How a text binds together: discourse analysis of a newspaper article
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ABSTRACT
The basic purpose of this study is to investigate how English language cohesive devices are exploited in a news text. The analysis has been carried out on news article “The Pleasure of Reading” by Zubeda Mustafa published in one of the famous newspaper- Dawn news. Halliday and Hasan’s (1976) framework was applied for the cohesion analysis. Halliday and Hasan (1976) provided the concepts of referencing, ellipsis, conjunction, substitution and lexical cohesion which have been analyzed in the present study. The study establishes the fact that all the above mentioned cohesive elements are exploited in the text which have ultimately contributed to clarify the overall meanings of the text by binding it in a more organized way. It has been observed that news writers do introduce cohesion in order to give a sense of connection and order in the text. In fact, these cohesive devices provide a sense of connectivity and unity in the text.

Introduction
Newspapers keep the readers informed about the current issues and are popular throughout the world as a non-electronic media. Newspapers are not only a cheap source of updated information but also a rich source of linguistic data which can be useful for the students of language. A newspaper is considered an authentic material which is used by the teachers in the class. A newspaper exploits a rich source of vocabulary, grammatical structure and writing style in order to make the language connected. As Michael Halliday (1976) points out that language is a complete system of communication which convey meaning through different forms.

Newspapers have their own specific discourse to give more understandable information to the reader. The term discourse points towards the larger units of language such as a paragraph consist of rational and coherent units. (Richards and Schmidt, 2002). In order to create links between different parts of a sentence, different sentences or different parts of a discourse, we must have text-forming devices or cohesion (Halliday and Hasan, 1976). It is evident that the news writers use various cohesive devices to produce an authentic and well written news article. So it is more than appropriate to investigate the cohesive devices used by the news writers.

Aim of the Study
Cohesion is a very important tool for good writing. It is being observed that cohesion strategies are adopted by the good and skilled writers. The basic aim of this study is to examine the English language cohesive devices in the text. The researcher will observe what is the frequency of each cohesive device and how have they been used to keep the text more organized.

Background
Importance of Cohesion in a Text
According to Halliday and Hasan (1976) cohesion refers towards how words and various parts of a text are associated by the use of devices like conjunction, reference, substitution, ellipsis and lexical cohesion. Cohesion indicates the “non-structural text-forming relations” (Halliday and Hasan 1976: 7). The concept of cohesion in text is associated with the semantic links or relationship of meanings which take place within the text, and that describe it as a text. In the text, if already mentioned part of the sentence is referred again and is dependent upon the original source of information for its clarity, we call it a tie. These semantic ties are very important in sentence making as a sentence without these semantic ties would not be taken as a text. Halliday and Hasan points to this inter-textuality link in form of “the presupposing” and “the presupposed”. Let us take one example given by Halliday and Hasan to understand this phenomenon of intertextuality “Wash and core six cooking apples. Put them into a fireproof dish.”

The word “them” presupposes “apples” and provides a semantic link between the two sentences, thus constructing cohesion. Cohesion produces interdependency in text.

Classification of Cohesion by Halliday and Hassan (1976)
Halliday and Hassan (1976) have given the following categories for cohesion.

Referencing
Reference is the term used as a referential item to something or someone within the framework of the discourse (Cook, 1989: 16; Millward, 2003). Basically there are three types of references: homophoric referencing means information sharing through cultural context, exophoric referencing means information sharing from on the spot situational context, and endophoric referencing means when information can be retrieved from within the text. The cohesion theory focuses upon the endophoric referencing is of three types: anaphoric, cataphoric, and exophoric.

Anaphoric reference is the process of referring a word or phrase back to another item mentioned earlier (Richards and Schmidt, 2002: 25).

Cataphoric reference is the use of a word or phrase for referring forward to another item used later in the text (Richards and Schmidt, 2002: 65).

Exophoric reference means any reference that point towards the outside information. However, anaphoric reference is more
important as it “provides a link with a preceding portion of the text” (Halliday and Hasan 1976: 51).

The three main kinds of cohesive references are: personal, demonstrative, and comparative. Personal retains the communication flow through the usage of pronouns like “he, him, she, her”, etc. and possessive determiners like “mine, yours, his, hers”, etc. Demonstrative reference maintains the tempo of speech by the usage of proximity references like “this, these, that, those, here, there, then, and the”. Comparative reference maintain track of speech through direct references by these, that, those, here, there, then, and the”. Comparative reference maintain track of speech through direct references by the use of adjectives like “same, equal, similar, different, else, better, more”, etc. and adverbs like “so, such, similarly, otherwise, so, more”, etc. The basic purpose of referencing is to develop the semantic links in the text.

Substitution and Ellipsis

Substitution and ellipsis creates a semantic link at the lexico-grammatical level. Substitution is the use of a word or phrase that substitutes another in the same grammatical slot for material elsewhere in the text (Johnstone, 2002: 102). If something is substituted from the text, it is expected that it should serve the function the text as the presupposed item. Basically there are three purposes of substitution and ellipsis: nominal, verbal and clausal. In nominal substitution, the main words “one and ones” are used as alternative of nouns. In verbal substitution, the most frequently used substitute is the verb “do”. In clausal substitution, the whole clause is substituted by the presupposed anaphoric reference.

Though substitution and ellipsis are same in their nature and function; however, ellipsis is different as it is “substitution by zero” for the sake of economy emphasis or style. Ellipsis are of three types : nominal ellipsis where some noun is missing, verbal ellipsis where verb is missing and clausal ellipsis where the whole clause is missing

Conjunctions

Conjunction is the element showing how sentences are related in meaning to other sentences (Johnstone, 2002: 102). Halliday and Hasan designate that “conjunctive relations are not tied to any particular sequence in the expression”. Conjunctive elements are non-cohesive strategies in themselves which presuppose the sentence of other components in the discourse. Halliday and Hassan (1976) discriminate five types of conjunctive cohesive devices: additive, temporal, adversative, causal and continuation.

Lexical Cohesion

Lexical cohesion is non-grammatical in nature due to which it is different from other cohesive devices. Lexical cohesion hints towards the cohesive effect received through the choice of specific vocabulary. Lexical cohesion is further divided into three types: repetition when the same word is repeated, synonym when the lexical items having the same meanings are repeated and antonyms when the lexical items having opposite meanings are used.

Significance of Study

Understanding cohesion ties within a text can be useful 1. For the English language students as the research can be a guideline in decoding meaning from the text. 2. For English language learners to improve their writing and reading skills by having basic understanding of cohesion ties. English learner will observe how to connect and present the text as a single unit which can help in writing skill. English learners can improve their reading speed by understanding how the content is linked together. 3. For a layman who read English newspaper as the research can be a guideline for good understanding of news articles

4. For the English writers by giving them a guideline about practices of English cohesion.

Research Questions

1. What is the frequency of each type of English cohesion found in English? 2. How have various English cohesive devices appeared in the text? 3. How are various English cohesive devices used in the news article?

A Review of Related Literature

Beaugrande (1990:17) maintains that a text is not just a linguistic unit, but a unit of one’s action, collaboration, cognition and communication. The text is mainly considered a unit above the sentence in descriptive outlook or as a well-organized arrangement of sentences in generative outlook. The grammar of the text is considered to be the grammar of sentences plus an additional record of units or rules to join a number of sentences. However, Abushihab (2010) has opposing view as his emphasis is upon the text as an interactive system from communicative context. He asserts that a text is pertinent to a state of existence and intersexuality is a factor due to which a text relies upon knowledge of previously read texts. Yeh (2004) also agrees with the same point that cohesion as external linguistic features is not fully responsible for the coherence of a text. Rather fundamental semantic relations as well as reader’s perception of the text should be taken into consideration to construct a complete picture of discourse processing

Fakuade and Shamdama (2012) studied the cohesive devices in profession and popularized legal texts using Halliday and Hassan’s 976 mode. Their results established that referring devices are used prominently in the two major categories of legal texts. They emphasized that by using the referring devices makes reference and information reposition more convenient. Coordinators were also used in the two categories of legal texts. They also found many instances of lexical ties which bound the text

McCabe and Heilman (2007) made a linguistic analysis to find textual and interpersonal differences between a news report and an editorial. The basic purpose of the editorial is to establish a specific pattern of thought about a particular situation while the report informs the reader. So this study reveals how systemic functional linguistics (SFL) can highlight various issues linguistically, concentrating on the textual meta- function through theme, choice and through, the use of textual adjuncts and on the interpersonal meta- function. The results of the analysis reveal that the editorials present the interpersonal devices more powerfully. Mineshima (2009) examined two sample texts from English newspapers to study how text is textualized through systemic Function Grammar to persuade the readership. The texts are analyzed to observe their communicative purpose which points towards how text gets more cohesive through usage of propositions, how it contributes in making a particular thought pattern and how it’s lexico-grammatical and textual choices make organizational pattern which ultimately render more or less hidden maintenance of the specific stand each writer assumes. The results not only show that the writers use different linguistic devices to achieve a specific purpose. This result also proves that systemic Functional Grammar is a powerful tool for analyzing discourse.

Talking about the variety of linguistic devices employed by various newspapers, Timuçin (2010) analyzed four passages of sports commentary pages of various newspapers (i.e. tabloids and broadsheets) published in Britain. This study establishes the fact that the language used by different newspapers is
prominently different thought the theme might be the same and the linguistic analysis can be helpful in understanding the usage of various language devices. Buitkiené (2005) analyzed the frequency and distribution of cohesive devices across register. Thee texts of different registers were analyzed: a legal text, a short story and a newspaper. The main groups of cohesive devices were analyzed for example lexical and referential cohesive devices, ellipses and substitution cohesive devices, and various discourse markers. The study proved that all the above mentioned linguistic devices are equally prevalent in various registers. Ahmad and DeVitt (2007) also observed the lexical cohesion to analyze metric of sentiment intensity and polarity in text. Querol’s (2004) found that ellipsis is the most frequent cohesive device, while substitution is the second most common in translations. According to the researcher, nominal and verbal substitutions are the most common types in English.

**Research Methodology**

The data analysis for the present study has been done through quantitative and qualitative research. The quantitative analysis is helpful for those researcher who classifies features, counts number and constructs statistical models in an attempt to give an explanation of the data observed. Furthermore, quantitative analysis of a data allows researcher to discover a precise picture of frequency of particular phenomena. (Lancaster University, 2004).

Qualitative Research is interpretative in nature; it uses methods that can look at the inbuilt attributes and characteristics of the text. The qualitative paradigm is used because the researcher will analyze the given texts thus it is evaluative in nature.

**Population**

A population of newspaper’s article has been selected for the present study

**Sample**

The sample for the research is Zubeida Mustafa’s article “The Pleasure of Reading”

**Limitation of the Study**

1. This study will linguistically analyze the newspaper article “The Pleasure of Reading” by Zubeida Mustafa published in Dawn newspaper on May 9, 2012
2. The analysis of English cohesion follows the theoretical framework of Halliday and Hassan (1976). The research only deals with the linguistic analysis of cohesion in text and is not concerned with coherence strategies as presented by Halliday and Hassan (1976)
3. In terms of references, substitution, ellipsis, conjunction and lexical cohesion, the framework based on Halliday and Hasan (1976, cited in Abushihab: 2010) is used for the analysis of data.
4. Collocation and coherence devices are not taken into account in this study.

**Text Analysis of a News Article**

A copy of the article “The Pleasure of Reading” from Dawn News is available in Appendix with line numbers that is foundation for the given text analysis. Dawn News is a daily newspaper which covers topics of local politics to worldly affairs, social and economic issues along with business and health affairs. The article appeared on May 9, 2012 and focuses on the issues of reading, the declining attitude of society towards reading habits and suggests some remedies which may help to improve the reading habit. The writing style is journalistic and presents the facts related to reading habits of Pakistani community. Overall the article is easily read and informative. The text is very cohesive due to implementation of cohesive devices in the texture and texture is the result of the semantic links that are present among the clauses and sentences. Halliday and Hasan (1976) refer to texture in text as either “tight”, which employs strong cohesive ties, or “loose”, which employs less cohesive ties. However, the present text starting from referencing till lexical cohesion prove that the texture of the text is “tight” due to variety of cohesive ties utilized in it. From referencing until the lexical cohesion, the textual analysis will contribute to verify that cohesion is a crucial factor for generating implication within text.

**References**

**Personal References**

Reference is the term used as a referential item to something or someone within the framework of the discourse. In this article, there were twenty instances of personal references. Halliday attests that this type of cohesive device is more important due to the function it plays (Halliday 1994: 312) as it keeps the track of the reader throughout (Crane: 2000). For example, “he” in line number 16 refers back to “Ghazi” in line number 13. Although Ghazi is modest about his achievement (6) he says there are many people (13) “His staff” in line number 38 refers back to “Mr. Irshad Sherwani” in line number 39. Again “them” in line number 87 refers back to “young children” in line number 86. (Appendix 2 for detail)

**Demonstrative References**

Halliday opines that demonstrative referencing is “verbal pointing” to point out a “scale of proximity” to the presupposed reference (Halliday and Hassan 1976:57). With regard to the use of “the” as a demonstrative reference 16 out of 28 demonstrative references have been observed. The use of “the” is used for referencing a definite article and acts to specify and identify and is “semantically selective” “The number of titles” in line 55 is referring to “more books are being read” in line 49. “the data” in line 42 refers to “the number of copies printed and the number published” in lines 32-33.

Very promptly he emailed me the data (42) to “the number of copies printed and the number published” in lines (32-33)

“The ISBN agency in line 28 refers to “the national library of Pakistan” in line 25.

It is also the ISBN (International Standard Book Number) agency for Pakistan (28)

I often wonder why — I decided to contact the National Library of Pakistan (NLP)(25)

“This investigation” in line 34 refers to “shed light on the number of copies printed and the number read” in line 31-32. (Appendix 3 for detail)

**Comparative References**

There are only five examples of comparative references in the article. The purpose of comparative references is to indicate resemblance which is a referential property. “more titles are being published today than before” in line 23 refers to “books are being published and read today” in line 49, it is hardly any comfort to learn that more titles are being published today than before.(22-23)

Ghazi says he does not quarrel with the assertion that more books are being published and read today, but this increase does not conform to the steady increase in population, literacy and number of graduates. (48-50)

Another example can be observed where “many people he knows who read more than he does” in line 15 is making a comparison of “reading habits” in line 6. “Many do more damage than good to society” in lines 62-63 is infect comparison of “books lack quality” in line 58. (Appendix 4 for detail)
Anaphoric Reference

Backward reference is called anaphoric reference. We can also find five examples of anaphoric reference in this article. For example, “its latest move” in line 7 refers back to “the National Book Foundation” in lines 5-6.

Verbal Ellipses

Verbal ellipses have also been observed during the data analysis and total 8 examples have been found. For example in line 62 “do more damage than good to society” explicitly skips the word “do”. In line 10 “for 2011, Ghazi Salahuddin a senior and competent journalist” shows that “who is” has been omitted from the clause.

Additive Conjunction

There were total eight instances of additive conjunction. For example in lines 70-71 “the level of discourse and intellectual activities”, the connection in the sentence is due to additive conjunction “and”. Some more examples are as follow.

Adversative Conjunction

Adversative conjunction provides cohesive effects by contrasting the new information with the old one (Cook, 1989: 21). For example in line 37, “though I encountered some technological glitches” is a very good example of adversative conjunction.

Ellipsis

Ellipses are substitution with zero. Following types of ellipsis have been found.

Nominal Ellipsis

Nominal ellipses can be very easily observed in line 62 “few if any are the products of solid research. Many are”. Few books if any are the products of solid research (62)

Causal Conjunction

Causal conjunction shows the cause and effect. For example in line 81, “therefore it can be said” therefore is causal conjunction which is show the effect of research that “once a reader is always reader”
The words bibliophile, read and reader have also been published. The analysis of repeated words shows that these words are related to the main themes of the article and have been repeated. The repetition of the same word or through the use of synonyms, repetition can be either repetition of the same word or through the use of synonym, repeated to emphasis the main idea. Reiteration can be either synonym “this intellectual desert” has been used in line 22. Similarly the word “reading” has been repeated 7 times. For example, in line 56 and 57 word “reading” has been repeated continuously.

The lexical cohesion analysis of the article show that a very good cohesive pattern has been adopted in the article and created what Halliday and Hassan (1976) call texture in a text.

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Conclusion
The cohesion analysis has shown the basic factors which are responsible for semantic ties within the text. It has been observed how referring devices have been used prominently. Fakuade and Sharndama (2012) also proved that “This use has contributed to having clear reference and retrieval of information on previously mentioned item”. (p.18). Several coordinators have been used to coordinate the words, phrases and clauses together which give a very tight look to the text. Substitution and ellipses have also been used frequently in order to give a sense of unity and connectivity. There are few instances of lexical cohesion observed in the text through repetition and synonyms which help in making the text more organized from semantic point of view. It indicates how information is presented and united in the text. The use of these relations adds cohesive quality to the text as they make parts of the text related and unified. (Chanawangsang:1986) As the analysis has been done at inter sentential and intra sentential level, so it is providing a clear picture of English cohesion in the text.

Reference

Appendix I The News Article
The Pleasure of Reading by Zubeda Mustafa Published in Dawn News On
1. The Pleasure of Reading
2. In a country where a commonly voiced lament is that we are not a society of book readers, any effort to get
3. People interested in literary pursuits is a feat in itself.
4. From time to time, the National Book Foundation (NBF) has made efforts
to promote the reading habit.
6. Its latest move — previously it had appointed 'book ambassadors'
7. and honoured authors — has been to institute the Bibliophile
8. (book lover)
9. Of the Year award. For 2011, Ghazi Salahuddin, a senior and
10. competent journalist and
11. for many years my colleague at Dawn, has been named the
12. Although Ghazi is modest about his achievement
13. — he says there are many people
14. he knows who read more than he does
15. — he admits that he has a passion for promoting books.
16. I can testify to Ghazi’s prolific reading.
17. There were many books I read after he had recommended
18. It is the apathy to books to which is attributed the
19. “literary, educational, intellectual and cultural degradation”
in our society
20. (to quote Ghazi).
21. In this intellectual desert that surrounds us it is hardly any
comfort to
22. learn that more titles are being published today than before.
23. To check the claims made by booksellers who are wary
about releasing sales figures —
24. I often wonder why — I decided to contact the National
Library of Pakistan (NLP).
25. Islamabad, the repository under law of
27. It is also the ISBN (International Standard Book Number)
agency for Pakistan.
28. This number which is country-specific gives a book its own
identity and creates a system to keep a count of titles
published.
29. Unfortunately the ISBN doesn’t
31. — it is neither possible — shed light on the number of copies printed
32. and the number read.
33. This investigation unearthed a pleasant surprise.
34. The website of the NLP itself is professionally done —
35. comprehensive, systematically arranged, pleasing in layout
and user friendly,
36. though I encountered some technological glitches.
37. Better still, when I called up the telephone number given,
38. I actually got to speak to Mr. Irshad Sherwani, editor of the
Pakistan National
39. Bibliography, who said he had all the information I needed
and more.
40. He had been waiting all these years for someone to ask for
it.
41. Very promptly he emailed me the data
42. he and his staff must have so assiduously collected and
arranged.
43. According to this the number of titles published in Pakistan
jumped from
44. 691 in 1972 to 2,482 in 2011.
45. It is a four-fold increase when the literacy rate has gone up
from 21 per cent
46. in 1972 to the 57 per cent claimed today.
47. Ghazi says he does not quarrel with the assertion that
48. more books are being published and read today, but this increase
49. does not conform to the steady increase in population,
literacy and number of graduates.
50. There I agree with him absolutely.
51. In fact, in a society rising from such low levels of literacy as
Pakistan’s,
52. this increase should have been phenomenal.
53. The print runs are so measly — at the most 1,100 and even
as low as 500 in some cases
54. — that the increase in the number of titles cannot be used as a
criterion to measure
55. the reading habits of people.
56. The impact reading makes depends on what is being
published.
57. Many books lack quality.
58. A genre to flood the market is religion.
59. It is a variety of populist religion that is produced to cater to
60. the public’s sentiments of religiosity.
61. Few, if any, are the products of solid research. Many
62. do more damage than good to society.
63. In 2011, 486 (20 per cent) of the 2,482 titles published were
on religion.
64. The moot question is why do we shirk reading?
65. Ghazi lays the blame on our education system and the
brutalisation of
66. our society by intolerance and religious extremism.
67. He also feels that the absence of any national discourse on
important issues acts as a disincentive to explore society
through literature.
69. Taking the chicken or egg first argument, one can say that
the level of discourse
70. and intellectual activities in a society are determined by
education and reading habits.
71. As Sister Mary Emily, my college principal, used to say,
the discourse of intellectual and well-read people centers
round ideas and philosophies.
73. Those with a low level of education or with no education at
all talk
74. about people and their gossip —
75. a sad reflection on our television talk shows!
76. I would place some blame on the parents — especially the
educated ones —
77. for not creating an interest in reading in their children.
78. They have a big role to play in the relationship children
have with books.
79. (This process should start from early childhood.
80. Thereafter it can safely be said, once a reader, always a
reader.
81. Bedtime storytelling is the best way of bonding children with
82. parents and grandparents as well as books.
83. Though not everyone goes on to read serious literature,
84. I would not quarrel with Ghazi that the beginning can be
made with digests,
85. fairytales, etc as long as young readers learn to take
pleasure in reading.
86. Later, many of them will graduate to higher taste.
87. What we do need is a very conscious and concerted effort to
launch
88. a book-reading campaign. The NBF should be at the
forefront of this effort.
89. Having taken this initiative and having made an apt choice of
a bibliophile
90. to promote books, it should now focus on schoolchildren.
91. They should be provided incentives to become candidates
for the junior bibliophile of the year award.
Appendix 2

Personal references

<table>
<thead>
<tr>
<th>Line #</th>
<th>Reference</th>
<th>Line</th>
<th>Reference</th>
<th>Referenced item</th>
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<td>13</td>
<td>Ghazi</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>He</td>
<td>13</td>
<td>Ghazi</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>He</td>
<td>13</td>
<td>Ghazi</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>He</td>
<td>13</td>
<td>Ghazi</td>
<td></td>
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<td>He</td>
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<td>Ghazi</td>
<td></td>
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<tr>
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<td>He</td>
<td>13</td>
<td>Ghazi</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Them</td>
<td>39</td>
<td>Books</td>
<td></td>
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<td>40</td>
<td>He</td>
<td>39</td>
<td>Mr. Irshad Sherwani</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>He</td>
<td>39</td>
<td>Mr. Irshad Sherwani</td>
<td></td>
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<td>42</td>
<td>He</td>
<td>39</td>
<td>Mr. Irshad Sherwani</td>
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<td>His staff</td>
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<td>Mr. Irshad Sherwani</td>
<td></td>
</tr>
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<td>48</td>
<td>He</td>
<td>48</td>
<td>Ghazi</td>
<td></td>
</tr>
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<td>51</td>
<td>Him</td>
<td>48</td>
<td>Ghazi</td>
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Total Number of Personal Reference = 20

Appendix 3

Demonstrative references

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<td>The reading habit</td>
<td>4</td>
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<td>Literary pursuits</td>
</tr>
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<td>62</td>
<td>Those</td>
<td>61</td>
<td>people</td>
<td></td>
</tr>
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<td>12</td>
<td>The winner</td>
<td>10</td>
<td>Ghazi Salahuddin</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The winner</td>
<td>8</td>
<td>The Bibliophile</td>
<td></td>
</tr>
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<td>19</td>
<td>The apathy to books</td>
<td>3</td>
<td>Not a society of book readers</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The intellectual desert</td>
<td>19</td>
<td>The apathy to books</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The claims</td>
<td>23</td>
<td>More titles are being published today than before</td>
<td></td>
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<td>26</td>
<td>The repository</td>
<td>25</td>
<td>The national library of Pakistan</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>The ISBN agency</td>
<td>25</td>
<td>The national library of Pakistan</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>This number</td>
<td>28</td>
<td>The ISBN (Internal Standard Book Number) agency</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>This investigation</td>
<td>32-33</td>
<td>Shed light on the number of copies printed and the number read</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>The information</td>
<td>32-33</td>
<td>the number of copies printed and the number read</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>The data</td>
<td>32-33</td>
<td>the number of copies printed and the number read</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>According to this</td>
<td>42</td>
<td>The data</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>The assertion</td>
<td>49</td>
<td>more books are being published and read today</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>This increase</td>
<td>49</td>
<td>more books are being published and read today</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>There</td>
<td>48-49</td>
<td>more books are being published and read today</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>This increase</td>
<td>49</td>
<td>more books are being published and read today</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>The increase</td>
<td>49</td>
<td>more books are being published and read today</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>The number of titles</td>
<td>49</td>
<td>more books are being published and read today</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>The products</td>
<td>58</td>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>The question</td>
<td>65</td>
<td>Why do we shirk reading</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>The blame</td>
<td>65</td>
<td>Why do we shirk reading</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Those with a low level</td>
<td>73</td>
<td>People</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>The educated ones</td>
<td>75</td>
<td>The parents</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>This process</td>
<td>79</td>
<td>the relationship children have with books.</td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>This effort</td>
<td>89</td>
<td>book-reading campaign</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>This initiative</td>
<td>89</td>
<td>book-reading campaign</td>
<td></td>
</tr>
</tbody>
</table>

Total examples of démonstrative références = 28
### Appendix 4

**Comparative Reference**

<table>
<thead>
<tr>
<th>Line</th>
<th>Reference</th>
<th>Line Reference</th>
<th>Referenced Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>many people he knows who read</td>
<td>6</td>
<td>Reading Habits more than he does?</td>
</tr>
<tr>
<td>23</td>
<td>more titles are being published</td>
<td>49</td>
<td>books are being published and read today than before.</td>
</tr>
<tr>
<td>49</td>
<td>more books are being published</td>
<td>44-45</td>
<td>The number of titles published and read today</td>
</tr>
<tr>
<td>62-63</td>
<td>Many do more damage than good to society.</td>
<td>58</td>
<td>Many books lack quality.</td>
</tr>
</tbody>
</table>

Total examples of comparative reference = 5

### Appendix 5

**Anaphoric Reference**

<table>
<thead>
<tr>
<th>Line #</th>
<th>Reference</th>
<th>Line Reference</th>
<th>Referenced Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Its latest move</td>
<td>5-6</td>
<td>the National Book Foundation (NBF)</td>
</tr>
<tr>
<td>7</td>
<td>it had appointed 'book ambassadors'</td>
<td>5-6</td>
<td>the National Book Foundation (NBF)</td>
</tr>
<tr>
<td>28</td>
<td>It is also the ISBN</td>
<td>25-27</td>
<td>the National Library of Pakistan (NLP), Islamabad,</td>
</tr>
<tr>
<td>41</td>
<td>He had been waiting all these years for someone to ask for it</td>
<td>40</td>
<td>the information</td>
</tr>
<tr>
<td>91</td>
<td>it should now focus</td>
<td>89</td>
<td>The NBF</td>
</tr>
</tbody>
</table>

Total examples of anaphoric reference = 5

### Appendix 6

**Cataphoric Reference**

<table>
<thead>
<tr>
<th>Line #</th>
<th>Reference</th>
<th>Line Reference</th>
<th>Referenced Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>It</td>
<td>19</td>
<td>the apathy to books</td>
</tr>
<tr>
<td>22</td>
<td>it</td>
<td>22</td>
<td>more titles are being published today than before.</td>
</tr>
<tr>
<td>28</td>
<td>It</td>
<td>28</td>
<td>the ISBN</td>
</tr>
<tr>
<td>32</td>
<td>it</td>
<td>32</td>
<td>possible</td>
</tr>
<tr>
<td>46</td>
<td>It</td>
<td>46</td>
<td>four-fold increase</td>
</tr>
<tr>
<td>60</td>
<td>It</td>
<td>60</td>
<td>variety of populist religion</td>
</tr>
<tr>
<td>81</td>
<td>It</td>
<td>81</td>
<td>once a reader, always a reader</td>
</tr>
</tbody>
</table>

Total examples of cataphoric reference = 7

### Appendix 7

**Verbal Substitution**

<table>
<thead>
<tr>
<th>Line #</th>
<th>Reference</th>
<th>Line Reference</th>
<th>Substituted information</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>who read more than he does?</td>
<td>15</td>
<td>reading</td>
</tr>
<tr>
<td>31</td>
<td>the ISBN doesn’t?</td>
<td>30</td>
<td>to keep a count of titles published</td>
</tr>
<tr>
<td>35</td>
<td>professionally done?</td>
<td>36</td>
<td>comprehensive, systematically arranged, pleasing in layout and user friendly,</td>
</tr>
</tbody>
</table>

Total examples of verbal substitution = 3

### Appendix 8

**Nominal Ellipses**

<table>
<thead>
<tr>
<th>Line</th>
<th>Reference</th>
<th>Missing Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>that the beginning… can be made with digest, reading</td>
<td>of book</td>
</tr>
<tr>
<td>18</td>
<td>he had recommended them ……</td>
<td>to me</td>
</tr>
<tr>
<td>32-33</td>
<td>the number of copies printed and the number….</td>
<td>to, of copies</td>
</tr>
<tr>
<td>44</td>
<td>According to this…. the number of titles published in Pakistan jumped from</td>
<td>data</td>
</tr>
<tr>
<td>62</td>
<td>Few…. if any, are the products of solid research. Many….</td>
<td>books</td>
</tr>
<tr>
<td>74</td>
<td>Those… with a low level of education or with Those no education at all talks</td>
<td>people</td>
</tr>
<tr>
<td>40</td>
<td>he had all the information I needed and more ……</td>
<td>information</td>
</tr>
</tbody>
</table>

Total examples of nominal ellipsis = 7

### Appendix 9

**Verbal Ellipses**

<table>
<thead>
<tr>
<th>Line</th>
<th>Reference</th>
<th>Missing Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>For 2011, Ghazi Salahuddin a senior and competent journalist and</td>
<td>who is</td>
</tr>
<tr>
<td>26</td>
<td>the National Library of Pakistan (NLP), Islamabad the repository under law of every book published in the country.</td>
<td>which is</td>
</tr>
</tbody>
</table>
The website of the NLP itself is professionally done comprehensive, systematically arranged, pleasing in layout and user friendly, as it is.

I actually got to speak to Mr. Irshad Sherwani editor of the Pakistan National, who is.

As Sister Mary Emily my college principal, who is, about people and their gossip a sad reflection on our television talk shows! which is.

It is a four-fold increase when the literacy rate has which is gone up from 21 per cent in 1972 to the 57 per cent claimed today.

| Total examples of verbal ellipsis | = 8 |

### Appendix 10

<table>
<thead>
<tr>
<th>Additive Conjunction</th>
<th>Additive Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line Additive Conjunction</td>
<td>Additive Conjunction</td>
</tr>
<tr>
<td>7-8 'book ambassadors' and honored authors</td>
<td></td>
</tr>
<tr>
<td>10-11 a senior and competent journalist and for many years</td>
<td></td>
</tr>
<tr>
<td>36 pleasing in layout and user friendly.</td>
<td></td>
</tr>
<tr>
<td>40 he had all the information I needed and more.</td>
<td></td>
</tr>
<tr>
<td>66 our education system and the brutalisation of our society</td>
<td></td>
</tr>
<tr>
<td>70-71 the level of discourse and intellectual activities</td>
<td></td>
</tr>
<tr>
<td>75 all talk about people and their gossip</td>
<td></td>
</tr>
<tr>
<td>82-83 bonding children with parents and grandparents</td>
<td></td>
</tr>
<tr>
<td>88 very conscious and concerted effort</td>
<td></td>
</tr>
<tr>
<td>90 Having taken this initiative and having made an apt</td>
<td></td>
</tr>
<tr>
<td>Total examples of additive conjunction</td>
<td>= 11</td>
</tr>
</tbody>
</table>