CHAPTER -III

REVIEW OF LITERATURE

In the previous chapter the theoretical background of cohesion, its meaning and categories are discussed. In this chapter a review of available literature on Discourse and Cohesion is presented. At first a brief sketch of the pioneers of Discourse and their contribution to Discourse is given. Much research has been conducted in both written and spoken discourse and the various aspects of Discourse as used in advertisements, conversations etc. Then the research conducted by scholars abroad on Cohesion and their findings are presented, followed by the studies of Indian researchers on Discourse and Cohesion.

3.1. Review of Language as Discourse

Zellig Harris (1952) considers Discourse as connected speech. His interest is in the examination of language beyond the level of the sentence and the relationship between linguistic & non linguistic behaviour. Michael Stubbs (1983) too focused on the sentence connections in order to make a coherent speech. Thus both Zellig Harris and Michael Stubbs view Discourse as anything beyond the sentence.

The non-linguistic aspect of the linguistic behaviour has been dealt with at length by Austin (1962), Searle (1974) and Grice (1975). John Searle (1974) allocates a central place to communicative intentions based on the assumption that a speaker has wants, beliefs and intentions which are indexed in the performance of utterances. Another contribution of Searle is the development of a theory of indirect speech acts. The pragmatic interest in the communication of indirect speech acts, in particular as well as the interest in the social relatival aspects of and situational constraints and information
exchange, more generally are at the basis of an interest in Face and Politeness phenomena by Brown and Levinson (1987).

H. P. Grice’s (1975) work is based on the theory of the “Co-operative Principle” and the other relative maxims that regulate the exchange of information between individuals involved in interaction. The assumption on which the Co-operative Principle functions is that language users agree to the take, as is required by the current stage of the talk or the direction into which it develops. Sticking on to this principle demands that talkers tenuously observe maxims like quality, quantity, manner and relation.

The extension of indirect speech acts is the Politeness phenomena of P. Brown and S. Levinson (1987), which in turn is based on a particular interpretation of E. Goffman’s (1981) writings on the role of “face” in social interaction.

From societal point of view, a major development in discourse analysis has been the study of the organization of persuasive, authoritative or factual language. Actually Discourse Analysis grew from the sociological study of scientific knowledge. This approach adopted a radical position in that it did not accept the orthodox scientific consensus that some knowledge claims were simply true, and others were simply false. Instead it sought to expose and investigate the social processes which informed the way in which the scientific community came to regard some knowledge claims as objective representations of the physical world and others as errors or false claims.

This was reflected in Gilbert and Mulkay’s (1984) analysis of scientist’s Discourse. Their study supported a more general finding from sociological studies of science: facts do not speak for themselves in resolving a scientific dispute because what
'the facts are', are subject to argument and interpretation. This in turn reflects the position that social factors inextricably underpin the process through which knowledge claims come to be accepted as accurate accounts of the properties of an objective universe.

In contrast to this, Eija Ventola (1987) studies how global structuring of interaction is organized and realized by linguistic patterns in everyday social encounters as service encounters. Social encounters are systems where social processes, which realize the social activity, unfold in stages and, in doing so, achieve a certain goal or purpose. Thus, in the cultural context of a society, each interaction carries a socially recognizable global function. This can be metaphorically described as a chain.

Eija Ventola takes a record version of social encounter and demonstrates the interactional staging or the structure which can be recognized in the linguistic and non-linguistic activity in that social encounter. The author also stresses on the fact that our everyday social encounters or interactions involve various types of social processes. Service encounters are functionally differentiated from such social processes as making appointments, medical check-ups, sermons, seminars, casual conversations, news broadcasts, narrating stories, classroom lessons and so on. The concept of typeness is captured in the overall function of the social process in the way the function is achieved by the functional structural elements in the actualization of the social encounter.

The author clearly states that language plays a major part in realizing the social process in the encounter. The view argued in his study is that, in the realization of a social process as a text i.e., as an interactive text, the participants mainly follow the designated social process by selecting the generic structure elements which characterize
the text as an instance of a particular genre. Another important thing to be noted here is that, Interactants may opt out or skip certain stages of the social process.

The linguistic effects of ‘situational fine tuning’ in texts are referred to as register features of text. Register has been seen as variation of language according to its uses in different situation types even by Halliday et al. (1964: 87) and Ure & Ellis (1977: 86). Certain linguistic patterns have been seen to correlate with specific features of the situation type, the context of situation. This correlation has frequently been stated in terms of three variables: Field, Tenor and Mode (Halliday 1977: 200). The values of these register variables are considered to define the context of situation. Furthermore, the traditional view of register is also that the register features are scattered throughout the text. The author takes a slightly different stance from this and shows register as a semiotic organization which realizes generic pattern structures. The author’s aim is to achieve an understanding of organization of our everyday social encounters by analyzing the language used in these situations.

Fairclough’s Analysing Discourse (2003) is an accessible introduction to Text and Discourse Analysis for all students and researchers seeking to use and investigate real language data. After understanding about Discourse one can get through Halliday and Hasan’s Cohesion in English which provides a detailed description of Cohesion and coding scheme.

Halliday and Hasan’s Cohesion in English (1976) is concerned with a relatively neglected part of the linguistic system: its resources for text construction, the range of meanings that are specifically associated with relating what is being spoken or written to
its semantic environment. A principal component of these resources is 'cohesion'. They study the cohesion that arises from semantic relations between sentences. Reference from one to the other, repetition of word meanings, the conjunctive force of *but, so, then* and the like are considered. Further, they describe a method for analyzing and coding sentences, which is applied to specimen texts.

### 3.2. Research Studies Abroad

Basing on the coding scheme of Halliday & Hasan, much research has been done and many papers were written. Mohsen Ghadessy comments on Patricia Carrell’s article “Cohesion is not Coherence” (1982) that Ms. Carrell and the other researchers referred to in support of her claims have misinterpreted the concept of Cohesion as represented by Halliday and Hasan and have added to it attributes which it never had. Patricia Carrell in her article “The Author Responds: Reply to Ghadessy” refutes the contentions of Ghadessey and she supports her write up saying that she and others have not misinterpreted Halliday and Hasan's concept of cohesion, and they have done so based on what Halliday and Hasan say about cohesion and about how it relates to the broader concept of textuality. Gutwinski’s book *Cohesion in Literary Texts* (1976) deals in detail with the descriptive framework of cohesion and dwells at length about the cohesive ties that promote cohesion in a text. A few worked on lexical cohesion, social cohesion, cohesion, coherence and comprehension of texts, etc.

B. Beigman Klebanov and E. Shamir’s article “Reader-Based Exploration of Lexical Cohesion” (Feb.2007 ) is a report of an experiment conducted with 22 readers. This is a reader-based experiment that used common knowledge based conceptual
anchoring to operationalize the notion of lexical cohesion. They were provided with 10 texts and were asked to find lexical cohesive patterns.

**Findings:** The experiment showed diversified answers. A common core of the phenomenon had been identified by them using statistical analysis of patterns on agreement. This core was validated in an additional experiment with the same group. The core data may now be used as a resource in computational exploration of lexical cohesion. It can serve as an intrinsic test set for models of lexical cohesion – any good model should at least get the core part right.

Fernando Rajulton, et al. in their study “Measuring Social Cohesion: An Experiment Using the Canadian National Survey of Giving, Volunteering and Participating” (Feb.2007) state that there is no clear definition of social cohesion. The definitions that exist at present are not universally recognized and they say that conceptualization found in the literature is at times contradictory and difficult to operationalize. For example, a definition by Rosell (1995:78) also adopted by Maxwell (1996) states that Social cohesion involves “building shared values and communities of interpretation, reducing disparities of wealth and income, and generally enabling people to have a sense that they are engaged in a common enterprise, facing shared challenges and that they are members of the same community”. Stanley (2003:9) criticizes the ambivalence of the expression “shared values” and notes that social cohesion does not mean “social sameness, homogeneity of values or opinions”. He offers his own definition of social cohesion as “the sum of population of individuals’ willingness to cooperate with each other without coercion in the complex set of social relations needed by individuals to complete their life courses”. Since they could not arrive at the exact
definition of social cohesion, they understood it as “something that glues us together”. They made use of the data from a Canadian social survey and a social cohesion paradigm developed by Canadian researchers.

Findings: Both the exploratory and confirmatory factor analyses highlighted the multidimensionality of social cohesion that embraces various domains like the economic, social and political domains. However, clear distinctions between the associated six dimensions proved to be difficult to validate. In the political domain, for example, volunteering and association membership indicative of political participation did not statistically fit in with voting behaviour. Rather, they fitted in better with the socializing variables taken to represent the socio-cultural dimension of belonging. Similarly, while ethnic heterogeneity is generally assumed to be related to the social domain, it is positively and more strongly related to the economic domain.

The results point to the need for a more refined conceptualization of the complex relationships among the various dimensions of social cohesion. The confirmatory factor analysis provides a good start as it presents, for example, interrelationships between domains and dimensions. The analysis also shows the need for better indicators of the dimensions. Particularly missing in their analysis are ideational (as opposed to relational) indicators. In Stanley's (2003) definition, the "willingness to cooperate", for example, calls for an ideational indicator. Certainly, indicators of economic dimensions require "hard" data such as the indicators that they have used (income, employment), but economic inclusion connotes certain attitudes as well (for example, attitudes towards immigrants as co-workers). And, the socio-cultural dimension of recognition (or related concept of tolerance) is more attitudinal than behavioural. Thus, it is possible that a
strong sense of belonging, measured here by frequencies of socializing with family and friends, may be accompanied by low tolerance for diversity, which however can be measured only by attitudinal variables.

Even if surveys like National Survey on Giving, Volunteering and Participating (NSGVP) collect ideational variables in future surveys, they would still need to combine data from different sources in order to provide a holistic picture of social cohesion. However, data linkage assumes that they have found the level that best corresponds to their concept of 'communities' or 'neighbourhoods'.

This study has considered the level of census metropolitan areas (CMAs), which is not ideal but justifiable given the limitations of social surveys, not to speak of problems of anonymity and confidentiality. After all, CMAs are entities, each characterized with distinct economic, political, and social features. But concentrating on CMAs leaves out the rest of the country – the non CMAs and, in this study, very small CMAs. Also, CMAs vary greatly in size, and size is correlated with dimensions of social cohesion. It is imperative that they define a level of aggregation that is not too disparate in size, more inclusive, and yet would not pose an excessive problem either in data collection or in preserving the confidentiality requirement. The usefulness of a study such as this lies not so much on the ranking but on the latent scores generated by the model. The latent scores can be used to examine the impact of social cohesion on other outcomes such as population health or the well-being of children and youth. It would also be possible to examine the effect of many other processes like market penetration, aging and family change on social cohesion.
Another type of Cohesion is dealt by Alden J Moe (1979) in his paper on “Cohesion, Coherence and the Comprehension of Text”. It describes the concept of cohesion in text. It discusses the distinction between cohesion and coherence and also the relationship of cohesion and coherence to the comprehension of written discourse. 

Findings: It also emphasizes the fact that cohesion is not a synonym for discourse structure or text, rather it accounts for the systematic way in which the relationships exist in the text. It also gives examples for intra and inter-sentential types of cohesion. The five types of Halliday’s (1976) cohesive ties have been listed out in this paper. Mentioning about coherence, it states that if a text displays cohesion, that is, if measurable semantic relationships can be found in text, it follows that coherence in the mind of the reader will be more easily established than if little or no cohesion exists. Moe concludes that cohesive text helps the reader achieve coherence and therefore facilitates comprehension.

Jerome L. Neuner’s research paper on “Cohesive Ties and Chain in Good and Poor Freshman Essays” (1987) compared cohesive ties and chains (Halliday & Hasan, 1976) in the good and poor essays of college freshmen. Neuner had taken a sample of 20 good and 20 poor essays written by 40 college freshmen which were evaluated by a panel of 12 professors using a four-point holistic scoring scale. The essays were randomly chosen from a collection of over 600 papers written at the summer orientation session required for all new full-time students at a private college in New York. No education or background data were collected for the participants.
**Findings:** The researcher found that none among the different types of cohesive ties were used more frequently by the good writers than the poor writers. In addition, the cohesive distances from individual precursors to coherers did not distinguish the good from poor writing. However, cohesive chains (a series of lexical collocations, reiterations, synonyms or superordinates and their pronouns all semantically related to one another) exhibit significant differences in their use of available cohesive distance, the variety of word types, and the maturity of word choices as measured by word frequency in the lexicon as a whole.

Sandra Stotsky conducted a study on “Types of Lexical Cohesion in Expository Writing: Implications for Developing the Vocabulary of Academic Discourse” (1983). The author here used passages from *Modern Rhetoric* by Cleanth Brooks and Robert Penn Warren (1979) for her analysis to illustrate different forms of exposition, as their text is one of the oldest and most widely used texts in composition teaching.

**Findings:** After analyzing, the author points out two major flaws in Halliday & Hasan’s (1976) scheme. One is its lack of comprehensiveness in cohesion in expository essay writing. Their second flaw lies in not discussing how a cohesive tie created by a subordinate item that follows a superordinate word would be classified. Thus the author offers a reformulation of Halliday and Hasan’s framework to address the inadequacies and suggests a new framework which may be theoretically more justifiable than the original scheme. It discusses the implications of this new framework for teaching expository reading/writing and for research.

Witte and Faigley (1981) studied ten out of ninety freshman essays that had previously been rated holistically by two readers on a four - point scale. Five of the
essays were selected from those given the lowest scores by both readers while five were selected from those with the highest scores. These ten essays were analyzed according to categories of error, syntactic features, as well as the types of cohesive ties.

**Findings:** The researcher found that at the most general level of analysis, the high-rated essays had more cohesive ties than the low-rated ones. Witte and Faigley concluded that cohesion and coherence interact to a great degree, yet they noted that not all cohesive texts would be coherent. In addition, the use of connective links in the text must conform to a reader’s expectations for particular types of texts and to his/her world knowledge. Incidentally, Witte & Faigley came to know that the best overall writing ability is indicated by lexical collocation (the subcategory of cohesion) which ensures writing quality, namely lexical collocation. Second, the quality of writing depends much on outside factors such as the reader’s background information which is beyond cohesion analysis.

Tierney and Mosenthal (1983) on the other hand, took up a study by examining statistical accounting of cohesive ties as a means of measuring and evaluating text coherence. They asked two classes of 12th grade students to write essays based upon two topics. The students viewed filmstrips that had a clear topic and structure. Each student wrote two essays.

**Findings:** The researchers found no correlation between the number of cohesive ties and the coherence rankings for the essays written. They concluded that although a count of cohesive ties helps identify cohesion in a text, a count of cohesive ties alone does not necessarily explain what makes a text coherent.
Bamberg (1984) agreed with the process of conducting detailed research on a small number of essays just as with Witte and Faigley (1981) and Tierney and Mosenthal (1983) as a way of acquiring valuable information about the interrelationships among textual features that constitute coherence. However it is not possible to use these methods to assess coherence for a large group of essays such as those written for the National Assessment of Educational Progress (NAEP) because the task would take a very long time to complete. To reexamine coherence in such essays, Bamberg developed a four-point holistic coherence scale based upon the work of Halliday and Hasan (1976). A subset of essays in his study were read and divided into four groups. Each group represented a different level of coherence achieved by the writers. The most successful essays were found to be fully coherent, and the least were virtually incomprehensible. A four-point rubric was constructed by comparing features previously identified. To further determine the relationship between essay quality and coherence, a contingency table was constructed for each age group. The majority of good essays in both age groups received high coherence scores.

**Findings:** Bamberg found that age and level of education ensure writing quality and textual coherence. He explained that both good and poor 17-year-old writers had greater control over textual features that created coherence than did 13-year old writers. This means that there is a relationship between textual features and textual coherence. According to Bamberg (1984), good writing is achieved through the production of a coherent text.

McCulley (as cited in Neuner, 1987) investigated the relationships among features of textual coherence, as identified by Halliday and Hasan (1976), and primary trait
assessments of writing quality and coherence with manuscript length being held constant. Random samples of persuasive papers written by 17 year-olds during the 1978-79 NAEP writing evaluation were analyzed.

**Findings:** This study provides evidence strongly suggesting that textual cohesion is a sub-element of coherence in manuscripts of the same length. The cohesion indices of synonyms, hyponyms and collocational ties may be far more important attributes of coherence than some researchers have recognized (Tierney & Mosenthal, 1983). Also, McCulley’s study suggests that coherence is a valid construct to judge writing quality.

Fitzgerald and Spiegel (1986) examined the relationship between cohesion and coherence in 27 third grade and 22 sixth grade students’ writing and investigated the degree to which this relationship would vary with quality of writing and grade level. Each child wrote two essays. Brief story stems were given, and the time frame was 30 minutes per essay for both planning and writing. Three students could not finish when the time had run out but were allowed to finish on another day. Fitzgerald and Spiegel used Halliday and Hasan’s (1976) system for scoring cohesion. However, this study on cohesion and coherence differed from other studies in the way that the researchers interpreted the term “coherence” from two perspectives: one was called “coherence” itself and the other was called “quality”. Therefore in their study, they used three criteria to rate the students’ essays: cohesion, coherence, and writing quality. For the coherence criterion, Fitzgerald and Spiegel used a holistic rating scale which is based on the interpretation of coherence by Van Dijk and Hasan (as cited in Fitzgerald and Spiegel, 1986). This scale was modified from Bamberg’s (1984) original version. The quality, on
the other hand, was assessed by using another holistic rating scale consisting of a range from 1-6.

**Findings:** The results showed that there was some evidence of a significant relationship between cohesion and coherence in children’s writing. This relationship varied according to textual content but did not vary according to grade level.

Johnson (1992) carried out a study to investigate 3 types of Halliday and Hasan’s (1976) cohesion categories, namely reference, conjunction and lexical in good and weak essays written in both Malay and English by speakers of those languages and by Malaysian writers in ESL. The essays were written under pressure in a specified time length and evaluated holistically as “good” or “weak” by the three groups of teachers. In other words, essays written in Malay were evaluated by the Malay teachers, in English by American teachers, and in ESL by another group of American teachers.

**Findings:** The results showed that good essays written in Malay had more semantic ties through reiteration of words than weak essays. In contrast, good essays in English had more syntactic ties (conjunction and reference). However, the general findings suggested that the good essays were not more cohesive than the weak ones.

Palmer (1999) conducted a study on “Cohesion and Coherence” by observing English essays which were produced by 89 second year students of the Business Studies, Diploma who had passed their English I examination. The subjects wrote about a similar topic which they had read. The students were given one hour to complete the tasks and were also asked to submit their essays together with the scrap paper they needed for writing their compositions. Palmer divided her subjects into two groups, A and B. Group
A consisted of 42 students who had been told what textual coherence is and had done many exercises about the subject. Meanwhile, group B consisted of 47 students who had not received any explanation about this concept. In this study, Palmer focused on 4 different aspects of coherence: 1) overall length of the text; 2) the use of paragraphs to organize information; 3) lexical reiteration; and 4) the use of pronouns.

**Findings:** The results showed that there was no difference in the overall length of most compositions written by the two groups. Group A students who had received some ideas about coherence and their group B counterpart used paragraphing on a very similar level (in showing introduction/contents and conclusion). However, group B students resorted to the use of lexical reiteration in order to increase the coherence in their compositions while group A resorted to the use of pronouns so as to avoid repetition of the same words to make the text coherent. Therefore, the results of Palmer’s study suggested that the teaching of cohesive links could enhance students’ writing performance in learning a second language.

Lee (2002) investigated the teaching of coherence to a group of 16 ESL university students in Hong Kong. This teaching inquiry was based upon six operational definitions of coherence which included cohesion, information distribution and topical development, propositional development, modification, macrostructure, and metadiscourse. The teaching was incorporated into the English Communication Skills Course. The instruction lasted for about 42 hours and the students were required to write four essays throughout the course. In order to investigate whether the teaching of coherence was effective in this classroom inquiry, Lee used three sources of data:
1) pre and post- revision drafts; 2) think-aloud protocol during revision; and 3) the students’ teaching evaluation questionnaires and interviews after the study.

**Findings:** The results suggested that students improved the coherence of their writing and paid greater attention to the discourse level of their essays while revising the drafts. The students also thought that the teaching of coherence made them aware of what effective writing should be.

The research on cohesion described above suggests that an analysis of cohesion alone is not sufficient in determining writing quality. The two other considerations are structure and coherence.

Pellegrini, Galda, and Rubin’s study “Context in Text: The Development of Oral and Written Language in Two Genres” (1984) tests Halliday's model of context/text relations and how these relations varied across the elementary school years. Children in grades 1, 3, and 5 were asked to produce messages in narrative and persuasive genres, in both oral and written channels. Their texts were analyzed in terms of elements of linguistic cohesion and length of clausal themes. Significant multivariate effects on these measures were obtained for grade, channel, genre, channel x genre, and grade x channel.

**Findings:** These results generally support the predicted effects for this model of discourse production: Text varied as a function of discourse context. Predicted age effects were partially supported. These results are significant in that they document age-related features of text production: organization of text with causal conjunctions improves across the elementary school years; the production of grammatically cohesive text improves through third grade. Furthermore, the data support previous research suggesting that oral text is less explicit than written text.
3.3. Research Studies in India

Several scholars in India have taken up research in the area of Discourse Analysis and a few in Cohesion Analysis and its significance in English language teaching.

Lakshmi’s study *Cohesion in English and Telugu – A Contrastive Study* (1986) attempts to examine the cohesive devices in written English and written Telugu from a contrastive point of view. Halliday’s model of cohesion has been taken as the theoretical framework since it is the most comprehensive one. She has done this work aspiring that the findings of such a contrastive study will be relevant to the teaching of English as a second language to the Telugu learners. Twenty sample texts, ten from written English and ten from written Telugu have been analysed, compared and contrasted with their cohesive properties.

**Findings:** The following are the findings of her study.

1. In English possessive pronouns do not indicate the number of the thing or object possessed. On the other hand, in Telugu, possessive pronouns do indicate the number of the thing or object possessed.

2. In English, pronouns are inflected only for number and for two cases, namely accusative and possessive. On the contrary, in Telugu, pronouns are inflected for number and for three cases – accusative, genitive and dative.

3. There are no marked differences between clausal substitutions in English and Telugu.

4. Nominal substitution in Telugu is more complicated than that in English.

5. Substitution is less frequent in Telugu than in English. Verbal substitution is very rarely found either in speech or in written language.
6. Ellipsis is similar to that in English in certain aspects.

7. Telugu does not have any formal equivalent to the additive conjunction and in English.

8. Lexical cohesion in Telugu is similar to that in English.

In *A Discourse Analysis of Some Advertisements from the Indian Print Media*, Uma Singh (2008) analyses linguistic and non-linguistic aspects of the language used in advertisements from a discourse point of view. In her study, she looks at some of the advertisements from the Indian Print Media in order to show how established discourse structures are either reinforced or challenged.

**Findings:** The following are the findings of her study.

1. The image of a young modern woman has been a repetitive feature in the advertisements.

2. The visual analysis of the advertisement states that not only colours, but also the dress accessories have language of their own which symbolizes something or the other.

3. Advertisements from the Indian magazines depict Indian thoughts, culture, norms and value even when they are selling products using foreign models and dress.

4. In the depiction of women, advertisements show a balance of traditional and modern outlook.

Susheela Neelakantan (1978) in her dissertation *Errors at the Discourse Level: A Study of Errors in English*, aims at error analysis by studying typical errors in written discourse made by a group of 100 students at the B.A. first year level. In her research work she isolated and categorized errors as text – typical on two major levels of discourse.
– (i) Cohesion or linguistic organization of discourse; (ii) Coherence or logical organization of discourse:

Basing on this she tried to find out the pedagogical implications of the analysis and suggested means of remediation.

Findings: The results of her study on cohesion or linguistic organization of discourse show that the students are competent to handle sentence grammar and exercises on individual elements of discourse. However, when it comes to handling discourse, they are not aware of the techniques and organization of meaningful discourse, in all the three types of texts – narrative, expository and argumentative.

The errors in the use of non-structural and structural devices and tense concord show the areas of discourse that need special attention. The results of the coherence analysis on the basis of overall organization, subsidiary features, coherence boundaries and discourse devices show that errors in coherence under the sub-category subsidiary features account for the largest percentage of errors, followed by errors in overall organization and discourse devices. Errors in coherence boundaries accounted for the lowest percentage of errors in all the three types of texts.

Vijayasri (1990) attempts to show through a study of Jane Austen’s *Pride and Prejudice* that language truly reflects the shifting power relations between the middle class and the nobility of nineteenth century England. Speech functions, lexical choices and conversation exchanges are the features of discourse that have been analyzed from Galtung’s (1980:63) concepts of Power and Autonomy.
**Findings:** Some of her findings are

1. The use of formal language in day-to-day interactions is indicative of assertion of power and autonomy of the interlocutors.
2. Innate and resource powers coupled with independence makes a person more powerful and autonomous than a person possessing mere structural power.
3. Ingratiating and complaisance strategies in a person’s discourse reflect his powerlessness and dependence.
4. Observation of standards of social behaviour in conversation exchanges indicates balance of power and autonomy between communicants.
5. On the contrary violation of accepted standards of social behaviour and principles of discourse reveal a person’s supremacy in power and autonomy over others.

She concludes saying that the analysis of discourse, from a sociolinguistic point of view of the novel *Pride and Prejudice* bears witness to the fact that the sociolinguistic approach to Discourse Analysis leads to better understanding of literary texts.

Debashis Mandal (2009) in his research on *A Study of Spoken Discourse in R.K. Narayan’s The Guide* examined spoken discourse in Indian English based on the Speech Act theory of J.L. Austin (1962) and J.R. Searle (1969) and Co-operative Principle (CP) as formulated by H.P. Grice (1975) and interpreted by Jenny Thomas (1995). He discussed different types of speech acts like requesting rejecting, criticizing or complementing. The study explored different degrees of indirectness in the performance of an illocutionary act in Indian English. It also makes an attempt by the application of Co – operative Principle to detect the ways through which a speech act becomes indirect in Indian discourse. The analysis on the basis of ‘Co-operative Principle’ focuses on the
ways the characters in the novel fail to observe the four maxims of co-operative interaction in different situations. In the discussion of every example, he tried to explain why the speaker resorted to indirectness to convey his/her meaning. He takes both the textual clues and the contextual clues which are immediate and distant into consideration or the explication of the pragmatic intention of the speaker.

**Findings:** The findings of the study point out and explain some of the diverse influences the socio-cultural conditions of India have on the discourse pattern of Indian English.

Ahmed Nahid (1997) attempted to understand the dynamics of counseling process by analyzing the various interactional strategies like spontaneous repetitions, pauses and rephrasings, continuing contributions and joint productions that are employed by the therapist and the client in order to negotiate meaning. He also made an effort to understand how certain discourse strategies, which are characteristic of the counseling process, contribute to the therapeutic value of the speech event.

Deepshika Mahanta’s research work *A Synthetic Approach to Discourse Analysis* (2003) aims at bringing a synthetic discourse analytic framework that can be applied to any kind of discourse. She gathers different analytical tools from different approaches to arrive at a satisfactorily comprehensive analytic base. With this base she has ventured at 4 different discourse types as selected from the discourse continuum legal discourse as a representative of highly edited, ‘verifiable’ discourse type; poetry and novel as representative of literary discourse; philosophy of language, literary criticism, linguistics and so on as representative of metalinguistic discourse; conversation as of casual, less edited discourse. This research work has some self-imposed limitations such as in the definition of discourse, or in the selection of discourse types. These are assigned mainly
by the temporal and spatial limits of a research project under a certain institutional set up
for a specific, time-bound purpose.

In terms of Discourse Analysis and research methodology, her work attempts
unification, which is worthy of applying, in other research projects. For language learning
and acquisition studies and language teaching, it offers a set of criteria through which
Discourse as well as linguistic communication could be analysed, learnt and taught more
systematically.

**Findings:** The findings of her study are –

1. The linguistic structure is developed hierarchically – from phonological and
intonational unit to grammatical unit to discoursal unit.

2. The grammaticality or ungrammaticality of the structure is relegated to a secondary
position while assigning primary importance to the message that is sent.

3. The sent message is deciphered in terms of the clues provided by the context and by
the shared knowledge.

4. In almost every discourse type, coherence is more important and binding a feature than
cohesion.

5. The difference between a written discourse and spoken is at times blurred.

6. Meta linguistic discourse, and intimate conversation aim at a narrow audience group
and thus they contrast with discourse meant for wider audiences such as advertisements,
traffic signals etc.

7. Different discourse types have different manifestations depending on the context.
Venkat Reddy (2003) in his thesis attempts to study a critical analysis of the discourse of advertising to reveal that discourse is inflected with Power and Ideology. He analyzed 10 advertisements. Each advertisement is separately analyzed to bring out the effects of each and every sign in the overall comprehension. The study aims at unlocking the cleverly coded oppressive representations and invisible meanings in order to raise critical language awareness among those who innocently enter into symbolic transactions with the advertising discourse. He employed a two-dimension analysis—textual and symbolic.

**Findings:** The study notes that the ideologies loaded in particular ways of using language and their relations to the power structures which underlie them are unclear to people. Linguistics can play this responsible role by taking to the critical analysis of social issues like the stereotypical representation of men and women in advertisements which seem to be self-evident and neutral.

Soumya (2009) in her work analyses *The Dramatic Discourse in the Play Death of a Salesman*. She has used the ethnographic model of interaction elaborated by Hymes (1962) and the turn-taking model given by Emmanuel A.Schegloff and Harvey Sacks (1974).

**Findings:** She found that the mechanics of dialogue is fundamental to the movement and understanding of drama. Dialogic interaction is not just linguistic activity but also encompasses extralinguistic co-ordinates such as the spatio-temporal setting, the different roles and status of participants, the norms for speaking and the multi-layered speech itself. Speech events include the ‘how’ and ‘why’ of speech, the setting and speaker-
hearer relation, the form, the content, the norms of interpretation and the goals of speech. The mechanisms of speech alternation and the management of interactional ‘floor’-turn-taking are elaborated here.

Santhosh Kumar Singh (2008) in his study tries to find out different cohesive devices used by Shobha De in her novel *Starry Nights* to create coherence in the text. The understanding of the text is nothing but the understanding of the linguistic system. The choice of words and the word order of one sentence often depends on the sentence that follows, for example, language has special words like pronouns, synonyms, antonyms etc. In his study Santhosh explores the above relations.

**Findings:** The findings of his study are –

1. The cohesive ties in the *Starry Nights* are established through reference, lexical devices, ellipsis and conjunctions.

2. There is no substitution tie.

3. Reference and lexical ties are the major cohesive devices used in the novel.

Surveying a corpus of literature on Discourse Analysis and Cohesion Analysis gave the researcher a general idea of research carried forward in those areas. The theoretical work of Discourse Analysis started with Zellig Harris (1952). Zellig Harris (1952) and Stubbs (1983) stressed on examining language beyond the level of sentence. This trend of focusing on the non-linguistic behaviour is continued by Austin (1962), Searle (1974) and Grice (1975). Austin and Searle’s *Speech Act Theory*, Grice’s theory of *Indirect Speech Acts* and the theory of *Co-operative Principle* are the basis for Brown and Levinson’s (1987) *Face and Politeness* phenomena. Gilbert and Mulkay (1984) analysed on Scientist’s Discourse.
Patricia Carrell (1982) and Moe (1987) showed distinction between Cohesion and Coherence. Witte and Faigley (1981), Tierney and Mosenthal (1983), Neuner (1987) and Johnson (1992) analysed essays written by students. They tried to find out the usage of cohesive elements, their occurrence and their contribution to coherence of the text. Beigman and Shamir (2007) tried to find out lexical cohesive patterns. Fernando Rajulton et al. (2007) measured Social Cohesion. Palmer (1999) conducted a study on two groups of students’ where one group is taught the concept of cohesion while the other group is not aware of the concept. She found that teaching of cohesive links could enhance students writing performance. Even Lee (2002) found that teaching coherence gave awareness to students to write effectively.


The review of literature shows that Cohesion Analysis is done either at the grammatical level or lexical level. Both the types are not taken together for analysis. Most of the researchers abroad took essays as samples for their study and their subjects are students and their findings reveal the need for teaching cohesive links to the students.
The Indian researchers too tried to compare and contrast cohesive ties in English and Telugu and a few attempted to study cohesive ties in novels.

3.4. Rationale

After making a considerable review of literature on Discourse Analysis and Cohesion Analysis, it is understood that substantial research has been done in Discourse and Cohesion Analysis in different genres like novel, poem, play, advertisements, essay writing etc. No research seems to be available in the genre of short stories. And no one has attempted the study of various authors from different countries with varied cultural background. Though Santosh Kumar (2008) analysed cohesive elements in the genre of novel, he did not quantify the data. Moreover he took select passages from the text and drew conclusions from it.

When it comes to the studying of cohesion in a short story, the entire text can be analysed since the text is small and brief and does not run into hundreds of pages. Moreover, it seems to be easy for a teacher to teach the elements of cohesion in a short story rather than in a novel. May be because of this reason, several researchers abroad studied cohesion in essays. But the structure and characteristics of an essay are different from that of a short story. The structure of a short story seems to be more complex compared to that of an essay. The short story unfolds itself with a clear exposition, climax and denouement. The five elements of the story like character, plot, context, theme and mood play a significant role in the development of the story. The analysis of cohesion in the short story would definitely foster the understanding levels. The cohesive elements identified in the story both at the grammatical and lexical level help in decoding the embedded message in the text. Since a complete analysis of cohesive elements in the
genre of short story has not been attempted and also because of its brevity and other reasons stated earlier, I have taken up the study of short stories to analyse, interpret and quantify the data. Thus the title of my study is “The Analysis of Cohesion in Select Short Stories.”

3.5. Conclusion

The research that has gone into Discourse Analysis and Cohesion Analysis is very explorative of any text, like Print media, Advertisements, Drama, Novel, Conversations etc. Even Psychotherapeutic Counseling was taken up for study. In the following chapter the objectives that initiated the present study are listed. The scope is discussed by giving a bird’s eye view of the study. It also mentions how the selection of the texts for the study is done and then the characteristics and the summary of the stories are presented. It also discusses the method and procedure employed for the analysis of the present study.