الباحث دراسة حول التماسك، مع التركيز على التماسك النحوي.

كان الهدف من هذه الدراسة هو تحديد استخدام التماسك النحوي، من أكثر الأنواع شيوعاً إلى أقلها شيوعاً، في المقالات المختارة. يقرأ الباحث ويفهم كل كلمة مستخدمة في هذه المقالات لتحديد الترابط النحوي، وذلك باستخدام التحليل النوعي والكمي. ويشمل الترابط النحوي المدروس أنواع الإحالة والاستبدال والربط. وتستند هذه الدراسة إلى نظرية الترابط لهاليداي وحسن، الواردة في كتابهما «الترابط في اللغة الإنجليزية» (١٩٧٦)، والتي تنص على أن الترابط أداة لغوية للتعبير عن الترابط.

الكلمات المفتاحية: التماسك، الترابط، التماسك النحوي.

Section one

Introduction

1.1 The Problem

Cohesion, broadly speaking, is the condition of uniting, connecting, or remaining together. For words to remain cohesive, they need a component or components that provide the power needed to hold a text together and give it meaning. It stems from connections between the surface parts of a written text or spoken speech and is a characteristic or feature of unity. Language includes connective linkages since it is composed of more than simply words and sentences.

Grammatical cohesion based on structural content and lexical cohesion based on lexical content and prior knowledge are the two forms of cohesion that need to be investigated. Texts can become cohesive or cling together with the use of grammatical cohesion techniques. The goal of both lexical and grammatical cohesion is to give the text coherence. (Hasan & Halliday, 1976).

Halliday and Hasan (1976) identified four categories of grammatical coherence devices: conjunction, ellipsis, substitution, and reference. According to Halliday and Hasan (1976: 1), cohesion is a linguistic tool used to convey coherence in a conversation, which is a level higher than a sentence.

The current study looks into how these devices are used in the two chosen essays. This study draws attention to an issue with essay writings and how they construct their frameworks using cohesive methods.

Research questions:

1. Do the chosen writings include every type of grammatical cohesion device?
2. Which cohesive device kinds are used less frequently in the chosen essays?
3. Which coherent device type is more frequently employed in the essays?

1.2 The Aims

1. Recognizing and examining some writings' grammatical coherent strategies.
2. Analyzing the cohesiveness of some works linguistically.
3. Draw attention to the coherent devices that are more and less frequently utilized in certain text types.

1.3 The Hypothesis

1. The chosen writings do not frequently use certain grammatical coherent techniques, including as ellipsis and replacement.

2. The chosen essays make more use of collocation.

1.3 The Procedures

1. Providing a broad overview of the concept of cohesiveness, its classifications, the ideas, and the research pertinent to this study's topic.

2. Examining and evaluating coherent devices in particular writings.

3. Talking about and calculating the analysis's findings.

4. Making inferences from the study's findings.

1.4 The Limits

The study's scope will be restricted to examining and analyzing grammatical cohesion in a few chosen articles using the chosen model, which is based on the cohesion theory of Halliday and Hasan (1975). For the analysis, two writings have been chosen.

1.7 The Value

1. This study is valuable because it demonstrates the relationship between language and literature, how linguistic analyses of literary texts may be useful to analysts, and how an analysis of literary texts aids in comprehending the overall tone of the essays.

2. Students who are interested in the essays are anticipated to place a high value on the study's findings. Additionally, everyone interested in the study of literary works can find the study helpful.

Section Two

Literature Review

The most well - known theoretical and practical perspectives on cohesiveness are discussed in this chapter. It will draw attention to the grammatical coherent strategies used in the chosen texts.

2.1 Definition of cohesion

Halliday and Hassan (1976, p. 4) state that “the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text.” When the interpretation of one discourse part depends on the interpretation of another, cohesion arises. In the sense that it cannot be successfully decoded without using the other, the one requires the other. When this occurs, a cohesive relationship is established, and the two components—the presupposed and the presupposing—are thus at least possibly merged into a text.

Cohesion, according to Baker (1992), is the system of lexical, grammatical, and other relationships that provide connections between various textual elements. These connections, or relations, serve as a framework for creating a text. The surface link that unites the actual words, phrases, or statements that we can see or hear is called cohesion.

According to Beaugrande and Dressler (1981), coherence refers to how language handles aspects of the surface text, the words that people hear or see. Linguists have frequently noted that the surface sequences of English cannot be substantially changed without causing disruptions since the surface components of the language are built on one another according to grammatical forms and norms.

2.2 Text

According to Brown and Yule (1988), the text serves as “the communicative event, of the verbal record.” Halliday and Hassan (1976) show that a cohesive device is used by a text to achieve its condition as a communicative evidence. They also assert that cohesion is essential in creating a text as a continuous flow between different portions of a text.

2.3 Context

The context, which is essential for understanding the text, is another fundamental aspect of speech analysis. “There are three features of context; field, tenor, and mode,” according to Halliday (1976). These characteristics are used to interpret the text’s context, the setting in which meaning is being communicated, and to enable others to comprehend the text’s meaning.

2.4 Coherence

One characteristic of a linked text is coherence. According to Quirk et al. (1985: 56), it refers to the logical arrangement of phrases inside a paragraph that makes sense to the text and conveys the idea that it is not a collection of disjointed words and sentences.

2.5 Types of Cohesion

Halliday and Hassan (1976) offer the most often used typology of cohesive devices. This typology recognizes cohesion through grammar and others through vocabulary; that is, cohesive devices that make relationships between sentences more explicit can be expressed through grammar (called grammatical cohesion) or through vocabulary structure (called lexical cohesion), which involves words according to their meaning.

1.1.1 Grammatical Cohesion

According to Halliday and Hasan (1976), this type of cohesiveness uses linguistic devices including reference, substitution, ellipsis, and conjunction to create coherence across phrases. A brief discussion of these devices might be found in the section that follows.

1.1.1.1 types of Grammatical Cohesion

A - Reference

One of the elements that creates a surface connection between phrases in a text is reference. It uses words to discuss something or someone. According to Halliday and Hasan (1976), reference cannot be understood semantically without taking into account

other aspects of the text. such as demonstrative, articles, and pronouns.

B - Substitution

According to Halliday and Hassan (1976), it is a relationship between words, phrases, or a clause that involves substituting one item for another in the subsequent clause or sentence.

C - Ellipsis

It is a type of replacement, more precisely a substitution by zero (Halliday and Hassan, 1976).

C - conjunction

Conjunctions are words and phrases that expressly emphasize the type of connection that exists between one sentence or clause and another, according to Cook (1989, p. 21).

2.5.2 Lexical Cohesion

One of the cohesive devices that deals with the choice of words or vocabulary that are connected to other lexical elements in a text is called lexical cohesion. The semantic relationships between the words that comprise a text are identified by lexical cohesion (Halliday and Hasan, 1976).

2.5.2.1 types of lexical cohesion

A - Reiteration

As a kind of lexical coherence, repetition “means either restating an item in a later part of the discourse by direct repetition or else reasserting its meaning by exploiting lexical relations” (McCarthy, 1991, p.65). Consequently, repetition falls into four categories: superordinate, generic term, synonym, and repetition.

- Repetition

The simplest and most obvious way to achieve lexical consistency is through repetition. According to Yang (2014), repetition merely necessitates the exact identical recurrence of an earlier lexical component.

- Synonymy

According to Baldick (2001), a synonym is a phrase that may be used in lieu of another word in certain contexts due to its similar or nearly same meaning.

- Superordinate

Meyer (2009) defines hyponymy as “a relation in which the meaning of a word is included in the meaning of a more general word: poodle is a hyponym of dog because the meaning of poodle is included within the more general meaning of dog” .

- General Word

The generic term is the final kind of repetition that will be covered here. The general noun class creates a few nouns with a broad reference inside the major noun classes, such as “place noun,” “fact noun,” “action noun,” and similar terms (Halliday and Hasan, 1976).

- Collocation

Collocation, which is defined as lexical elements that often co - occur together, is the second form of established lexical cohesiveness, according to Halliday and Hasan (1976).

Collocation falls into two categories:

1 - Systematic Semantic

Word sets with comparable antonyms (like “hate”), similar order sequences (like “Tuesday, Thursday”), part - to - whole connections (like “car,” “brake”), and part - to - part links (like “mouth,” “chin”) are all included in the association. The following example might be used to illustrate this: “After spending the entire day until about thirty minutes before sundown” (Halliday and Hassan, 1976).

2 - Non - Systematic Semantic

Non - systematic semantic connections are meaning relationships between words that are not governed by predetermined grammatical or structural rules and instead arise from

context, association, or shared experience. Hoey (1991).

Section three

Research methodology

3.1 Model of Analysis

The model that will be utilized to analyze grammatical cohesiveness will mostly rely on Hoey (1991) and Halliday and Hasan (1976).

3.2 Design of the Study

Because the short tales must be analyzed, categorized, and classed, the current study uses a quantitative - qualitative technique to be more comprehensive and detailed. For gathering and analyzing data, both qualitative and quantitative methods are essential. The quantitative method seeks to deal with statistics and figures, whereas the qualitative approach concentrates on word meanings and descriptions.

1.3 Data selection

Using information from the chosen essay, the researcher applies the cohesiveness model developed by Halliday and Hassan (1976) and Hoey (1991).

1.4 Model of analysis

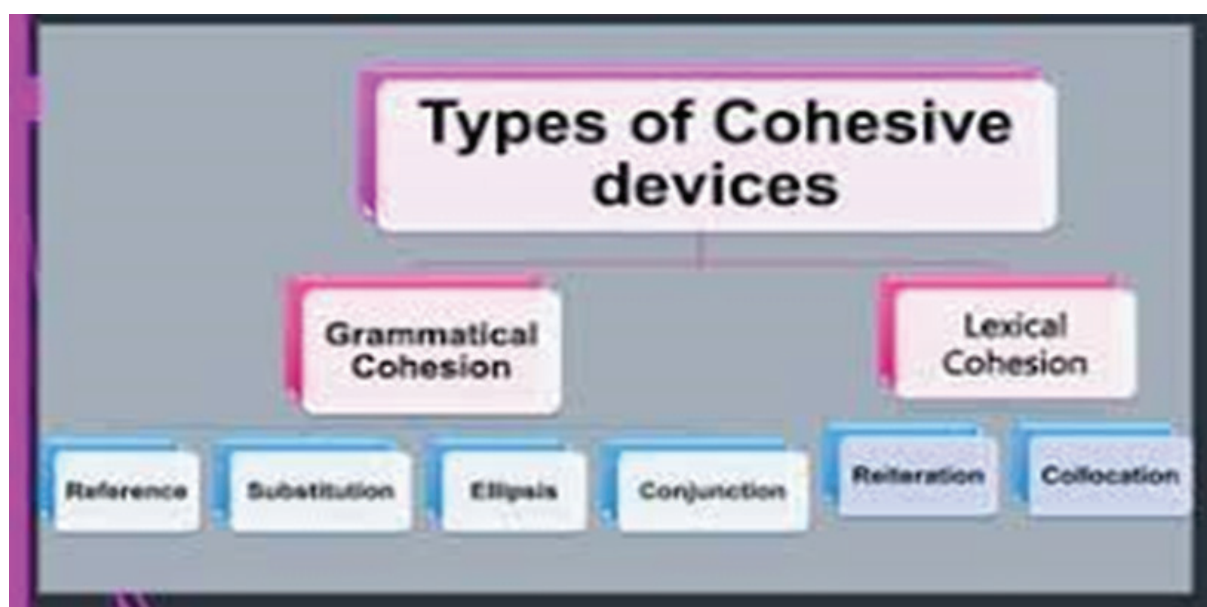


Figure (1) Model of Cohesion Analysis, Halliday and Hassan (1976) and Hoey (1991)

Essay (1)

Does reading turn us into better people? Does it make us more sensitive and empathetic? Does it improve our judgment? And if it is not edifying, then what good does it do? About 120 years ago, the indecisive, dilettante offspring of a wealthy physician found these questions so important that he took up his pen to argue that, no, books are never the instruments of moral betterment. He based his argument on his own memories. Though he had always been an avid reader, books, he claimed, never gave him any sort of useful, respectable instruction. That does not mean they were meaningless — far from it; they shaped his apprehension of life by preserving indelible impressions of his surroundings. Relatives now long gone, places he hadn't seen in years — these were nevertheless still present in his mind through memories of his readings. Books helped keep past sensations alive. Literature made time tangible: something to be grasped without being abolished.

Hindsight makes it easy to find in Marcel Proust's essay *On Reading* (1905) the spark that would later flare into his multivolume novel, *In Search of Lost Time* (1913 - 27). However, his essay was not the intuition of solitary genius. Rather, it was published as a preface to the French translation of John Ruskin's *Sesame and Lilies* (1865) — a cryptic title bringing together two lectures Ruskin delivered in Manchester in December 1864. Working on this text allowed Proust to realise why he deeply disagreed with an author he nevertheless admired: he resented Ruskin's moralising defence of reading.

In his lectures, Ruskin bemoaned the general spiritual impoverishment of Victorian Britain, where every purpose has been 'infected' with 'the idea that everything should "pay"'. The problem with this mindset, says Ruskin, is that it makes books superfluous — because genuine literacy is a training in disinterestedness, in generously reflecting on

the meaning of chosen expressions. Provocatively, Ruskin describes his generation as illiterate — even in a time when education was expanding. He thought his contemporaries had lost any capacity for understanding each other or any important issue because they read superficially, and for the wrong reasons — chiefly, to get social recognition from a narrow group of peers. It was therefore, in his view, a matter of collective self - preservation to reverse course: to ‘organise, drill, maintain with pay, and good generalship, armies of thinkers, instead of armies of stabbers! ...’

To convince his audience, Ruskin nevertheless attempts to speak the utilitarian language of his opponents — framing his argument in terms of gains and losses. He says it is ultimately a better investment if we value education as a training in close reading rather than as a point of entry into lucrative networking circles. Using a passage from John Milton’s poem ‘Lycidas’ (1637), Ruskin demonstrates how the mind encounters words on equal terms that will never apply to meetings with influential luminaries. A powerful politician, or an influential journalist, may turn out to be small - minded, dismissive or simply in a bad mood in the few moments you’re permitted an audience with them. Instead, he argues, library shelves brim with much more secure assets. There, the most powerful and smartest minds vie for the privilege of conversing with you, putting the wisdom of all ages and countries at your disposal. Books enrich and empower their readers.

Proust vigorously opposed this very idea. He found it preposterous to recommend reading as a valuable access point to a world of wisdom — akin to thinking you could access truth through ‘recommendation letters’. In response, his own defence of reading makes no concessions to the cost / benefit mindset, and owes nothing to financial or conversational analogies. In his view, it is futile to praise reading as an encounter with great minds. What happens in reading is substantially different from what happens in social life, where speech is always subject to social constraints. By contrast, a reader enjoys

the utmost freedom to find the greatest writers boring, or to appreciate them for his own purposes, which may be utterly at odds with what they intended. Books do not create a higher form of conversation but instead allow for a unique ‘fruitful miracle of a communication in the midst of solitude’. Great writers do not reveal to us the admirable depth of their minds: they guide us in cultivating the ability to make sense of words, and things.

In this sense, books connect us with the richest part of ourselves. The meaning we attach to words as we read is uniquely connected to our experience — it can never be replicated. This is how reading becomes, in Proust’s view, the fullest, most concrete mediation to our sensations. And it allows us to expand our experience beyond all measure when it lets us enter into contact with the past. When we read age - old texts (Proust gives the examples of Racine and Saint - Simon), managing to make sense of them beyond the evolution in language and customs, we have access to nothing less than immortality.

Proust shared Ruskin’s veneration for the power of the written word. Yet they expected widely different benefits from reading. The difference in their position lies in the respective role they attribute to reader and writer. Proust considered reading as a form of ethical training rather than moral education. The ‘miracle’ of reading, in his view, does not even depend on exposure to good writing. Mediocre books and poor writers serve just as well — what matters is that, by experiencing contact with the ‘oeuvring self’ of the writer, a term Proust invoked in his essay ‘Against Sainte - Beuve’ (1895 - 1900), you open up your deepest self too, discovering new spheres of experience you would never have imagined or fathomed before.

<https://aeon.co/essays/the-role-of-literature-as-the-key-to-personal-freedom>

3.5 Grammatical Analysis of

Category	Data
Reference	he, they, his, your, their, our, them, it. (Personal reference) The, that, there, this, these. (Demonstrative reference) more, as, much more, different. (comparative reference)
Substitution	does it do? (Clausal Substitution) - “do” substitutes for “make us better people”
Ellipsis	“Though he had always been an avid reader” (clausal ellipsis) “may be utterly at odds with what they intended”(verbal ellipsis)
Conjunction	or, and, for, with, by, on, into, (Additive conjunction) but, (Adversative conjunction) by, for, (clausal conjunction) when , as, beyond. (Temporal conjunction)

Table (1): The Grammatical Analysis of the essay

Carlene Thomas is a dietitian, a person who gives advice about healthy foods to eat. When it comes to eating healthy vegetables, Thomas says there are two kinds of people who ask her for advice.

Essay (2)

The first kind wants to know how different cooking methods affect the nutrition in vegetables. The other kind of person wants to know how to eat more vegetables. Thomas' simple answer to both groups is this: The best vegetables are the ones you actually want to eat.

Thomas told the Associated Press that many people buy vegetables that they think they will eat. Maybe the produce is popular or someone is bringing attention to it on social media. But then they end up not using it. That means the vegetable gets thrown away after it goes bad.

In that case, Thomas said, “It doesn’t matter how you cook them, because if they’re going in the trash, they’re not in your body.”

However, Thomas said research shows cooking methods do affect nutrition. But it is not as simple as comparing raw, or uncooked, vegetables to cooked ones. Cooking methods can include steaming, roasting, boiling, or sauteing.

So, are raw vegetables healthier than cooked? Not always.

When vegetables are cooked with high heat for a long period of time many nutrients break down. However, cooking softens the cell walls in vegetables, making them easier for the body to digest.

Cooking changes the structure of vegetables which increases what dietitians call bio-availability. This is the body’s ability to use the nutrients in vegetables, Thomas said. Cooked food is often more nutritious than raw food. For example, cooked tomatoes release more of the antioxidant lycopene than raw tomatoes, she said. Lycopene is believed to have qualities that prevent cancer.

Also, cooked carrots have more beta - carotene that can be absorbed by the body. Roasting pumpkins, carrots and sweet potatoes increases available carotenoids. These antioxidants are thought to prevent inflammation in the body.

Which cooking methods are the healthiest?

However, the shorter the cooking time, the more nutrients are kept in the food. That advice comes from Amber Pankonin, a dietitian in the U.S. state of Nebraska.

Cooking over boiling water, or steaming, and in a microwave are considered the most nutritious methods. These two methods use little time and require no fat.

Another healthy method is blanching. This is when you boil vegetables in water for a minute or two. But not too long. Boiling vegetables runs the risk of losing water - soluble nutrients including vitamin C, B1 and folate.

Thomas explained the reason boiling is not good for vegetables: The nutrients are "... leaching into the water, and you're tossing out the water."

However, you could save the water from boiled vegetables and use it for other purposes, such as soups, or just drink it.

What about taste?

Dietitians say there is no problem using a small amount of fat. Besides making vegetables taste better, a little cooking oil helps the body to absorb fat - soluble vitamins, said Pankonin.

That means more vitamin A from squash, carrots, and sweet potatoes; more vitamin D from mushrooms; more vitamin E from bell peppers, leafy greens and asparagus; and more vitamin K from greens, broccoli and onions.

For pan frying or sauteing, Pankonin suggests cooking with enough oil so the vegetables do not stick to the pan. The amount of oil will depend on the quantity of vegetables and the size of the pan.

For roasting, you will likely need more oil. Despite the longer cooking time, roasting will still keep some nutrients and will increase the flavor with the heating of natural sugars.

"Flavor is king," Pankonin said. "I would much rather see people roasting their vegetables and enjoying them."

<https://learningenglish.voanews.com/a/what-is-the-healthiest-way-to-prepare-vegetables-/7967294.html>

3.6 Grammatical Analysis of the essay 2

Category	Data
Reference	Her, she, I, they, your, their, them, it. (Personal reference) The, that, there. (Demonstrative reference) more, as, likely. (comparative reference)
Substitution	“The other kind of person wants to know how to eat more vegetables” (Clausal Substitution)
Ellipsis	“Not always” (verbal ellipsis) “But not too long” (clausal ellipsis)
Conjunction	or, and, for, with, by, on, into, (Additive conjunction) but, however (Adversative conjunction) by, for, because (clausal conjunction) when , while, after, as, beyond, down, (Temporal conjunction)

Table (2): The Grammatical Analysis of the essay 2

3.7 Results of grammatical Analysis

The findings from the analysis of two writings will be presented in this section. This analysis reveals that there are 38 grammatical devices in the first essay. In the second essay, there are 35 instances.

“Conjunction” is the most often used grammatical device in the selected writings. In total, there are 34 instances. It comes after it because “references” is essential to making links inside phrases. The total number of conjunctions is 30 . Nevertheless, ellipses occur 4 times, but substitution occurs 2 times.

Section four

Conclusion and recommendation

4.1 Conclusion

Grammatical coherence is utilized to establish cohesion in the selected writings, and there are both parallels and variations in the ways grammatical devices are used. The most common grammatical technique is reference. The writings are made simpler by these referential strategies and the pronouns that are frequently used.

Grammatical coherent devices were discovered to contain substitution. The fact that replacement is rare in the writings selected for this study does not mean that it is rare in the other pieces that were excluded. Conversely, it appears that replacement has little effect on the cohesiveness of the chosen writings. Ellipsis happens four times. There are 34 instances of conjunction in the chosen writings.

The analysis of the selected essays showed that the reference, conjunction, and ellipsis are more commonly used grammatical cohesive techniques in this work than the replacement. Ellipsis helps to deliver concise answers and avoid superfluous duplication of words or phrases, even when it is not necessary to develop the essay as a whole.

4.2 Recommendation

The several facets of cohesion types, grammatical and lexical cohesion, and their subcategories must be considered in order to develop an accurate expression and prevent errors that may arise in certain texts, whether they are written or spoken. Cohesive devices are especially helpful in connecting sentences together and in the process of text comprehension, hence it is strongly advised that they be incorporated in English foreign language textbooks.

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