COHESIVE TIES AND MEANING COMPREHENSION

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ABSTRACT

The present study will employ Halliday and Hasan's theoretical framework of cohesion model to analyze (selected text) by Paulo Coelho to reveal the agglutinating effect of cohesive elements that are responsible for creating semantic understanding of a text. The analysis of selected text will determine the importance of cohesion as a text forming component. The range of semantic possibilities resulting from the employment of these cohesive devices has been particularly explored. A practical Understanding of these cohesive functions within the text to create semantic relations could be helpful for students of English as a second or foreign language to help "decode" meaning.

Keywords: Cohesive ties, meaning comprehension.

INTRODUCTION

For Halliday and Hasan (1976) "the notion 'text' is a term used in linguistics to refer to any passage- spoken or written, of whatever length, that does form a unified whole." They define cohesion as the meaningful structure which links sentences to form a whole. They maintain that cohesion does not depend on a single item or class and is based on a complete set of relationships in a *text* which in turn communicate with the help of various overt and covert types of signals to attribute a text its meaningfulness.

Cohesion is closely related with coherence because in a text semantic unity can be realized through syntactic linking as well as semantic connections between different paired elements with one presupposing and the other presupposed. According to Halliday and Hasan a single occurrence of cohesion or cohesively paired item in a text is called a 'tie'. The present work will attempt to analyze a text in terms of a tie for a systematic account of its patterning which results in a cohesive texture.

There are five different kinds of cohesive ties identified by Halliday and Hasan. *Reference* is an affiliation between a linguistic item with another situational and textual item. *Substitution and Ellipsis* occurs, according to Bloor and Bloor (1995), when a lexical item is replaced in writing or communication, without any repetition, with any other available grammatical resource. Substitution and ellipsis are not different in their function as a linguistic link, however, ellipsis differs from substitution in that it substitutes an item with zero(R.Hasan, 1976).*Conjunction* functions as a semantic cohesive device and function between clauses or different parts of a text to make obvious the semantic patterning(Bloor, 1995). Halliday and Hasan (1976) observe that conjunction is a different type of semantic relation, one which is no longer any kind of search instruction but a specification of the way in which what is to follow is systematically connected to what has gone before. In *Lexical Cohesion*, cohesiveness in a text is achieved through

vocabulary selection as it is non-grammatical in its functionality. Further two categories of lexical cohesion are *Reiteration* and *Collocation* (R.Hasan, 1976).

Cohesive ties are, therefore, considered a "part of what makes a text coherent; however, these ties are not, by themselves, sufficient to create a coherent text" (Bamberg, 1983). Reference cohesion is the primary form of cohesion that enables children to develop cohesiveness in a text (deVilliers&deVilliers, 1979).Halliday and Hasan observe that "it is through reference cohesion that the referential meaning or identity of an item, established in one part of a text, is referred to in an-other part. That is, it is a cue to the listener/- reader to 'refer elsewhere"(Froma P. Roth, Nancy J. Spekman, and Ellen C. Fye, 1995).

. To create connectedness in texts, especially in narrative texts, referential link works as the most effective cohesive device.An analysis of G. Stein's story (In Portraits and Prayers) reveals that it is solely the referential link which connects the sentences. "The condition for referential cohesion does not therefore require that all sentences will be about the same topic but that there would be some referential link between them. What needs further specification, however, is whether the referents of any expression in the new sentence can satisfy the requirement of referential link … The referential cohesive tie cannot, however, be simply stated as requiring that texts should keep talking about the same referent in each sentence. Such a condition is too restrictive and it would allow only for a dull subset of possible cohesive texts" (Reinhart, 1980). Substitution signifies relationship of linguistic items like the connection between words and phrases. Halliday and Hasan (1976) classify substitution as nominal, verbal, and clausal (Holloway, 1981).

Ellipsis omits an item without losing its understanding and is structural in nature because it works as a referent to presuppose a previous sentence structure that is omitted. The meaning of the omitted word or item can be realized through mental supplication out of the given linguistic context. The omission can result in a structural gap which is taken care of by semantics. Ellipsis occurs in clausal, nominal, and verbal forms (Holloway, 1981) and helps in making a text cohesive (Celce-Murcia, 1991).

Generally, conjunctions identify the particular way in which given ideas are put in a structure so that they are integrated with the preceding ones. It denotes semantic connectivity between different sentences. Conjunctions have four sub–categories: additive, causative, adversative and temporal (Holloway, 1981).

 lexical cohesion is the most difficult to specify due to the innumerable ways word meanings can be related to one another and can co-occur, it is clearly an important source of cohesion in text. It is the variable most strongly related to Halliday and Hasan's concept of the fundamental thematic nature regarding cohesion as well as "texture" (Anderson, 1983).

METHODOLOGY

The present study is explanatory in nature and follows the narrative research method for the cohesive analysis of a text. Halliday and Hasan's Cohesive Device Model (1976) has been applied on the selected text by Paulo Coelho.

Thus, The collected data is analyzed at five levels of cohesion: references, substitution, ellipsis, conjunctions, and lexical cohesion along with the identification of further internal classified levels of these cohesive devices in the text. Tabulated analysis form is used, under certain headings along with the number and frequency of the incidence of each cohesive device .Furthermore, citation of the number of relevant lines is also given to show certain semantic linking and connection.

ANALYSIS

Analysis at reference level
Table 1. Personal references in "A visitor arrives from Morocco"

Line No	Reference	Line reference No	Referenced Item
1	Me	1	Supposed protagonist of the story (I)
5	Her	4	Eve
9	you	4	Eve
10	your	4	Eve's (man)
11	He	17	Adam
12	Me	4	Eve
14	He	17	Adam
15	Him	4,5	The Serpent
15	He	4,5	The Serpent
15	Her	4	Eve
17	She's	11,19	Other women /lovely women
17	Her	11,19	Other women/lovely women
19	She	4	Eve
19	She	4	Eve
20	Her	4	Eve
22	His	22	anyone
23	Her	22	anyone

Table 2. Demonstrative references in "A visitor arrives from Morocco"

Line No	Reference	Line reference No	Referenced Item
4	The garden	4	Garden of Eden
4,5	The serpent	4,5	Serpent(Satan)
6	This apple	6	Apple
6	The serpent	6	Serpent(Satan)
9	This apple	9	Apple
9	The serpent	9	Serpent(Satan)
13	The serpent	13	Serpent(Satan)
16	The top	16	"Top of a hill"
17	That cave	16,17	"well on the top of a hill"

17	There	17	well/"top of a hill"
18	The water	18,19	Water of well
18,19	The well	18,19	Well for water
19,20	The apple	19,20	Apple
20	The serpent	20	Serpent(Satan)
21	This	2,22	Desert tribe(s)/"same Moroccan tribe"
23	The water	23,19	Water of well

Table 3. Comparative references in "A visitor arrives from Morocco"

Line No	Reference	Line reference No	Referenced Item
10	"More beautiful"	10,11	Eve need to look more beautiful than other women
11	"No other women"	11,12	Adam has no other women but Eve
21	"Same Moroccan tribe"	21,2	As mentioned earlier the story of desert tribe(s)

Analysis at substitution and ellipsis level:

Table 1:Substitution in "A visitor arrives from Morocco"

Line No	Word/clause + substitution category	Line substitution No	Substituted Item
9-10	" You need to look more beautiful for your man" (clausal)	11	*"No, I don't"*

Clausal substitution: " 'You need to look more beautiful for your man'."
"*No*, I *don't"*
Note: The whole clause is substituted with *No, Don't*.

Table 2:Ellipsis in "A visitor arrives from Morocco"

Line No	Ellipsis category	Line ellipsis No	Elliptical Item
6	Eat (verbal)	8	Refused

Verbal Ellipsis: " '*Eat* this apple,' said the serpent."
" Eve, who had been properly instructed by God, *refused*."
Note: *refused* presupposes elliptically her answer that she does not want to eat.

Analysis at conjunctive level of text three

Table 6: Conjunctions in "A visitor arrives from Morocco"

Additive conjunctions			
Line No	Reference	Line reference No	Referenced Item
1	and	1-2	"A visitor from Morocco" /"….curious story"
18	and	18-19	"Eve leaned over"/ "..water of the well"
23	and	21-23	"A return to paradise…."/ "feels no fear."
Adversative conjunctions			
Line No	Reference	Line reference No	Referenced Item
12	but	11-12	"..no other women/me.(Eve)"

Analysis at lexical level of text three

Table7:Lexical Cohesion Summary in "A visitor arrives from Morocco"

Serpent
The serpent/the serpent / the serpent/the serpent/ the ser pent
Apple
This apple/ this apple /the apple
Eve
Eve/Eve/Eve/Eve/Eve
Eat
Eat/ eat/ ate
Water
The water /the water
well
A well/ the well
women
Other women/ lovely women
Women qualities
Beautiful/ lovely
Morocco
Morocco /Moroccan
Tribe
Tribes/ tribe
reflect
Reflected/ reflection

Chronological analysis of tabulated data

REFERENCE

Eggins (1994) defines references as the strategy of an author with which he introduces participants and then keeps track of all these throughout a text. According to Halliday and Hasan (1976) references in a text can be interpreted in relation to the whole context of the text or conversation.

In the third text "A visitor arrives from Morocco", the use of a cataphoric reference in line 3 "original sin" refers to the activity in lines 19 and 20 that "She immediately ate the apple …." Likewise in line 21 the phrase "same Morocco tribe" shows an explicit anaphoric reference to "certain desert tribe(s)" in line 3. These cohesive references help develop unified semantic links in the text weaving it into a unanimous semantic chain. Apart from this,an exophoric reference is used in line 7 where the phrase "instructed by God" generalizes God's instruction for all human beings in all the walks of their lives. It not only enhances the semantic understanding of the text but also connects it with its overall semantic unity.

Personal pronouns have been used seventeen times in this text. The pronoun "he" is used thrice in lines 11, 14, and 15.In lines 11 and 14 it refers to "Adam" in line 17 whereas, in line 15 it refers back to "the serpent" in lines 4 and 5. The pronoun "She" is also used thrice In line 19 it refers back to "Eve" in line 4 while in line 17 it connects with "other women /lovely women" in lines 11 and 19. The pronoun "Me" in line 12 is an anaphoric reference to "Eve" in line 4 but in line 1 it refers to the "supposed listener/protagonist of the text (I)". The pronoun "you" appears only once in line 9 to refer back to "Eve" in line 4. The repetition of these pronouns helps create a unified and amalgamated network of meanings which are directly and indirectly connected with one another and provide the text a cohesive unity.

Possessive pronouns are also used in this text. The possessive pronoun "her" is used thrice in lines 5,15, and 20 and makes an anaphoric connection with "Eve" in line 4.However, in line 17 it refers to the "other women/lovely women" in lines 11 and 19. The possessive pronoun "his" in line 22 refers to "anyone" in the same line. "Your" in line 10 refers back to "Eve's(man)" in line 4 and "him" in line 15 is an anaphoric reference to "the serpent" in lines 4 and 5. These possessive pronouns are cohesive sources used to provide a connection between the pronouns and the information related to themthereby adding a semantic unity to the text.

There are sixteen instances of demonstrative pronouns in this text.The determiner "the" is used 11 times in lines 4,5,6,9,13,16,18,19,20, and 23 out of which 6 times it specifiesthe "serpent" and twice in lines 18 and 23 it denotes "water". Apart from these "the" also demonstrates "top, well and apple" in lines 16, 18, 19, and 20 respectively.Another demonstrative "this" has been used thrice in lines 6,9, and 21. In lines 6 and 9 it highlights the importance of the "apple" eaten by Eve and in line 22 it refers to the "same desert tribe" to indicated authenticity. The demonstratives "that" and "there" appear only once in line 17 to point to the direction of the "cave on the top of the hill".

The use of these demonstrative pronouns as a cohesive device show the specification of items in various places and communicates their meanings in a unified way to create the whole semantic web of the text.

Comparative references have been used thrice in this story. In line 10 the phrase "more beautiful" comparatively links the beauty of Eve with that of the other women hidden in the cave by Adam. In line 11 the phrase "no other women" shows a comparative assertion of Eve that Adam can never have any other women but her. Finally, in line 21 the phrase "same Moroccan tribe" refers to one of the "certain Morocco tribes"mentioned in line 2.

Comparative references link the information comparatively both in anaphoric and cataphoric ways to strengthen the semantic connectivity and the texture of the text and provide a unification of meaning.

The analyses reveal that these three texts contain all types of references: personal, demonstrative, and comparative. However, the numbers of instances of these references vary in each of these texts. References are basic cohesive devices for texturing the semantic unity of a text. These references help avoid repetition and provide the texts with semantic unity which increases the interest of readers. Anaphoric and cataphoric references connect the information in these texts and provide a better semantic understanding.

Substitution and Ellipsis

An instance of clausal substitution can be found in lines 9 and 11 of this text. The clause "you need to look more beautiful for your man" in lines 9 and 10 is substituted with *"No, I don't"* in line 11.An example of verbal ellipsis is found in line 6 and 8. The verb "refused" in line 8 elliptically stands for the verb "eat" in line 6 and results in the elision of the whole sentence.
The use of substitution and ellipsis as cohesive sources brings conciseness in the semantic texture of the text and lock its cohesive structure in a united whole. Both these devices bring semantic authenticity, variety, and connectivity and bound different grammatical and lexical items in the text. An attempt has been made to identify substitution and ellipsis as cohesive devices in the three texts. The analysis reveals that these devices play an important part in creating a precise and semantically unified text.

Conjunction

There are three instances of the additive conjunction "and" in this story. In line 1 "and tells me a curious story..." links the information back to "A visitor" because he the narrator of the text. In line 18 "Eve leaned over and," semantically unites the information with "… she saw a lovely women" and in line 23 "and feels no fear" connects the information with "…A return is guaranteed …" to the one who recognizes the limits.The adversative conjunction "but" has been used once in the text.In line 12 where "but me" denotes the assertion of Eve that Adam should have no women in his life but she.

All the above-mentioned information is unified into a semantic whole with these conjunctive cohesive devices which help structure the narrative. These devices facilitate in maintaining the

communication sequence of the characters,integrate the textual information, and enrich the semantic texture of the narrative.

Lexical Cohesion

There are a number of instances of lexical cohesion in this text. The phrase "beautiful and lovely" is related with "women qualities". Repetition has also been used in this text. The word "serpent" has been used five times as it is the main source of the original sin and the whole text revolves around it. Similarly, the word "apple" is used thrice because of its significance in making Eve commit the sin. "Eve" is the major character in the text and her name is repeated five times.

The repetition of the names of different characters in the text highlights their importance and also helps in providing the semantic outlook of the text. There are many other lexical items which are repeated: "eat" thrice, "well","women", "Morocco", "tribe", and "reflect" twice.

The use of phrasal verbs has also been observed in this text: "slithered out" in line 5, "led her up" in line 15, "leaned over" in line 18 and holding out in line 20 that grammatically collocateand enhance the semantic texture of the text by conveying information in united pairs. This lexical mechanism grammatically helps in weaving the cohesive texture of the text.

Lexical items like these are repeatedly used in the story which highlights their semantic significance and integrates them into the whole semantic structure of the text.

Lexical cohesion in the three selected texts provides the semantic harmony to these texts. The repetition of certain vocabulary items make their complete semantic circle and help in texturing the unified semantic structure. The repetition of the same lexical items also highlights their significance place in the overall lexical stock of the texts and renovates their meaningful part in portraying the thematic outlook of the texts. The accumulated information structured in the texts in the form of superordinates gives an extensive explanation to one semantic unit with a variety of terms, systematically classifies the semantically connected terms, and organizes them into separate semantic entities at the same time which then as a whole get cohesively linked into a whole semantically united structure. The use of grammatical collocations in these texts is another form of lexical binding that integrates the related pairs of meanings and enrich the connotative and denotative semantic bases. Collocated information, in the selected texts, set itself in line with the structural infrastructure of information patterns and forms a grammatical and semantic linking with the cohesive harmony of the whole texts.

CONCLUSION

The application of the cohesion model on selected text has highlighted the sequential semantic track in these texts that not only systematically infers the unity of meaning in these texts but also gives practical understanding in generating such integrated texts. The analysis reveals ,in Paulo Coelho's work, that each device works in correlation with this semantic processing and coins an elemental semantic linkage with the previous one as the one presupposes and the other is

presupposed. This dispensation is achieved by describing backward and forward semantic connections.

The study will add up to the fundamental linguistic knowledge of both learners and teachers with the perspective of richness in interpreting the textual data along with keeping in line the whole semantic connectivity of a text. The applied model of cohesion can also be used as a teaching model with a specific focus on lexico-grammatical basis of English to enhance the identification of multiple meanings and structuring of semantically unified and cohesive texts. Furthermore, the knowledge of cohesion is indispensible for a complete textual understanding and perfect knitting of ideas.

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APPENDIX
A Visitor Arrives From Morocco

1. A Visitor Arrives from Morocco and tells me a curi-
2. ous story about how certain desert tribes perceive
3. original sin.
4. Eve was walking in the Garden of Eden when the
5. serpent slithered over to her.
6. 'Eat this apple', said the serpent.
7. Eve, who was properly instructed by God,
8. refused.
9. 'Eat this apple', insisted the serpent. 'You need to
10. look more beautiful for your man.'
11. 'No, I don't,' replied Eve. 'He has no other women
12. but me.'
13. The serpent laughed.
14. 'Of course he has.'

15.   And when Eve did not believe him, he led her up to
16.   a well on the top of a hill.
17.   'She's in that cave. Adam hid her in there.'
18.   Eve leaned over and, reflected in the water of the
19.   well, she saw a lovely woman. She immediately ate the
20.   apple the serpent was holding out to her.
21.   According to this same Moroccan tribe, a return to
22.   paradise is guaranteed to anyone who recognizes his or
23.   her reflection in the water and feels no fear.