How a text binds together: discourse analysis of a newspaper article

Ambreen Nasir

Department of Management Sciences COMSATS Institute of Information Technology Wah Cantt. Pakistan

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.

© 2015 Elixir All rights reserved.

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 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 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 repossession 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. Buitkienė (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(Neill:2004) s. Furthermore, quantitative analysis of a language 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 inAbushihab: 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.

the National Book Foundation has made efforts to promote the reading habit.(5-6)

Its latest move — previously it had appointed 'book ambassadors' and honoured authors — has been to institute (establish the scheme) the Bibliophile (7-9)

Again "it" in line 91 refers to " the NBF" in line 89. (Appendix 5 for detail)

Cataphoric Reference

Forward reference is called cataphoric reference. Cataphoric references have been total 7 in numbers in this article. "it" in line 81 refers to " once a reader always reader" in line 81.

Thereafter it can safely be said, once a reader, always a reader. (81)

Again "it" in line 28 refers to "the ISBN" in line 28 (Appendix 6 for detail)

Exophoric Reference

The outside reference is called exophoric reference. Only two examples of exophoric reference have been found.

Line	Reference
41	He had been waiting all these years for someone to ask for it.
84	Though not everyone goes on to read serious literature,

Total examples of exophoric reference = 2

Substitution

In substitution, a word or item is replaced with another word or item. The following types of substitution have been observed.

Nominal Substitution

Nominal substitution in English is the replacement of an item which is the head of a nominal group. It expresses through the use of *one/ones*, *the same* and *so* (Halliday and Hasan, 1976: 334).

There is only one example of nominal substitution in this article. In line 77 "especially the educated ones" have been substituted by "the parents" in line 77.

Line	Reference	Line Reference	Substituted information
77	especially the educated ones	77	The Parents

Total examples of nominal substitution = 1

Verbal Substitution

In verbal substitution, substitution of verb takes place. As far as verbal substitution is concerned, there are three examples in this article. "who read more than he does" in line 15 indicates substitution of "reading" in line 15.

he says there are many people He knows who read more than he does(reads) (15 Again in line 31 " the ISBN doesn't" is a good example of verbal substitution which substitute " to keep a count of titles published" in line 30.

the ISBN doesn't keep a count of titles published. (30)

No example of causal substitution has been observed in this article. No example of causal substitution has been observed in this article.

Ellipsis

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

Nominal Ellipsis

Nominal ellipsis involves the omission of a head word, and some words (e.g. deictic, numerative) are upgraded to the status of the head noun (Halliday and Hasan, 1976: 148). Total seven examples of nominal ellipses have been observed in this article. For example in line 44 "according to this the number of titles published in Pakistan jumped" the elapsed information is "data".

according to this data the number of titles published in Pakistan jumped (44)

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)

We can observe that the word" books" has been omitted in the previous clauses. (Appendix 8 for detail)

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.

I actually got to speak to Mr.Irshad Sherwani who is editor of the Pakistan National (10

The website of the NLP itself is professionally done

Causal Ellipsis

As far as causal ellipsis is concerned, total five examples have been observed. For example, in line 25 "I often wonder why" a full clause "more titles are being published now" has been omitted. In line 32 the clause "to keep a count of the titles published" has been omitted in "it is neither possible".

Line	Reference	Missing Information
13.	Although Ghazi is modest about his achievement of the Bibliophile of the year award 2011	
25	I often wonder why more titles are being published now?	
32	it is neither possible to keep a count of the titles published	
22	learn that more titles are being published today than they were published before.	

Total examples of causal ellipsis = 4

Conjunctions

Halliday considers conjunction as a clause or clause complex or some lengthy stretch of text which is linked with what may follow it creating set of semantic relationships. The following types of conjunctions have been observed in this study

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

Having taken this initiative and having made an apt (90)

all talk about people and their gossip(75)

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.

Line	Conjunction
13-14	Although Ghazi is modest about his achievement yet he says there are many people he knows who read more than he does? (Appendix 7 for detail)
37	though I encountered some technological glitches.
84	Though not everyone goes on to read serious literature, I would not quarrel with Ghazi

Total examples of adversative conjunction = 3

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"

Line   Conjunction

81   Thereafter it can safely be said, once a reader, always a reader.

Total examples of causal conjunction = 1

Lexical Cohesion

Lexical cohesion is different from other types of cohesive devices like substitution, ellipsis conjunction and referencing as it is basically non grammatical in function.

Reiteration

Reiteration is repetition of the same word. In this article many examples of reiteration has been observed. For example

There were many books I read after he had recommended them. It is the apathy to books to which is attributed the.

They following words have been observed due their prominent repetition time ang again. For example, the word books have been repeated 14 times.

Similarly the word "reading" has been repeated 7 times. For example, in line 56 and 57 word " reading" has been repeated continuously

56   the reading habits of people.

57   The impact reading makes depends on what is being published.

The words bibliophile (3), read (4) and reader (2) have also been repeated. The analysis of repeated words show that these words are related to the main themes of the article and have been repeated to emphasis the main idea. Reiteration can be either repetition of the same word or through the use of synonym, antonym, hyponym and meronym.

Synonym

As far as synonyms are concerned, the lexical item is repeated with different word forms. For example, the word bibliophile has been used in line 8 and the synonym of the same word "the winner in line 12 has been used. Another example can be observed in "the apathy to books" in line 19 for which the synonym "this intellectual desert" has been used in line 22. Some more examples are given as follow

Line	Reference	Line	Referred synonym
17	testify	51	I agree
85	I would not quarrel	3	book readers
4	literary pursuits	40	the information
42	the data	42	parents
77	the educated ones		

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 Hassn (1976) call texture in a text.

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. (Chanawangsa :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

Abushihab,I.(2010). How a text binds together. European Journal of Social Sciences. Vol. 17:1

Ahmad,k. & Devitt,A.(2007). Sentiment polarity identification in financial news:a cohesion-

based approach. Proceedings of the 45th Annual Meeting of the Association of Computational Linguistics and Applied Linguistics. 3rd ed. Essex: Pearson Education.

Beaugrande,R. and Dressler,W. (1981). Introduction to Text Linguistics,

London: Longman.

Beaugrande, R. (1990). Text Linguistics and New Application. Annual Review of Applied

Linguistics 11, PP: 17-41.

Buitkiene,J.(2005). Variability of cohesive devices across registers. Studies About

Languages,Vol.7

Cook,G. 1989. Discourse. Oxford: Oxford University Press.

Crane,P.A.(2000). Texture in text: a discourse analysis of a news article using Halliday and

Hassan's model of cohesion. Available at Debate. (Online). Available: www.wilderdom.com/research/Qualitative

Fakuade,G. & Sharndama,E.C.(1986). A comparative analysis of variations in cohesive

devices in professional and popularized legal texts. British Journal of Arts and Social Sciences,Vol.4:2

Halliday,M and Hasan,R (1976). Cohesion in English. London: Longman.

Johnstone,B .(2002). Discourse Analysis. Oxford: Blackwell.Longman.

Millward, C. (2003). Applying Discourse Analysis in the Classroom with a Specific Focus on

TeachingDiscourse(Online).Available:www.developingteachers. com/articles_tchtraining/dis2_ceri.htm.

McCabe,A.;Heilman,K.(2007) Textual and interpersonal differences between a news report

and an editorial. Revista Alicantina de Estudios Ingleses.Vol 20 p139-156

Markers. (Online). Available:

www.developingteachers.com/articles_tchtraining/dis2_ceri.htm

Neill, J. 2004. Qualitative versus Quantitative Research: Key Points in a Classic Debate.

(Online). Available: www.wilderdom.com/research/Qualitative VersusQuantitativeResearch.html.

Querol, M. 2004. Substitution as a device of grammatical cohesion in English narrative and

its translation into Spanish. From www.uji.es/bin/publ/edicions/jfi9/fang/5.pdf. Date Accessed June 15,2012

Jack C.Richards and Richard Schmidt. 2002. Longman Dictionary of Language Teaching

Timucin,M.(2010). Different language styles in newspapers: an investigative framework.

Journal of Language and Linguistic Studie, Vol.6:2

Yeh,C.C.(2004). The relationship of cohesion and coherence: a contrastive study of English

and Chinese. Journal of Language and Linguistics Vol. 3: 2

Appendix 1 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

5. 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 winner.

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 them.

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

26. every book published in the country.

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

29. identity and creates a system to keep a count of titles published.

30. 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

68. 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,

72. 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

Line #	Reference	Line	Reference	Referenced item
	Personal references			
13	His achievement	13	Ghazi
14	He	13	Ghazi
15	He	13	Ghazi
15	He	13	Ghazi
16	He	13	Ghazi
16	He	13	Ghazi
18	Them	39	Books
40	He	39	Mr.IrshadSherwani
41	He	39	Mr.IrshadSherwani
42	He	39	Mr.IrshadSherwani
43	He	39	Mr.IrshadSherwani
38	His staff	39	Mr.IrshadSherwani
48	He	48	Ghazi
51	Him	48	Ghazi
68	He	66	Ghazi
75	Their group	75	People
78	Their children	77	Parents
79	They	77	parents
87	Them	86	Young children
92	They	91	School Children
Total Number of Personal Reference = 20				

Appendix 3

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

Appendix 4

Line	Reference	Line Reference	Referenced item
		Comparative Reference	
15	many people he knows who read	6	Reading Habits more than he does?
23	more titles are being published	49	books are being published and read today today than before.
49	more books are being published	44-45	The number of titles published and read today
62-63	Many do more damage than good to society.	58	Many books lack quality.
	Total examples of comparative reference = 5		

Appendix 5

Line #	Reference	Line Reference	Referenced Item
		Anaphoric reference	
7	Its latest move	5-6	the National Book Foundation (NBF)
7	it had appointed 'book ambassadors'	5-6	the National Book Foundation (NBF)
28	It is also the ISBN	25-27	the National Library of Pakistan (NLP), Islamabad,
41	He had been waiting all these years for someone to ask for it	40	the information
91	it should now focus	89	The NBF
	Total examples of anaphoric reference = 5		

Appendix 6

Line #	Reference	Line Reference	Referenced Item
		Cataphoric Reference	
19	It	19	the apathy to books
22	it	22	more titles are being published today than before.
28	It	28	the ISBN
32	it	32	possible
46	It	46	four-fold increase
60	It	60	variety of populist religion
81	It	81	once a reader, always a reader.
	Total examples of cataphoric reference = 7		

Appendix 7

Line #	Reference	Line Reference	Substituted information
		Verbal Substitution	
15	who read more than he does? —	15	reading
31	the ISBN doesn't?	30	to keep a count of titles published
35	professionally done?	36	comprehensive, systematically arranged, pleasing in layout and user friendly,
	Total examples of verbal substitution = 3		

Appendix 8

Line	Reference	Missing Information
	Nominal Ellipses	
85	that the beginning… can be made with digests,reading	of book
18	he had recommended them …..	to me
	it is neither possible…..shed light on	to, of copies
32-33	the number of copies printed and the number….	read.
44	According to this…. the number of titles published in Pakistan jumped from	data
62	Few… if any, are the products of solid research. Many…	books
74.	Those… with a low level of education or with Those no education at all talks	people
40	he had all the information I needed and more ……	information
Total examples of nominal ellipsis = 7		

Appendix 9

Line	Reference	Missing Information
	Verbal Elipses	
10	For 2011, Ghazi Salahuddin a senior and competent journalist and	who is
26.	the National Library of Pakistan (NLP), Islamabad the repository under law of every book published in the country.	which is

35-36	The website of the NLP itself is professionally done comprehensive, systematically arranged, pleasing in layout and user friendly,	as it is
39.	I actually got to speak to Mr. Irshad Sherwani editor of the Pakistan National	who is
72	As Sister Mary Emily my college principal,	who is
75-76	about people and their gossip a sad reflection on our television talk shows!	which is
46-47	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

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