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British University
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**Discourse Analysis of English and Arabic Newspaper
Opinion Editorials: Cohesive Devices Patterning and
Implications for Teaching Translation and Writing**

تحليل نصي لمقالات الرأي في الصحف العربية والإنجليزية: نمذجة أدوات
التماسك النصي والتضمينات في تدريس الترجمة والكتابة

by

EMAD ABU AYYASH

**A thesis submitted in fulfilment
of the requirements for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION
at
The British University in Dubai**

**Dr. John McKenny
January 2016**

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Emad Abu Ayyash

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Thesis Supervisor
Dr. John McKenny

Approved for award:

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Abstract

The present study investigates the roles of cohesive devices in English and Arabic newspaper opinion editorials and the common patterns that exist between the two languages as far as the use of cohesive devices is concerned. Two famous opinion columnists have been chosen, Thomas L. Friedman and Ahmed Hasan Al-Zubi. Ten articles written by each columnist have been selected using systematic sampling (SS) within which both purposive, criterion-based sampling and random sampling have been used. The articles have been analysed using the quantitative and qualitative textual analysis within an embedded, mixed methods approach. While the analysis has been in great part of qualitative nature, descriptive statistics have been provided to describe basic features of the data and to avoid subjective judgments. In order to provide descriptive statistics pertaining to numerals, percentages and concordances of cohesive devices, WordSmith Tool 6.0 (Scott 2015) has been utilised within a thick, qualitative description of the roles cohesive devices have played in all the twenty articles. The study has attempted to answer the following questions: 1) What are the roles played by cohesive devices in English and Arabic opinion articles?, 2) What are the patterns related to the roles of cohesive devices? and 3) What are the common patterns, if any, that exist in English and Arabic opinion articles as far as cohesive devices are concerned? The study has found that cohesive devices have played a number of various roles that fall under six broad categories in the two sets of articles. Following the identification of these roles, a cross-language patterning has been conducted to find out the common patterns between the two sets of articles at two levels: role-related patterns and patterns pertinent to the use of cohesive devices. Finally, the pedagogical implications for English-Arabic translation and writing have been outlined.

الخلاصة

تبحث هذه الدراسة في الأدوار التي تلعبها أدوات التماسك النصي في أعمدة الرأي في الصحف العربية والإنجليزية، وفي الأنماط المشتركة بين اللغتين فيما يتعلق باستخدامهما لأدوات التماسك النصي. تم اختيار اثنين من كُتّاب الأعمدة المشهورين، وهما توماس فريدمان وأحمد حسن الزعبي، كما تم اختيار عشر مقالات لكل كاتب عن طريق استخدام العينة النظامية والتي توظف كلاً من العينة الغرضية المبنية على المعايير والعينة العشوائية معاً. وتم تحليل المقالات باستخدام التحليل النصي النوعي والكمّي. وفي حين أن التحليل ذو توجه نوعي بمعظمه، تم توفير الإحصاءات الوصفية كذلك لوصف خصائص معينة في البيانات وذلك لتجنب الأحكام الشخصية. ومن أجل توفير الإحصاءات الوصفية المرتبطة بالأرقام، والنسب المئوية والتركيبات المتوافقة في أدوات التماسك النصي تم استخدام أداة (Scott) WordSmith 6.0 (2015) ضمن وصف نوعي مفصل للأدوار التي لعبتها أدوات التماسك النصي في المقالات العشرين. وقد حاولت الدراسة الإجابة عن الأسئلة التالية: (1) ما هي الأدوار التي تلعبها أدوات التماسك النصي في أعمدة الرأي العربية والإنجليزية؟ (2) ما هي الأنماط المرتبطة بأدوار أدوات التماسك النصي؟ (3) ما هي الأنماط المشتركة في أدوات التماسك النصي، إن وجدت، في أعمدة الرأي العربية والإنجليزية؟ وقد وجدت الدراسة أن أدوات التماسك النصي تلعب العديد من الأدوار المختلفة التي تقع ضمن ست فئات واسعة في كلتي المجموعتين من المقالات. بعد تحديد هذه الأدوار طبقت الدراسة النمذجة بين اللغتين لإيجاد الأنماط المشتركة بين مجموعتي المقالات على مستويين، وهما الأنماط المرتبطة بالأدوار، والأنماط المتعلقة باستخدام أدوات التماسك النصي. وأخيراً، تورد الدراسة التضمينات التربوية في مجالي الترجمة والكتابة.

DEDICATION

To mom & Pelican

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I am very much grateful to my Director of Studies, Dr. John McKenny for the ceaseless support he provided all through my work on this thesis. I also extend my profound gratitude to the two women who have changed my entire life to the better and without whom I would have achieved nothing in life: my wonderful mom and my splendid wife. Big thanks also go to my lovely kids, brothers and sisters who have shown high levels of tolerance and support. And to my uncle Akram Ayyash, I would say that words can never express my gratefulness for your efforts to support me when the entire world had failed me. My heartfelt appreciation is also extended to my father-in-law, Saad Al-Bataineh, and mother-in-law, Amenah Bani Hani, for their love, care and support. I am also grateful to my friends who helped me throughout my work on this thesis: Mohammad Assaf and Mahes Al-Olaimat. My deep gratitude also goes to my wonderful colleagues at work and to our great leader Zahra Hashem for providing me with the healthy and affable working environment that assisted me in completing this thesis. And last but not least, thank you, BUiD.

Transcription

The following transcription system will be used throughout the study.

a. Consonants

Arabic letter	Transliteration	Articulatory features
ء	'	Glottal, voiceless stop
ب	b	Bilabial, voiced stop
ت	t	Alveolar, voiceless stop
ث	th	Interdental, voiceless fricative
ج	j	Alveo-palatal affricate
ح	H	Pharyngeal, voiceless fricative
خ	kh	Uvular, voiceless fricative
د	d	Alveolar, voiced stop
ذ	dh	Interdental, voiced fricative
ر	r	Interdental tril
ز	z	Alveolar, voiced fricative
س	s	Alveolar, voiceless fricative
ش	sh	Alveo-palatal, voiceless fricative
ص	S	Alveolar, voiceless fricative
ض	D	Alveolar, voiceless fricative
ط	T	Alveolar, voiceless fricative
ظ	Z	Interdental, voiced fricative
ع	`	Pharyngeal, voiced fricative
غ	gh	Uvular, voiced fricative
ف	f	Labiodental, voiceless fricative
ق	q	Uvular, voiceless stop
ك	k	Velar, voiceless stop
ل	l	Interdental, lateral
م	m	Bilabial, nasal
ن	n	Interdental, nasal
ه	h	Glottal, voiceless fricative
و	w	Bilabial, semivowel
ي	y	Alveo-palatal, semivowel
ة	h,t	Glottal, voiceless fricative OR Alveolar, voiceless stop

b. Vowels

	vowels	symbols	Articulatory feature
short	اَ	a	Low, central
	اُ	u	High; back
	اِ	i	High; front
long	آ	aa	Low, central
	و	uu	High, back
	ي	ii	High, front

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Chapter 1: Introduction

The introductory chapter of this thesis has been divided into five sections. The first one provides an overview of cohesion as this concept is the core of the present thesis. The second section of the introduction delineates the difference between cohesion and coherence and elaborates on the relationship between the two in light of a variety of views. Then, the chapter states the research questions that drive the investigation in the present thesis. The fourth part highlights the significance of and the rationale behind conducting the current research. Finally, the present thesis's chapters are outlined.

1.1 An Overview of Cohesion

Halliday and Hasan (1976) designed a comprehensive model of grammatical and lexical cohesion that has been employed as an instrument of discourse analysis in a huge body of research in English and Arabic (e.g. Abdul Rahman 2013; Abu Ayyash 2013; Crane 1994; Crossley, Salsbury & McNamara 2010; Granger & Tyson 2007; Green 2012; Khalil 1990; Leo 2012; Morley 2006; Na 2011). According to Moreno (2003) and Xi (2010), Halliday and Hasan's (1976) model in textual analysis has been considered the most comprehensive account of cohesive devices. Chen (2008) adds that the model provides a well-developed taxonomy of cohesion. Akin to these views, Baker (1992) argues that the 1976 model is "the best known and most detailed model of cohesion available" (p. 180).

By and large, cohesion has been classified into two major categories: grammatical cohesion and lexical cohesion. The reason behind this classification is that "cohesion is expressed partly through the grammar and partly through the vocabulary" (Halliday & Hasan 1976, p. 5). Grammatical cohesion is subdivided into four textual ties, which are reference, substitution, ellipsis and conjunctions, whereas lexical cohesion involves vocabulary ties, such as reiteration and collocation. While the two main categories, grammatical and lexical cohesion, have remained unchanged since they were introduced in 1976, the subcategories, which include *reference*, *substitution*, *ellipsis*, *conjunctions*, *repetition* and *collocation*, or lexicalization (McCarthy 1991) have undergone several changes and adaptations. These modifications to the original model of 1976 have been employed to create the instrument of the present paper and will be discussed thoroughly in the conceptual framework section.

The choice of cohesive devices as a linguistic analysis tool to investigate certain types of texts lends itself to a variety of reasons. Firstly, it is cohesive devices that make a text a text (Halliday & Hassan 1976) and therefore can be used as a tool to determine whether a sequence of sentences can or cannot be described as a text (Cook 1989; Hatch 1992; Thornbury 2005). Put differently, cohesive devices maintain text unity, thus creating the distinction between texts as unified wholes and disconnected sequences of sentences (Tanskanen 2006). Secondly, through cohesive devices writers establish the logical organisation and structure of information in all kinds of texts (Goldman & Murray 1989; Kuo 1995). Thirdly, cohesive devices are the only non-structural component of texts, and therefore they constitute the sole instrument for non-structural, textual analysis (Creswell 2012). Finally, cohesive devices are a fundamental linguistic tool that producers of texts use to help receivers decode, interpret, or understand their messages (Brown & Yule 1983).

The utilisation of these devices, according to Halliday and Hasan (1976), will not only lead to but is also the only source of texture, the property of being a text. According to them, whenever the interpretation of a linguistic element is dependent on another, cohesion occurs. This dependency relationship is referred to as *tie* (Halliday & Hasan 1976). A tie, therefore, refers to a single occurrence of cohesion, whether the two linguistic elements of the cohesive tie have the same referent or not. Consider the following examples where instances of cohesive ties are bold-faced:

[1:1] | **John** achieved the highest score in the test. **He** must have studied very well.

[1:2] | John's **wife** is a teacher at a community school. My **wife** is a nurse there.

In [1:1], *He* refers to John, and both are the same person, and in [1:2], *wife* is repeated, yet the referent is different. In both instances, though, a cohesive tie holds, reference in the former and lexical repetition in the second. While such cohesive ties definitely play the role of maintaining texture, much controversy has come to the fore apropos the relationship between cohesion and the coherence of texts. This relationship is briefed in the following part.

1.2 Cohesion and Coherence

In spite of the enormous number of studies on cohesion and coherence, no definitive relationship between the two has yet been established. However, it is by and large accepted that while cohesion is looked at as a tool of arranging the constituents in explicit linguistic elements as well as their combinations (Rapp et al 2007) or in terms of the linguistic elements that link the different parts of a text, thus maintaining texture (Halliday & Hasan 1976), coherence is “the outcome of a dialogue between the text and its listener or reader” (Tanskanen 2006, p. 7), and thus creating meaning for readers by linking ideas in a text (Lee 2002). In harmony with this view, Crossley, Salsbury and McNamara (2010) contend that “coherence refers to the representational relationships of a text in the mind of a reader and cohesion refers to the textual features that coherent texts are built upon” (p. 58). In other words, coherence can be viewed as the connection that is partly established via cohesion and partly through the knowledge of the reader (Bae 2001). Akin to this view, McCarthy (2001) stresses that it is the interaction between the reader and the text that determines the relationships between sentences and the combinations between the units of meaning, which ultimately lead to coherent texts. Congruent with these views about coherence, Wang and Guo (2014) maintain that coherence is a dynamic process that involves both linguistic and nonlinguistic factors. As noted earlier, though, the relationship between cohesion and coherence still houses much controversy. This relationship can be clarified by attending to two “mirror-reflection” questions: 1) Can a text be incoherent, yet cohesive?, and 2) Can a text be incohesive, yet coherent? In order to answer these questions, the following two examples will be considered.

[1:3] | I resume Fulham Clapham in a word the dead loss per head since the death of Bishop Berkeley being to the tune of one inch four ounce per head approximately by and large more or less to the nearest decimal good measure round figures stark naked in the stockinged feet in Connemara in a word for reasons unknown no matter what matter the facts are there and considering what is more much more grave that in the light of the labors lost of Steinweg and Peterman it appears what is more much more grave that in the light the light the light of the labors lost of Steinweg and Peterman that in the plains in the mountains by the seas by the rivers running water running fire the air is the same and then the earth namely the air and then the earth in the great cold the great dark the air and the earth abode of stones in the great cold alas alas in the year of their Lord six hundred and something the air the earth the sea the earth abode of stones in the great deeps the great cold on sea on land and in the air I resume for reasons unknown in spite of the tennis the facts are there but time will tell I resume alas alas on on in short in fine on on abode of stones... (Beckett 1953)

[1:4] | John didn't sleep early. The movie was really interesting.

The text in [1:3], which appears in Beckett's *Waiting for Godot*, is obviously replete with cohesive devices and ties. Table 1.1 lists some examples of cohesive devices used in the text.

Cohesive device	Examples
Reference	I, there, the
Ellipsis	The air is the same and then the earth
Conjunctions	Since, and, then, but, in spite of
Repetition	Head, dead, dark, running, earth, alas
Synonymy/antonymy	Light/dark
Meronymy	Earth, plains, mountains, seas, rivers

Table 1.1: Cohesive Devices in [1:3]

Apparently, the intensive use of cohesive devices in [1:3] does not lead to coherence since it is hard to interpret the message of the excerpt. Therefore, in answer to the question: Can a text be cohesive, yet incoherent?, one can rightly argue that cohesion is not an index to text coherence (Tierney & Mosenthal 1981).

Example [1:4], on the other hand, shows that texts can be coherent without holding any cohesive ties. The message of [1:4] can be easily interpreted since it is understood that John did not sleep early because the movie he was watching was interesting. Therefore, strong claims that "a text that is not cohesive is never meaningful" (Umera-Okeke 2007, p. 75) do not seem accurate. In accordance with the above discussion, Tierney and Mosenthal (1981) consider it a mistake to view coherence as a product of cohesion, or textual features. This is not hard to agree with given that some texts are completely free from cohesive ties, yet coherent. However, it is widely accepted that cohesive devices play the biggest role in building coherence in the majority of texts (Crystal 2006), which makes this relationship between the two the default one.

1.3 Research Questions

The thesis attempts to answer the following questions:

1. What are the roles played by cohesive devices in English and Arabic opinion articles?
2. What are the patterns related to the roles of cohesive devices?

3. What are the common patterns, if any, that exist in English and Arabic opinion articles as far as cohesive devices are concerned?

In addition to answering these questions, the thesis aims to produce a comprehensive model of cohesive devices that can be used as an instrument of analysis in both English and Arabic. This purpose will be achieved based on the literature survey of cohesive devices introduced in the conceptual framework section, and on the comprehensive analysis that will be conducted in this thesis.

1.4 Rationale and Significance

The significance of the present thesis stems from a number of considerations. Firstly, no study of cohesive devices has so far taken into account the adaptations and changes in the 1976 model of cohesion when designing the instrument of analysis. Till the moment of writing this thesis, this is the only study that uses a comprehensive model of cohesion that encompasses the 1976 model and all the adaptations introduced in subsequent work. The rationale behind using a new, adapted model of analysis is two-fold. Quite understandably, research instruments and tools undergo several adaptations and transformations as they are applied in practice (Gee 2005), something that has been acknowledged by researchers who investigated cohesive devices models in languages other than English (e.g. Mohammed 2012), the matter which calls for adapting the 1976 instrument to accommodate subsequent modifications, and the other point is that this study also analyses Arabic texts, which have their own peculiarities and categorisations. In addition to the use of a comprehensive model of cohesion, this study is the first one to analyse the role of cohesive devices in Arabic newspaper opinion editorials using the new model. Furthermore, the scope of the current study is broader than any previous one done on cohesion in opinion editorials as it covers two languages at a supra-textual level. This means that unlike the majority of the previous studies on cohesive devices, the present thesis attempts to extend the textual analysis of opinion editorials into two languages to come up with common patterns and/or themes of cohesion employed in both languages.

1.5 Outline of Thesis Chapters

The remaining chapters will be presented in the following order: Chapter 2 focuses on the theoretical framework of the study. In particular, the theories of *Systemic Functional Grammar* and *Construction Grammar* are elucidated, linked to the present study on cohesion and juxtaposed with other theories, such as *Generative Grammar* and *Word Grammar* to gain deeper understanding. Chapter 3 surveys, discusses and reviews the literature that has so far been written on cohesion from different dimensions, including the conceptual framework of cohesion, cohesive devices in a variety of texts, cohesion in newspaper opinion articles and cohesive devices across English and Arabic. Chapter 4 depicts the approach espoused in the research, and delves into the research method, sampling strategy, instrumentation and the analysis design. Findings and analysis of cohesive devices in English and Arabic editorials are introduced in Chapter 5, followed by the discussion in Chapter 6. Chapter 7 discusses the pedagogical implications of the study for translation and writing, and, finally, Chapter 8 includes the conclusion of the thesis.

Chapter 2: Theoretical Framework

The analysis intended for the thesis is rooted in two major linguistic theories: Systemic Functional Grammar (SFG) and Construction Grammar (CG).

2.1 Systemic Functional Grammar (SFG)

This part discusses the world view of the theory of SFG and the five principles that drive the theory.

2.1.1 World View

SFG is a linguistic theory that was developed by Halliday (1978). The theory espouses a constructivist world view, as contrasted to a positivistic one. The hallmark of the Hallydian theory is its presentation of language as a meaning-making system. Within this view of language, SFG asserts that linguistic systems of various languages provide speakers and writers with a wealth of grammatical choices (Chappell 2013; Halliday & Matthiessen 2014). What linguistic analysis should do, according to SFG, is explore the functionality of these choices in construing different kinds of meanings (Bavali & Sadighi 2008; O'Donnell 2011; Urban 1981). Suggesting that language is a system of choices and that it is a process of meaning building is deeply rooted in a constructivist view of the world, which asserts that there are multiple realities, or interpretations of a single event (Glesne 2011; Merriam 2009).

In this respect, Halliday's SFG is at extreme odds with Transformational Generative Grammar (TGG) that was introduced by Noam Chomsky in 1957. TGG looks at language as a finite rule system that is concerned with the "rules that could generate all the syntactic structures underlying what people actually said in any language" (Hall 2005, p. 188). In complete harmony with this view of language, Pinker (1994, p.75) looks at grammar as a discrete combinatorial system and states that "a finite number of discrete elements (in this case, words) are sampled, combined, and permuted to create larger structures". Viewing grammar as a set of finite rules, rather than a system of choices, lends itself to a positivistic view of the world, which "assumes that reality exists out there and [that] it is observable, stable, and measurable" (Merriam 2009, p. 8). Therefore, the difference between SFG's choices and TGG's rules is by and large rooted in two different world views, or paradigms:

constructivist, which considers reality subjective, experiential and probabilistically apprehendable, and *positivist*, which considers reality objective and apprehendable (Cupchic 2001; Macleod 2009).

Since SFG focuses on choices of words and meanings made by writers and speakers when they produce texts (Ruddick 2015) and due to the theory’s intact relevance to cross-language studies (Newmark 1991), it perfectly fits the purpose of the present study, which seeks to explore the linguistic choices made by newspaper opinion writers at the level of cohesive devices in both English and Arabic. Espousing SFG for theoretical backgrounding at the level of analysing linguistic choices made by newspaper editorialists will facilitate finding the links between meanings made in the studied articles through the utilisation of cohesive devices in certain ways. The following section will dig deep into SFG by presenting the five pillars that make up the theory.

2.1.2 SFG’s Principles

SFG suggests five ordering principles of a language: Structure, system, stratification, instantiation and metafunction. The coming subsections will explain these five principles and juxtapose the key ones with other grammar theories in order to gain more insight on how SFG underpins the intended analysis of this thesis.

2.1.2.1 The Principle of Structure

Generally, *structure* is the concept that refers to the syntagmatic order of linguistic constituents (Fromkin, Rodman & Hyams 2007). According to SFG, a syntagm is a mere “organic configuration of elements” that gives very little about meaning (Halliday & Matthiessen 2014, p. 39). Following is an example of a syntagm and how it works as far as parts and functions are concerned:

[2:1]	Syntagm: Grammatical class: Function:	the famous novelist of Algeria determiner adjective noun preposition noun deictic post-deictic person qualifier
-------	--	---

According to SFG, a syntagm is important because it presents an organic configuration in terms of grammatical classes and functions. Superficially, what SFG proposes about structure

and its function does not differ substantially from what other grammar theories suggest. For example, TGG also identifies the organic elements of syntagms via phrase structural rules (Chomsky 1957). The grammatical classes of *A car hit the man* would be represented in the following way:

[2:2]	S
	NP + VP
	NP + V + NP
	Det + N + V + Det + N
	A car hit the man

SFG and TGG also agree in that the layers of a syntagm are organised by the relationship ‘is part of’. In this respect, a morpheme *is part of* a word; a word *is part of* a phrase; a phrase is *part of* a clause.

Emphasis on syntagms in linguistic analysis was shared by other grammar theories, such as Word Grammar (WG), which holds that information about and dependencies between individual words should be the basic component of any structural analysis (Hudson 2007). Despite the similarity between SFG, TGG and WG in acknowledging the significance of structure, these theories are very much different in the way they look at the function of structure. While TGG and WG propose that linguistic analysis should not exceed the syntagm, SFG does not consider structure as the core of linguistic analysis and suggests that analysis should transcend the sentence and consider the “system” (Halliday & Matthiessen 2014).

2.1.2.2 The Principle of System

The principle of system can be looked at as the identifying mark of SFG. The theory defines system as “the paradigmatic ordering in language” (Halliday & Matthiessen 2014, p. 22). Unlike structure, system involves ordering at the vertical axis rather than the horizontal. What matters in system is what *could go instead of* what, compared to what *goes together with* what, the principal ordering pattern of structure (Martin 2004). Holding the relation of what *could go instead of* what, system is about choices made in language and is one aspect of the meaning potential of language (Halliday & Hasan 1979; Halliday & Matthiessen 2014; Menfredi 2011). In essence, it is this principle that makes SFG the perfect fit for the

theoretical backgrounding of the current thesis, which is concerned with the paradigmatic patterns of cohesive devices.

Due to the significance of the principle of system to the present study, a comparison will be made between SFG and other grammar theories as far as this principle is concerned. The purpose of this comparison is to highlight how SFG's approach to linguistic analysis is different from other theories and to highlight the rationale behind selecting SFG as an underpinning framework for the present thesis. As noted earlier, SFG holds that linguistic analysis must go beyond the sentence (Gee 2005; Halliday & Hasan 1976; Johnstone 2002; Jordan 2004; Thompson & Klerk 2002; van Dijk & Kintsch 1983). Following from this, text and its evolvement from one clause to another is one of the main foci of SFG (Gee & Handford 2011).

Although it is occasionally, but not necessarily rightly, claimed that linguistic analysis done under the umbrella of SFG has been predominantly syntagmatic (Bateman 2008), SFG maintains that both syntagmatic and paradigmatic relations are important (Martin 2014). Halliday (2009) stresses that considering paradigmatic relations "does not mean that system is regarded as more important than structure...; it means that system is taken as the more abstract category, with structure as deriving from it" (p. 64). At odds with SFG in this regard are a number of grammar theories which consider the sentence as the major unit – sometimes even the largest constituent (Greenbaum & Nelson 2002; Jackendoff 2002) - of linguistic analysis, and that linguistic analysis should stop *there*. TGG, for example, asserts that "any purely formal analysis of structure above the sentence is impossible" (Coulthard 1985, p. 4).

In essence, this syntagm-and/or-paradigm variation stems from a deeper theoretical divide between syntax-only theories, represented by structure-oriented analysis of language on the one hand, and semantics-driven theories represented by structure-and-system-based linguistic analysis on the other hand. To illustrate, theories that are driven by syntax, e.g. TGG, focus on structural, or syntagmatic configurations of language as the sole core of linguistic analysis (Carnie 2014; Hall 2005; Weisler & Milekic 2000). At the centre of TGG lies a fundamental principle: "The notion 'grammatical' cannot be identified with 'meaningful' or 'significant' in any semantic level... [and] any search for a semantically based definition of 'grammaticalness' will be futile" (Chomsky 1957, p. 15). Although Chomsky's 1981 *Government and Binding* (GB) Theory addressed lexical items as the atomic units of syntax

(Black 1999), syntax was still the focus of linguistic analysis. SFG, which considers both syntagmatic and paradigmatic relations in texts, is driven by semantics (Honnibal 2004; Stubbs 2014), and, therefore, links grammar to meaning-making as configured through systems and networks of horizontal and vertical relations among various text elements. Figure 2.1 summarises the above discussion about the syntagm-paradigm theoretical divide.

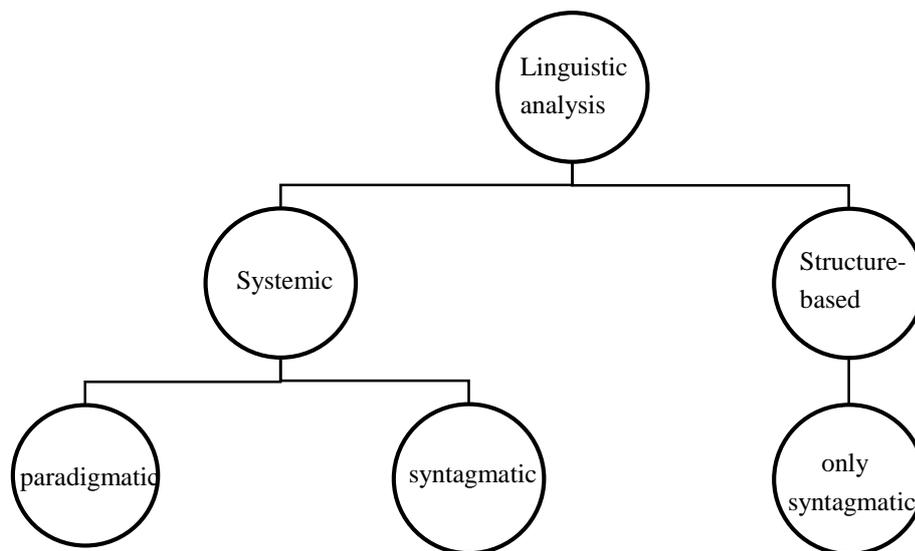


Figure 2.1: Systemic vs. Structural Linguistic Analysis

At the borderline of the syntagm/paradigm divide is the Applicative Universal Grammar (AUG) Theory, which defines sentence structure as the network of syntagmatic and paradigmatic relations between sentence parts and all other expressions that can be substituted for these parts (Shaumyan 1987; Shaumyan & Segond 1994). This theoretical stand has found its way to the Arabic context as syntax and semantics were occasionally described in terms of structure and word order (Bahloul 2008; Holes 2004). This view of structure as encompassing both horizontal and vertical relations is an oversimplification of the broad divide between syntagm and paradigm on the one hand, and the underpinning distinction between syntactic orientation and semantic orientation to language on the other hand. This distinction is pivotal to the current study since the sole focus is on paradigmatic relations, and therefore, SFG, which makes clear distinction between structure (sentence level) and system (text level) (Gee & Handford 2011) constitutes the most appropriate theoretical backgrounding for the present thesis. In order to put this within its wider context in the theory, SFG introduced the third principle, which is *stratification*.

2.1.2.3 The Principle of Stratification

According to SFG, “language can be explained as a multiple coding system comprising three levels of coding, or strata” (Halliday & Hasan 1976). The three strata are 1) semantics, which is realised by 2) the lexicogrammar, which is realised by 3) sounding/writing. Figure 2.2 below outlines the three strata according to SFG as adapted from Halliday and Hasan (1976).

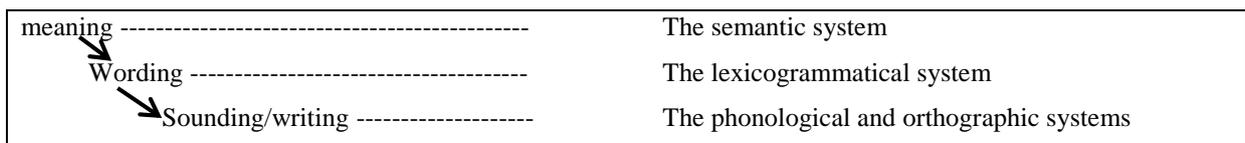


Figure 2.2: The Three Strata of Language According to SFG

According to SFG, semantics mediates between context and the lexicogrammar (Teich 1999). Of particular interest to this thesis is the second strata, which is the lexicogrammar. One of the main propositions of SFG is that it considers lexis and grammar as the two ends of a single continuum, rather than two different entities. The only difference between vocabulary and grammar according to SFG is that the former expresses specific meanings and the latter more general meanings (Halliday & Hasan 1976; Halliday & Matthiessen 2014). A lexicogrammar stratum can be presented in the form of a cline similar to the one in Figure 2.3.

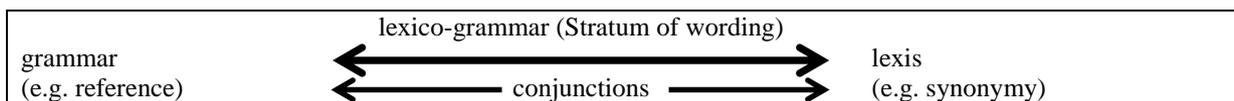


Figure 2.3: Lexico-grammar Cline (Adapted from Halliday & Matthiessen 2014)

As far as cohesive devices are concerned, they are distributed across the lexicogrammar cline, where reference, ellipsis and substitution are grammatical, reiteration and collocation are lexical and conjunctions somewhere between the two. These devices, which are part of the lexicogrammar stratum, play major roles in texts’ unity and organisation. However, when considering the organisation of language itself, the principle of *instantiation* has to be explained.

2.1.2.4 The Principle of Instantiation

According to SFG, any text is an instance of some underlying system. If someone does not know the system of the Arabic language, for example, a text written in that language may not have meaning to him/her. Halliday and Matthiessen (2014) compare system and text to climate and weather respectively. Text is similar to weather in that it goes around us all the time affecting our daily lives, whereas system is analogous with climate since system underlies the impact of text. Halliday and Matthiessen (2014) state that “the relationship between system and text is a cline – the cline of instantiation” (p. 27). The authors explain that while system represents the overall potential of language, text is the particular instance. Between the two there are intermediate patterns. A single text, or an instance of system, can be initially studied and then other texts that share certain criteria with it examined, describing this within text type. Looking at text type is seen as a movement along the instantiation cline from the instance pole to the system pole (Halliday & Matthiessen 2014). While the principle of instantiation is concerned with organisation of language, the fifth principle of SFG is linked to the three metafunctions of language.

2.1.2.5 The Principle of Metafunction

SFG asserts that one primary function of language is to make sense of experiences, therefore, construing human experience. Hence, language names and categorises things. Language also develops categories into further taxonomies. For example, *building* is a category that includes houses, towers, schools, cottages, etc. *Animal* is another category that includes camels, lions, and so on and so forth. In Arabic, taxonomies can be categories of their own as well because they can be broken down into further taxonomies. For example, *جمل* /*jamal*/, meaning *camel*, which is a taxonomy of *حيوان* /*Hayawaan*/, meaning *animal*, can become a category in its own as there are approximately a hundred sub-types for this animal in Arabic. Table 2.1 provides some examples of camel taxonomies in Arabic.

The category/taxonomy of camel in Arabic	
Arabic name	Meaning in English
جمل / <i>jamal</i> /	Male camel
ناقة / <i>naaqah</i> /	Female camel
كومااء / <i>kawmaa'</i> /	Camels with long humps
الغيبهه / <i>alghayhab</i> /	Camel with dark colour
المغص / <i>almighS</i> /	White camels

Table 2.1: Camel Categories/Taxonomies in Arabic – Adapted from Al-Shahawi (2012)

According to SFG, language function that involves construing human experience is called *ideational*. The second function of language is the *interpersonal*, which involves “enacting our personal and social relationships with the other people around us” (Halliday & Matthiessen 2014, p. 29). This function of language entails that a clause of grammar exceeds being a representation of some process as it also entails some kind of proposition, such as offering, expressing opinion and informing, only to name some. Akin to this view of the interpersonal metafunction of language, Bonyadi (2011) and Fowler (2003) maintain that language does not allow its users to say something without conveying some kind of attitude, or point of view towards what is being said.

The above two functions, construing experiences and enacting interpersonal relationships, call for a facilitating function, hence the *textual* function of language. This function enables the other two to construct sequences of discourse, organise the flow of ideas and create cohesion (Halliday & Matthiessen 2014). The textual function of language is divided into structural, or syntagmatic, and nonstructural, or paradigmatic, components. Cohesive devices, the main focus of the current thesis, are pinned into the nonstructural component of the textual function of language as illustrated by SFG. In a nutshell, Halliday and Hasan (1976) explain that the ideational component of language expresses content, whether it is experiential or logical, that the interpersonal component represents the speaker’s attitudes and judgments, and that the textual component represents the forming of the text in the linguistic system.

2.2 Construction Grammar (CG)

CG is a theory of language that has been around for two to three decades now. The theory is primarily built on the notion of *Constructions*, which refer to the twinning between form and function (Mischler 2014; Sullivan 2013; Tomasello 2010). According to Gee (2005), while *form* is used to designate structural aspects of language, *function* is used to refer to the sorts of meanings or purposes communicated by form. According to CG, “Constructions may specify, not only syntactic, but also lexical, semantic and pragmatic information” (Fillmore, Kay & O’Conner 1988, p. 501). The pairing tendency of CG makes it at odds with multistrata theories, such as SFG, as CG is basically a monostratal system that represents syntactic and semantic information within a *single* construction (Kay & Fillmore 1997; Tomasello 2010). In this pairing model, CG is also different from all universal grammar theories, such as TGG

and GB, because unlike these theories CG holds that “syntax cannot be understood separately from semantics and pragmatics” (Haspelmath 2008, p. 75). In essence, this theory houses a plethora of similarities as well as differences with the other grammar theories. Below is an explanation of the most prominent tenets of CG as introduced by Goldberg (2013). Throughout the discussion, links to the present study have been made in the form of comparisons and contrasts with other grammar theories.

2.2.1 Form and Function Pairings

One important tenet of CG, which builds on the work of Lakoff (1987), is the pairing between form and function at all levels of linguistic descriptions. Tübingen (2005) defines constructions as “linguistic units of varying complexity and abstractness which map items of form (phonological, morphological and syntactic structures) with items of meaning (any conceptual content)” (p. 53). What distinguishes CG from other grammar theories is that it looks at form and meaning/function as one entity, or construction (Boas 2007). It is true that in his Standard Theory (ST), Chomsky acknowledged that “there must be a partially semantic basis for the acquisition of syntax or for the justification of hypotheses about the syntactic component of a grammar”, yet the theory still considered syntax as the sole element of linguistic analysis (Chomsky 1965, p. 32). The idea behind holding a twin focus on form and function by CG rests on the belief that grammar must provide an account not only for the general patterns of language, but also for unusual patterns, such as idioms (Kay & Fillmore 1997).

Goldberg (2003, p. 219) strictly states that “any linguistic pattern is recognised as a construction as long as some aspect of its form or function is not strictly predictable from its component parts”. Akin to this view, Hilpert (2014) states that constructions involve meanings that are obviously inexplicable by virtue of the construction’s component parts. The emphasis of constructions, then, is linguistically unusual patterns, which makes CG different from, yet in many ways complementary to other grammar theories. SFG, for example, does not account for constructions, or unusual patterns, within its system network (Lin & Peng 2006). Some unusual-pattern examples that are not accounted for in theories such as SFG and TGG, and that are addressed in CG are introduced below:

[2:3] | The more you think about it, the less you understand (Goldberg 2003)

Goldberg (2003) explains that *The Xer, the Yer* pattern shown in [2:3] is unusual because neither the two phrases can be classified as noun phrases, where *the* should normally be followed by a phrase headed by a noun. Another case in point is extragrammatical idioms and decoding idioms presented in the following examples from English and Arabic.

[2:4] | By and large; all of a sudden; so far so good

[2:5]	طوبته	ارم
	/Tuubtuh/	/irmi/
	his brick	(you) throw

According to Fillmore, Kay and O’Conner (1988), the familiar rules of the grammar of English have nothing to account for the structure of the expressions presented in [2:4], which makes them extragrammatical idioms. In [2:5], the Arabic idiom is an example of a decoding idiom, “an expression which the language users couldn’t interpret with complete confidence if they hadn’t learned it separately” (Fillmore, Kay & O’Conner 1988, pp. 504-505). Arabic users are likely to know the meaning of the individual orthographic words that make up the idiom, but they are unlikely to know the meaning of the idiom, which means to lose hope in someone, if they have not learned it beforehand. One more example that shows the importance of grammar and function pairings is given below:

[2:6] | What’s this fly doing in my soup?

Kay and Fillmore (1997) and Goldberg (2003) explain that the *What’s X doing Y?* construction in [2:6] calls for an interpretation that goes beyond an innocent question asking about an activity to the interpretation that there is something incongruous. This construction can appear in different forms, though. The question used in Image 1, which was posted on my Facebook page by a friend, can be considered as a resemblance of the *What’s X doing Y?* construction since it calls for a beyond-the-surface interpretation. Failing to realise that this is a construction will lead to answers irrelevant to what the question really asks, therefore giving answers like “Gravity, Mom” as shown in Image 2.1.



Image 2.1: Illustration of *What's X doing Y?* Construction

The above discussion about CG's hallmark of pairing between form and function is strongly tied to the present paper, which examines opinion editorials linguistically. The analysis of twenty opinion editorials has revealed intensive use of constructions that do not follow conventional grammatical rules and others that reflect idiomaticity. Since only CG has presented a detailed account of such expressions and usages, it has had to be part of the theoretical background of this paper.

2.2.2 Crosslinguistic Variability

One more reason why CG is strongly tied to this thesis is that it accounts for universal functions, “how form and meaning tend to be linked across languages” (Goldberg 2003, p. 222). By and large, this theoretical tendency lies at the heart of the intended thesis which seeks to come up with common linguistic patterns in English and Arabic opinion editorials. Still, constructions are acknowledged to vary in their specifics, particularly syntactic ones, crosslinguistically (Goldberg 2013; Haspelmath 2008). Although the importance of generalisations has been stressed to account for certain lexical constructions (Luzondo-Oyón 2014), finding two fully identical constructions in two different languages is a very rare occurrence (Goldberg 2013).

While variability among languages does exist, there are still universal tendencies that are present across languages. Goldberg (2013) suggests that studies on universal constructions be of grammar-external foci. For example, in looking at passive constructions across languages, it is emphasised that instead of looking at the syntactic slots for each construction, the function of that construction should be considered when investigating this kind of

construction across languages (Goldberg 2013). This tenet goes in line with CG's focus on pairing between form and function in the study of language, rather than form alone.

To sum up, it is clear by now that the choice of SFG and CG to form the theoretical backgrounding of this research stems from a number of considerations. Firstly, the core of this study is cohesive devices, which SFG directly accounts for in the textual metafunction of language. Secondly, the present study seeks to analyse the paradigmatic networks of cohesive devices within a variety of texts, and SFG, through its emphasis on system, accounts in detail for these relations. However, because SFG does not consider unusual expressions, which have been found to be common in the newspaper opinion articles under investigation, CG has been part of the theoretical framework for the present study. Moreover, the cross-language patterning conducted in this research focuses mainly on the role of cohesive devices, or their function, and since CG acknowledges commonalities between languages at the level of construction levels, it fits as a theoretical rooting for this study. The following section presents a profound review of the literature that has so far been written on cohesive devices.

Chapter 3: Literature Review

This section is divided into four parts. The first one includes a detailed conceptual framework in which the main concepts of cohesion are discussed. The studies presented in this section detail, compare and juxtapose all the developments and adaptations that have taken place ever since the 1976 model was introduced. The second section presents the studies that have addressed cohesive devices in a variety of text types. Then, studies about cohesive devices in the genre of newspapers and the subgenre of opinion editorials are singled out and reviewed. Finally, the review focuses on the similarities and differences between English and Arabic by discussing the studies that have been conducted in both languages about cohesive devices. The four parts of the literature review match the foci of the research purposes as shown in Figure 3.1.

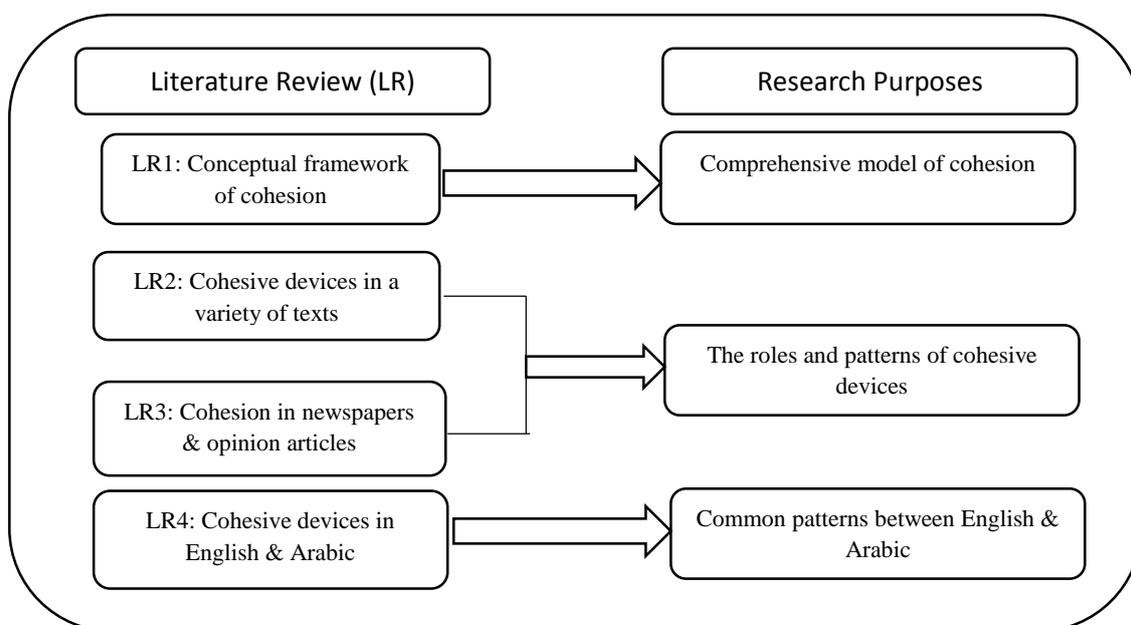


Figure 3.1: Literature Review Parts & Research Questions

3.1 Conceptual Framework

The review of the studies presented in this section serves three main purposes. Firstly, it explains the concepts that will constitute the core of the linguistic analysis conducted in this paper. Secondly, it highlights the developments and adaptations that have taken place since the 1976 model of cohesive devices was first introduced. Finally, the conceptual framework constitutes the base of the model, or instrument that has been employed to analyse the selected opinion editorials. According to Halliday and Hasan (1976), cohesion "...refers to

relations of meaning that exist within the text, and that define it as a text” (p. 4). One major tool to achieve cohesion of a text is the use of cohesive devices (Crystal 2006). The following conceptual framework of cohesive devices is primarily discussed in light of Halliday and Hasan’s (1976) lexico-grammatical model. The authors have identified five main categories of cohesion that can be grouped under grammatical cohesion (reference, substitution, ellipsis), lexical cohesion (reiteration and collocation) and partly-grammatical, partly-lexical cohesion (conjunctions). The following review discusses all these categories and all the adaptations and additions that they have undergone since 1976.

3.1.1 Reference

According to Halliday & Hasan (1976), *reference* involves the use of textual elements that cannot be decoded in their own right. The authors identify personals, demonstratives and comparatives as examples of this category. They explain that these items fall within two broad reference types, *exophoric* and *endophoric*. The latter, according to them, can be further divided to *anaphoric* and *cataphoric*. Figure 3.2a is a rough representation of these categories.

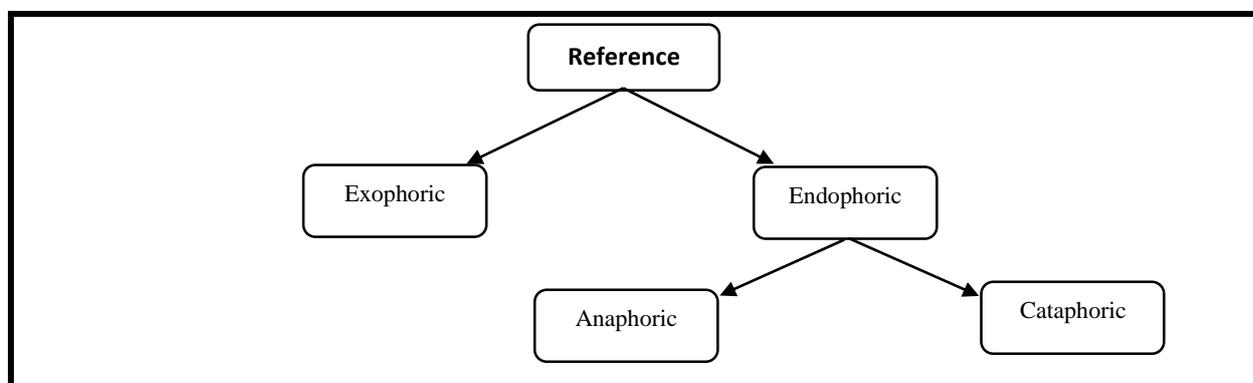


Figure 3.2a: Types of Reference (Halliday & Hasan 1976)

According to Widdowson (2004), *exophoric* reference looks outside the text to decode the identity of the linguistic item being referred to. Consider the following example:

[3:1] | **The** three boys went **there** together.

The two referring items, *The* and *there*, in [3:1] cannot be decoded except by going outside the text to consider the specific context, or the shared world between the speaker/writer and

the hearer/reader. It is immediately clear, though, that Halliday’s model addresses *exophoric* reference as exclusively situational, specific context. However, *exophora* quite often extends beyond situation to encompass society and culture. Therefore, Paltridge (2012) introduces *homophoric* reference, “where the identity of the item can be retrieved by reference to cultural knowledge, in general, rather than the specific context of the text” (p. 116). Following is an example from Arabic:

[3:2]	العراقية	التشوبي	طريقة	على	أيديهم	شبكوا
	/al`iraaqiyyah/	/atshuubi/	/Tariiqa/	^alaa/	/'aydiihim/	/shabakuu/
	Iraqi	Chobi	way	on	their hands	put together

In [3:2] it is not possible to decode the referent of *the* Iraqi Chobi without knowledge of the Iraqi culture, particularly in this instance that the Chobi is a folkloric Iraqi dance, usually performed in weddings and particular celebrations. Since this decoding process requires knowledge of culture, rather than the specific context of the statement, reference is *homophoric*.

Figure 3.2b presents the adapted types of reference based on Halliday and Hasan (1976) and Paltridge (2012).

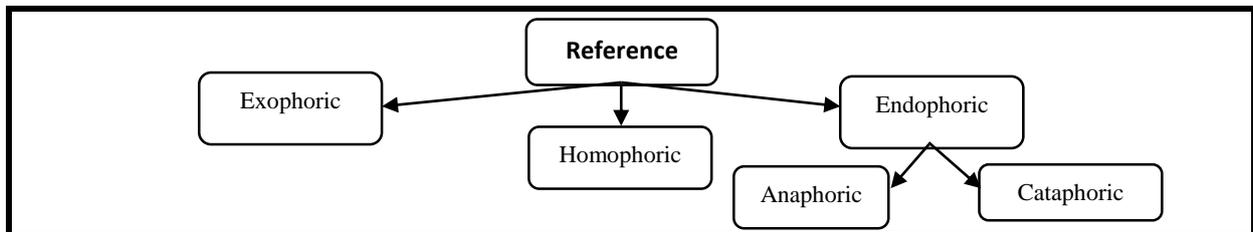


Figure 3.2b: Types of Reference (Halliday & Hasan 1976; Paltridge 2012)

Endophoric reference, on the other hand, involves ties within the text and can be *anaphoric*, where the interpretation of the linguistic item involves moving back, or *cataphoric*, where decoding the reference calls for a forward movement in the text (Halliday & Hasan 1976). Consider the following examples:

[3:3] | Linda finished **her** research project. **She** had worked day and night to finish **it** on time.

[3:4] | **He** had no choice. John worked hard and finished the project.

In [3:3] all the italicised referring items are instances of *anaphora* since they can only be interpreted by going *back* in the text, whereas in [3:4] *He* is *cataphoric* because its interpretation involves moving *forward* in the text.

Cutting (2008) adds that *endophora* can be represented in terms of *associative*, co-textual relations in addition to the direct anaphoric and cataphoric representations. By way of elaboration, Cutting (2008) introduces the following example (p. 10):

[3:5] | Youtube is a popular **video sharing** website where users can upload, view and share video clips.

In the above example, in order to infer that video sharing, meaning public viewing online, is NOT physically passing DVDs to friends, readers have to rely on their knowledge of the “presuppositional pool of ‘website’” (Cutting 2008, p. 10). *Associative* endophora, then, entails that a noun phrase is linked to entities that are associated with another noun phrase in the same text. Since this type of *endophora* was not introduced in the 1976 model of cohesion, it will be added to the model that will be developed in this thesis. Figure 3.2c incorporates this adaptation.

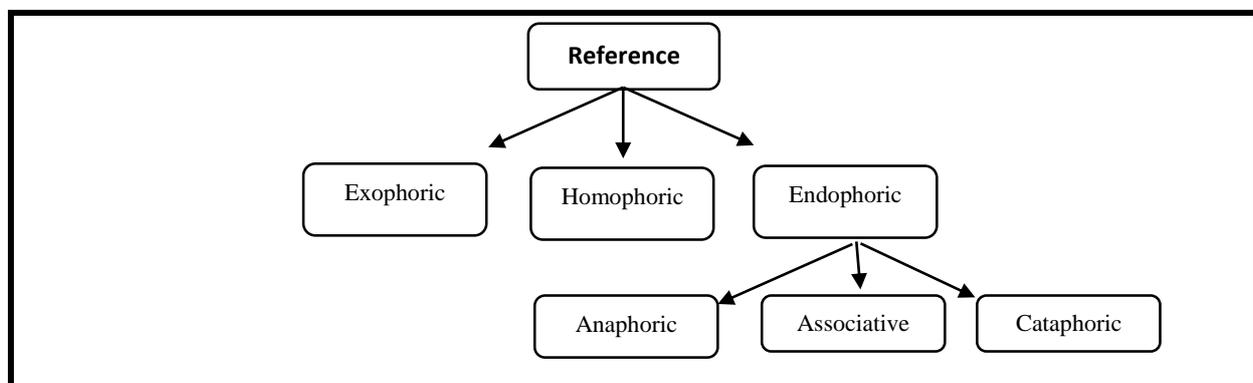


Figure 3.2c: Types of Reference (Halliday & Hasan 1976; Cutting 2008; Paltridge 2012)

Halliday and Matthiessen (2014) divide reference expressions into two major groups: co-reference, where what is presupposed is the same referent, and comparative reference, where the presupposed is another referent of the same class. Personal and demonstrative pronouns are examples of co-reference, whereas comparative adjectives and adverbs are examples of comparative reference.

In Arabic, all the above categories of reference hold; nevertheless, English and Arabic are very much different in their linguistic structures and textual features (Alfadly & Aldeibani 2013), which is conspicuous in the number of personal pronouns in both languages (Wightwick & Gaafar 2005). While English, for example, has seven subject pronouns, Arabic has fourteen. Table 3.1 illustrates the categories of subject pronouns in both languages.

English Subject Pronoun	Corresponding Arabic pronoun(s)	Meaning of the Arabic pronoun
I	أنا /'anaa/	First person singular
We	نحن /naHnu/	First person plural
He	هو /huwa/	Third person singular masculine (people)
She	هي /heya/	Third person singular feminine (people)
It	هو /huwa/	Third person singular masculine (things)
	هي /heya/	Third person singular feminine (things)
You	أنتَ /'anta/	Second person singular masculine
	أنتِ /'anti/	Second person singular feminine
	أنتما /'antuma/	Second person dual masculine and feminine
	أنتم /'antum/	Second person plural masculine
	أنتن /'antunna/	Second person plural feminine
They	هم /hum/	Third person plural masculine
	هن /hunna/	Third person plural feminine
	هما /humaa/	Third person dual masculine and feminine

Table 3.1: Subject pronouns in English and Arabic

It does not seem much to discern that “Arabic has more pronouns than English since it has different versions for masculine and feminine, singular and plural, and even special dual pronouns for two people or things” (Wightwick & Gaafar 2005, p.15). It is immediately clear from Table 3 that *it* has two functionally corresponding pronouns in Arabic, *you* five and *they* three. The bigger number of Arabic personals does not mean that identifying referential ties in Arabic is more complicated than English since in both languages the referent of the pronoun can be decoded exophorically, homophorically or endophorically. Still, the above set of personal pronouns houses a major difference between the two languages as far as the type of tie is concerned. This difference will be delineated in the following section.

3.1.2 Ellipsis

Ellipsis is a cohesive device that involves the omission of linguistic items which can be retrieved from another clause (Hoey 2001). Because of the omission feature, “ellipsis can be thought of as a ‘zero’ tie because the tie is not actually said” (Hatch 1992, p. 225), yet something is presupposed by means of what has been expunged (Halliday & Matthiessen

2014). The 1976 model of cohesion identified three types of ellipsis, which are *nominal*, *verbal* and *clausal*, a categorisation that has been broadly acknowledged by a number of authors and researchers (e.g. Jabeen, Mehmood & Iqbal 2013; McCarthy 1991). Following are examples that represent the three categories of ellipsis:

[3:6] | It wasn't Dexter's fault, her anger. It was her own. (from Pavone's *The Expats*, p. 141)

[3:7] | She can do it. I am sure she can.

[3:8] | Has he arrived? Yes.

In [3:6] the ellipsis is nominal since the deleted item is the noun fault. [3:7] is an example of a verbal ellipsis with part of the verb deleted, and finally, [3:8] is an instance of clausal ellipsis since the entire clause that normally follows *Yes* in such answers is deleted.

Despite the agreement on the three broad categories of ellipsis, a number of issues have emerged regarding this cohesive device. One of those issues is whether ellipsis is always anaphoric or not. A number of researchers emphasise that ellipsis can be merely described in terms of anaphora because the omitted item(s) can only be retrieved by moving backward in the text (Halliday & Hasan 1976; Halliday & Matthiessen 2014), like the movement done in [3:6], [3:7] and [3:8] above. In accordance with this claim, Crystal (2006, p.43) maintains that ellipsis “can be recovered only from the preceding discourse”. However, Jones (2012) and McCarthy (1991) confirm that English *does* have cataphoric ellipsis; McCarthy (1991) provides the following example (p. 43):

[3:9] | If you could, I'd like you to be back here at five thirty.

Retrieving what has been omitted after *could* requires a forward movement. Accordingly, ellipsis can be used cataphorically in front-placed subordinate clauses. In Arabic, ellipsis can be described in terms of cataphora, too. Following is an example from Arabic; the English word-for-word translation is also provided.

[3:10]	الانتقال إلى البيت الجديد	قراري أنا،	يكن	لم
	/alintiqaal 'ilaa albayt aljadiid/	/qaraari 'anaa/	/yakun/	/lam/
	Moving to the new house	my decision,	was	not

The Arabic statement in [3:10] is functionally equivalent to *it was not my decision, moving to the new house in English*. In order to retrieve what was the decision the speaker is talking about, one needs to move forward in the text, which makes this statement an example of cataphoric ellipsis.

Ellipsis was subject to further investigation when Thomas (1987) added more details to the category of verbal ellipsis by further dividing it into two types: echoing and auxiliary contrasting. While the former involves using part of the verbal phrase as is just before the omitted part, the latter involves changing the grammatical set of the auxiliary verb into another. Following are the examples on echoing and auxiliary contrasting presented respectively in [3:11] and [3:12]:

[3:11] | A: **Are** they moving to a new house?
 B: Yes, they **are**.

[3:12] | A: **Are** they moving to a new house?
 B: They already **have**.

As far as Arabic is concerned, it differs from English in that it is a pro-drop language, which means that the subject pronoun can be deleted because Arabic rich verbal morphology allows for it, in what is sometimes referred to as zero anaphora (Ryding 2005). Consider the following example:

[3:13]	كثيراً	يزورها	ولذلك	بجدته،	مولع	أحمد
	/athiiran/	/yazuuruhaa/	wa lidhaalik/	/bijaddatihi/	/muula`/	/`aHmad/
	alot	visits her	so	of his grandmother,	fond	Ahmed

It is immediately clear that *he*, the subject pronoun, of the verb *visits* is dropped from the Arabic text, which is still grammatically correct in Arabic. This means that in Arabic, this cohesive tie, which is the deleted-yet-retrievable subject pronoun, does not have to be physically present in the text. In English, a statement like “Ahmed is fond of his grandmother, so visits her a lot” is ungrammatical, whereas in Arabic it is grammatical.

3.1.3 Substitution

Substitution is very much similar to ellipsis except in that an explicit indication is given that something has been deleted (Halliday & Matthiessen 2014). Put differently, it is a structural relationship that involves the replacement of one item by another (Jabeen, Mehmood & Iqbal 2013). Like ellipsis, substitution falls into three categories: nominal, verbal and clausal. Following are some examples:

[3:14] | I bought a big bag. My sister preferred to buy a small *one*.

[3:15] | Go to the party. You will enjoy your time if you *do*.

[3:16] | You look tired. If *so*, please, feel free to go home.

In [3:14] *one* replaces the noun *bag*, and it is, therefore, an instance of nominal substitution. [3:15] houses an example of verbal substitution with *do* substituting for *go to the party*. Finally, *so* in [3:16] replaces an entire clause, *You look tired*, which is why it is an instance of clausal substitution. Halliday and Matthiessen (2014) maintain that *one* and *do* are the most common nominal and verbal substitution items respectively, whereas *so* and *not* are the most common for clausal substitution. However, other words can be used to substitute. For example, McCarthy (1991) provides the following example in which *the same* is used to substitute a noun:

[3:17] | She chose the roast duck; I chose **the same** (p. 45).

There are still two issues to consider with this cohesive device. The first one is whether it is always anaphoric as claimed by Halliday and Hasan (1976) and Halliday and Matthiessen (2014) or not. In fact, there is no reference to substitution as a cataphoric device in the literature so far. However, in certain types of texts, it seems, *one* can be cataphoric when it is preceded by a demonstrative *this*. In this case, *one* no longer replaces a noun but a general idea. Following is an example from a New York Times op-ed:

[3:18] | The Italians got **this one** right. Last week,...Their tweets,..., included...(Friedman 2015)

In this example, *this one* refers forward to the Italians tweets that mock ISIS's warning of heading to Rome. The point is that in certain cases, substitution can be cataphoric. The

second point is that the lexical items introduced in this section *one*, *do* and *so*, are not always substitutive. On this, Salkie (1995) provides the following examples (p. 36):

[3:19] | One and three make four.
 | If you do the right thing, you will be fine.
 | I'm so glad you could come.

3.1.4 Conjunctions

This particular category of cohesive devices has undergone several adaptations since their introduction by Halliday and Hasan in 1976 (Ahangar, Taki & Rahimi 2012). The reason could be that it is not easy to produce an exhaustive list of the entire universe of conjunctions (McCarthy 1991). Therefore, the 1976-model of conjunctions, which consisted only of the categories of *adversatives*, *additives*, *causal* and *temporal*, went on an adding-up spree that may never come to a decisive end. Halliday and Matthiessen (2014) expanded the four types of conjunctions into nine by adding *apposition* (e.g. in other words, for example), *clarification* (e.g. in short, by the way), *variation* (e.g. instead, except for that), *comparative* (e.g. similarly, in a different way) and *respective* (e.g. in this respect, elsewhere). Locke (2004) has added one more category, *listing*, and argues that temporal conjunctions, such as *first* and *second*, can also serve listing purposes since they can be used to list the elements of an argument. These expressions, representing the category of *listing*, are acknowledged to have identical functions in Arabic, too (Lahlali 2009). Table 3.2 presents the ten categories of conjunctions hand in hand with examples from English and Arabic. These categories and examples are adapted from Halliday and Matthiessen (2014), Haywood and Nahmad (1993), Lahlali (2009) and Locke (2004).

Conjunctions	English examples	Arabic examples
appositive	that is	أي /'ay/
clarifying	at least	على الأقل /'alaa al'aqall/
additive	and	و /wa/
adversative	but	لكن /laakin/
varying	as for	أما /'ammaa/
matter	here	هنا /hunaa/
manner	similarly	بالمثل /bilmithl/
spatio-temporal	then, when	ثم /thumma/, لما /lammaa/
causal-conditional	so, so that, if, because	فـ /fa/, لـ /li/, إنـ /'in/, لأنـ /li'anna/
listing	first	أولاً /'awwalan/

Table 3.2: Types of Conjunctions

The above sets should not lead to the conclusion that English and Arabic have entirely identical sets of cohesive devices because each language has its own particular system. For example, the one-letter conjunctions وا /wa/ and فا /fa/ may have a variety of English correspondences belonging to different sets based on the context they are used in (Abu-Chacra 2007; Haywood & Nahmad 1993).

3.1.5 Lexical Cohesion

According to Smith (2003), lexical cohesion is a seminal contribution of Halliday and Hasan (1976) as it has enabled linguists to find patterns of lexical co-occurrence in texts. However, the two categories of lexical cohesive devices, *reiteration* and *collocation*, which appeared in Halliday and Hasan's 1976 model, witnessed several adjustments, which have been integrated into the model used in this thesis. Basically, all the developments and adjustments to the 1976 model maintained the category of *reiteration*, which involves repetition of the same word, while some of them have raised questions about *collocation*, describing it as an arbitrary co-occurrence, thus excluding it from lexical cohesion analysis (Hasan 1984; McCarthy 1988), or including them with certain adjustments that seek to systematise them, yet acknowledging the difficulty of doing so (Tanskanen 2006). It has been agreed, though, that collocation generally refers to the association that links the words that co-occur, or that have the tendency to occur with each other (Sinclair 1991; Stubbs 2001). One development at the level of reiteration is that introduced by Hoey (1991), who divided repetition to two categories, namely *simple lexical repetition*, such as *a girl/girls* and *complex lexical repetition*, referred to by de Beaugrande and Dressler (1981) as *partial recurrence*, such as *drug/drugging*. This division has also been espoused by Arabic researchers (e.g. الحلو 2012). Scott and Tribble (2006) view repetition as a cohesive device in terms of "keyness", whereby lexical items that reflect what the text is about are reiterated to signal their importance. One of the most comprehensive models of lexical cohesion has been developed by Halliday and Matthiessen (2014), who have divided lexical cohesion into five categories, which are repetition, synonymy/antonymy, hyponymy, meronymy and collocation. This 2014 model can be claimed to be built on a previous categorisation introduced by Martin (1992), a classification that has included all the lexical types included in the 2014 model except for collocation. Therefore, the general classification of the 1976-model still holds yet with the addition of synonymy/antonymy, meronymy and hyponymy as discrete sets to it. Within the category of synonymy/antonymy, Halliday and Matthiessen (2014) have maintained the

subcategory of *general nouns*, firstly introduced by Halliday & Hasan (1976), thus introducing lexical items, such as *thing*, *stuff* and *place*, which can be synonymous to other lexical items in the text in certain situations. This particular group has been referred to in the literature using various terminology, such as *signaling nouns* (Flowerdew 2003) and *shell nouns* (Aktas & Cortes 2008). It should be noted here that the subset of synonymy/antonymy has been emphasised as a major cohesive type in Arabic as it is usually used to express a wide range of meanings (Parkinson 2006).

3.1.6 Parallelism

This cohesive device was not introduced neither in Halliday and Hasan (1976) nor in Halliday and Matthiessen (2014) models. Yet, parallelism, which by and large refers to the repetition of a certain form or structure for the purposes of emphasis and insistence (de Beaugrande & Dressler 1981), has been acknowledged as a cohesive device by many scholars and authors (e.g. Neumann 2014). As for Arabic, Dikkins, Hervey and Higgins (2002) assert that *parallelism* as a cohesive device typically involves repetition of the same grammatical category or categories, and that it is not as common in English as it is in Arabic. If this claim is true, it can explain the absence of this device from the 1976 model and from several other subsequent models of cohesion in English. Adding emphasis to this point, the authors suggest that Arabic-to-English translators be therefore advised to use summary phrases instead of retaining all the elements of the source Arabic parallels when rendering parallel structures from Arabic to English. This study has added *parallelism* to the model used for analysis because it is acknowledged as a cohesive device not only by English scholars (e.g. de Beaugrande & Dressler 1981) but also by Arabic researchers (e.g. Aziz 2012).

3.1.7 Construction-based Cohesion

This device has not yet been studied in any research about cohesive devices and is claimed to be the newborn of this study. The rationale behind adding this tool is that it has solid backgrounding in the grammar theories, particularly CG that has been discussed thoroughly in the theoretical framework of the present thesis. The idea of adding this device stems from the fact that no cohesion model has yet considered ‘unusual’ expressions that are not accounted for in the grammar or semantics of language, yet that can be found in a variety of texts, like the decoding idioms and the other structures discussed earlier. This device differs

from other cohesive devices as the tie involving it consists of the construction-based expression and an entire idea or a big chunk of the text, rather than a small lexical unit.

Following from the above discussion on the developments of the categories of cohesive devices since they were introduced in 1976, it becomes obvious that in order for a model to be comprehensive it should consider all these changes. This does not mean that all studies have to use such a comprehensive model in their analysis of cohesive devices as whether to use it per se or not depends on the research questions and purposes. So far, the above adaptations have not yet been used as a tool in any study of cohesive devices as will be shown in the coming subsections, which makes this thesis a significant addition to the literature.

3.2 Cohesive Devices in Various Text Types

A considerable number of the studies that conducted textual analysis of cohesive devices have focused on whether there is a relationship between the employment of cohesive devices in texts, such as academic ones, and the quality of the produced piece of writing. So far, it seems that there is no definitive answer yet as to whether or not the employment of cohesive devices leads to high-quality texts (Ghasemi 2013; Ruegg & Sugiyama 2013). This section introduces and critiques different studies that have come up with incompatible results about the role of cohesive devices in written discourse.

Both Liu and Braine (2005) and Yang and Sun (2012) analyse the correlation between cohesive devices and the quality of argumentative essays written by college students. While Liu and Braine (2005) analyse a random sample of 50 argumentative compositions of Chinese non-English majors, Yang and Sun (2012) use a random sample of 30 second year, male and female and 30 fourth year, male and female university students. Both studies have established a significant link between cohesive devices and the quality of argumentative writing. Although both studies are quantitative designs, Yang and Sun's (2012) results seem more reliable as they utilise *t*-tests, which indicate that the observed difference between the two sample groups is statistically significant and is not due to chance (Johnson & Christensen 2008), and Pearson correlation analysis "...to observe the association between the (correct) use of cohesive devices and the writing quality" (Yang & Sun 2012, p. 36).

In congruence with the above findings, Mohamed and Mudawi (2015) have found that using cohesive devices in writing leads to writing quality improvement. However, this paper clearly falls short of meeting the conditions of both validity and reliability of quantitative designs. Firstly, the questionnaire has been distributed to a number of teachers who work in different universities whereas the study is conducted on 100 students who come from only one university in Sudan. Undoubtedly, teachers' responses to the questionnaire reflect their own students' status, which challenges the claims that teachers' responses can be taken as a basis for the study being conducted on a group from one university. Secondly, the questionnaire's items presented in the study are too general to come up with decisive conclusions regarding cohesive devices. For example, how can the question 'Handwriting inside the class affects positively the student writing skill' (p. 3486) lead to a conclusion that is relevant to the students' status as far as cohesive devices usage is concerned? In fact, hardly can the majority of the questionnaire items measure what they have been claimed to be measuring, which lays much doubt on the tool's validity. Thirdly, the pre-test and post-test design of the study does not specify the test items and does not refer to the kind of intervention conducted on the control and experimental groups. Finally, there is no clear indication what cohesive devices have been introduced, how they were presented and how they have been marked or rated. Accordingly, with all of these shortfalls in the design, hardly can the findings be considered valid and reliable.

The role of cohesion has been found more patent in compositions in the study of Jafarpur (1991). What is different about this study is that it has investigated whether having cohesive ties and types as *the basis* for scoring compositions has any correlation with holistic rating or not. The sample of the study consists of thirty-eight compositions written by EFL learners and rated by four instructors. What adds authenticity to this research is that the learners belong to different proficiency levels, which means that the quality of the use of cohesive devices has varied from one learner to another. The results of the study are harmonious with those of Liu and Braine (2005) and Yang and Sun (2012) in that the cohesive-type-based scoring has shown significant correlation with the holistic rating of the compositions. Similarly, cohesive devices have been found as determiners of the quality of descriptive writing of college students across proficiency levels (Abdul Rahman 2013).

Bae (2001) takes children narrative written essays as the text type to explore the relationship between cohesion and writing quality. In addition to the quantitative tools, such as

percentages, correlations and multiple regression, the study also employs qualitative analysis to further validate the findings. Although the findings of Bae (2001) are to a great extent harmonious with the findings that have established a correlation between cohesive devices and writing quality, it has maintained that not all cohesive types have held this kind of correlation. By way of elaboration, the study has found that lexical cohesive devices are significant predictors of coherence and an index of the overall writing quality, yet it has also found that this correlation does not entirely apply to grammatical cohesive devices, excluding reference. That is to say, ellipsis and substitution have been found to have weak correlation with the overall writing quality. A strong point about this study is that it does not rely on quantitative measures alone because these fall short of identifying the inaccurate use of cohesive devices, which has been investigated by the qualitative analysis, which has found, for example, that reference has been used inaccurately in several occasions. Establishing a correlation between cohesive ties and quality in children's writing can also be found in an earlier study (Cox, Shanahan & Sulzby 1990), which maintains that cohesive ties positively correlate with ratings of quality of Grade 3 and Grade 5 children's expository texts.

Linking children's writings with ratings has been also approached by Struthers, Lapadat and MacMillan (2013) yet from a different perspective. The authors link the knowledge about the role of cohesion in children's writing to assessment by developing a checklist for marking cohesion. The method applied in this paper is literature survey since it relies heavily on the converging findings of previous research papers on cohesive devices. It should be noted that developing this assessment tool of cohesion has been built on informed and well-established methodology that has integrated the findings of previous literature, initial item development that has taken into account accuracy, distance and variety of cohesive devices, collecting materials for piloting the initial checklist and finally a large-scale checklist evaluation. It can be rightly argued that this study has overcome several shortcomings found in other research papers, such as the focus on the literature review section, which has led to a clear situation of the article and has provided the rationale behind espousing the final checklist format. One setback, though, is that the checklist has been developed based on one text type, which raises doubts as to whether it can be used as an assessment tool to check the quality of other text types, given that this has been a major factor affecting the results of several research papers as shown in this review.

The results of these studies combined, however, have been challenged by Green (2012), who concludes that cohesive devices have not been found as markers of various proficiency levels, a finding that is particularly at odds with Abdul Rahman's (2013) and Jafarpur's (1991) findings. The study has utilised an automated analysis tool, which is the Coh-Metrix to investigate whether cohesive types can be an indication of various proficiency levels. In order to come up with valid results, the study uses three corpora that represent three different proficiency levels. As far as the study's instrument is concerned, Coh-Metrix is acknowledged to provide accurate indices for the characteristics of texts on multiple levels of analysis, one of which is sentence and discourse relationships (McNamara, Crossley & Roscoe 2013; McNamara & Graesser 2012), which are the types of associations analysed in the study. Nevertheless, the validity of this automated tool lends itself to the purpose and the design of the paper. One shortcoming of this tool, for example, is that "it does not provide a qualitative analysis of spelling errors" (Puranik et al. 2012, p. 265), which can be much relevant to the study at hand. With the corpus representing the low-proficiency level in the study, this issue can be of considerable significance since spelling mistakes are expected to occur within the cohesive devices used in the writings present in the sample corpus. That it is to say, it is hard to take the automated analysis of this particular corpus as valid without being accompanied by a qualitative analysis of potential spelling mistakes.

Zhao (2014) is another researcher who has employed the Coh-Metrix but that has incompatible findings with Green (2012). Investigating the use of lexical cohesive devices in the Chinese corpus English for Academic Purposes (EAP), the study has found that the employment of these devices is less than their employment in the British corpus BAWE. Although the findings of Zhao (2014) accords with the findings of studies conducted in other contexts, such as the context of Vietnamese learners (Hung & Thu 2014), whether this result is reliable or not is rightly questionable, though. Zhao (2014) puts the average words produced by a Chinese writer in the EAP corpus at 150 words, whereas the average is 250 words in the BAWE corpus. Having this enormous difference in the number of words might impact the indices produced by Coh-Metrix. Therefore, while a purely quantitative design is highly indicative as far as numerals of the tested corpora are concerned, it might not similarly be an index to language proficiency, which is one of the four purposes set for the paper.

Castro (2004) explores whether or not the employment of grammatical and lexical cohesive devices affects the rating of essays written by Filipino, first-year college students. Castro

contends that, “the results of the cohesion analysis indicated no significant difference in the number and types of grammatical or lexical cohesive devices in the low, mid and highly rated essays” (2004, p. 222). The results of Castro (2004) accord with the findings of a number of studies that have investigated the impact of cohesive devices on academic writing (e.g. Chen 2008).

Chen (2008) has addressed four questions, one of which is related to whether or not there is a correlation between the number of cohesive devices and text quality by investigating two types of essays, which are definition essays and opinion essays written by 23 EFL college students who belong to the same language proficiency level. The study uses Halliday and Hassan’s (1976) taxonomy, but excludes ellipsis and substitution from the analysis. This exclusion has some backgrounding since these two devices have been found to be either rarely occurring in academic texts (Liu & Braine 2005) or, if present, having weak correlation with text quality (Bae 2001). Using Pearson’s correlation, Chen (2008) finds no correlation between cohesion and text quality in this type of text. Likewise, from the Arabic context, Khalil (1990) uses Halliday and Hasan’s (1976) model to analyse the correlation between text cohesion and coherence in 20 compositions written by Arab freshman EFL learners. The study has used holistic rating of the twenty compositions and descriptive statistics to count the number of cohesive devices employed in them. With a coefficient correlation of $r = 0.18$, the author concludes that there is a very weak correlation between the number of cohesive ties and coherence. This finding has been at odds with the results reported by Aidinlou and Pandian (2011), yet supported by Al-Surmi (2011), who has found that the presence of discourse markers, or conjunctions, or their absence has no impact on reading comprehension. Similarly, Johnson 1992, Neuner 1987, Todd, Khongput and Darasawang 2007 and Zhang 2000 by and large argue that there is no significant relationship between the number of cohesive devices and the quality of writing. Therefore, the majority of the studies that approached cohesive devices quantitatively by looking at the number of cohesive devices in certain types of texts, mostly academic ones, have found that cohesive devices are not a determiner of text quality.

In harmony with the results of the above studies, but from a totally different angle, Carell (1982), Hoey (2001) and Johns (1986) emphasise the role of the reader in text interpretation, an element where cohesive devices may not play a very prominent role. Nevertheless, this focus has also been challenged by other studies that found a substantial impact of the discrete

introduction of cohesive devices on the comprehension of discourse recipients, in particular their achievement in listening skills (Tahsildar & Yusoff 2015). This study indicates that understanding cohesive devices is important for readers or listeners to improve their comprehension. Other studies (e.g. Bin Eddin 2013; McNamara 2013) conspicuously and more directly argue that it is not the number of cohesive devices that determines the quality of a text. McNamara (2013) stresses that the reader's epistemic knowledge plays a major role in determining whether a text is easily comprehended or not regardless of the number of cohesive devices. In an enlightening study about the reader's role, Klebanov and Shamir (2007) conducted a research to find lexical cohesive patterns in 10 texts that belong to three text types, which are news articles, journalistic writing and fiction given to 22 students to annotate whatever lexical patterns they can find in the ten texts. The study has revealed much diversity in the readers' responses although all of them were provided with clear explanation of lexical cohesive devices ahead of the study, thus emphasising the role of the reader in interpreting the patterns of cohesive devices that exist in a text. Taking a milder stand, Wang and Guo (2014) maintain that coherence involves the cooperation between the text producer and its reader, and involves linguistic and nonlinguistic factors. This reciprocal impact between the reader and linguistic tools has also been investigated and ultimately acknowledged by Ebrahimpourtaher and Eissaei (2013), who maintain that readers' awareness of lexical cohesive devices improve their reading comprehension skills.

Approaching the matter differently, Buitkienė (2005) and Meurer (2003) focus on text type as a determiner of how many cohesive devices are employed. While the former focuses on the correlation between the frequency of cohesive devices and the types of three registers, the latter investigates whether or not there is a correlation between the number of cohesive devices and coherence ranking depending on the type of text, and maintains that such correlations should not be overgeneralised based on studies that have addressed one type of texts. The results of Buitkienė (2005) indicate that the frequency of cohesive devices is very much different in the three types of registers that the study examines, which are newspapers, stories and legal texts. Although Meurer (2003) investigates only two types of texts, which are narratives and essays, the study attempts to answer a deeper question pertaining to the relationship between cohesion and coherence. These two levels have composed the study's independent variable, whereas coherence ranking and cohesion ranking have been the dependent variables. The tool used is appropriate for the quantitative analysis conducted in the study, which employs Spearman rank-order correlation, a tool that is used to measure the

strength of association between two ranked variables (Muijs 2011). The study has found that the correlation between number of ties and coherence ranking is very high in essays but very low in narratives, concluding that the type of text is a determiner of the relationship between cohesion and coherence. According to Xi (2010), differences in the density and usage of cohesive devices are a rooted characteristic of the wide variety of genres and registers.

Within the context of literature, Jabeen, Mehmood & Iqbal (2013) attempt to explore how cohesive devices, particularly reference, substitution and ellipsis, contribute to meaning in Chekhov's *The Bear*. The paper touches on major concepts in textual analysis, such as cohesion, coherence and stylistics and provides a rather brief account of the three cohesive devices that are used as the instrument of analysis. Providing barely any examples on reference, substitution and ellipsis is a major drawback since these three compose the model used for analysing the selected literary work. The purpose of the study, which is to establish the links between cohesive devices and coherence, is hardly achieved. The study merely explains the selected texts from the play, identifies instances of cohesive devices, yet fails to create the link between the meaning of the text and the use of the cohesive devices. For example, the paper claims that the instances of clausal substitution used in the play indicate lack of respect, without providing any backgrounding, social or textual, to support their claims, which makes them subjective ones.

By the same token, Kaur (2015) analyses cohesive devices in Keats's "Ode to Autumn", basically using the model of Halliday and Hasan (1976). The study sets its aim as to show how cohesive devices link the various parts of the text together, which is what cohesive devices have for long been acknowledged to do. In fact, the absence of a literature review section that addresses the previous studies of cohesive devices in pieces of literature makes it hard to recognise the contribution of this paper. In addition, the claims made in the conclusion that "the analysis...reveals that cohesion ties contribute to the stability, economy and efficiency of the text" can hardly be accepted because the analysis does not refer to stability and efficiency, while referring only once to economy in the part that looks at the role of reference. In essence, both Jabeen, Mehmood and Iqbal (2013) and Kaur (2015) have not gone beyond the surface level and can be considered as attempts to merely list what cohesive devices exist in the selected literary texts.

In an earlier study, Yeibo (2012) attempts to investigate the role of cohesive devices, particularly *reference*, *ellipsis* and *conjunction* in the poems of J.P. Clark-Bekederemo. A plus of the study is that it provides a detailed account of the three devices that it has employed to analyse the selected poems. However, the study does not go beyond the mainstream research on cohesive devices as it merely lists examples of how these tools link the sentences together, and concludes that “linguistic devices have text-binding value” and “that they can function as agents of cohesion in texts” (p. 866). Seemingly, Paramartha (2013), who analyses the use of substitution in *Pygmalion*, focuses on this device as a merely cohesive tool and provides a list of excerpts where this device has been used as an inter-sentential connecting tool. The redundancy in the approaches towards literary texts analysis using cohesive devices can be seen clearly as the studies looked at so far have failed to go off-mainstream and maintained the ‘listing-of-examples’ style in their presentation. One study that has attempted to dig deeper than the surface level is (2012 حماد والعايدي). The researchers have found that additive conjunctions are major contributors to both meaning and texture in the poems of Marwan Jamil Muhaisin. They state that the density and the diversity of conjunctions are two important factors in building the meaning and texture of the studied Arabic poems, and emphasise the role of additive conjunctions in the smooth flow of meanings.

The issue of looking at cohesive devices as merely inter-sentential linking tools accompanied by lists of their occurrences can also be seen in research examining other types of texts, such as academic papers (Akindele 2011) and psychology papers (Sharif 2015). Sharif (2015) puts the objective of her study as “to analyse and identify the lexical cohesive devices in the psychology research articles” (p. 128). In order to do so, the paper uses a closed set of seven cohesive types, which are *result/consequence/summary*; *contrast* and *comparison*; *giving examples*; *reinforcement* and *addition*; *giving reasons*, *connective*, *position*, *highlighting*; *listing/enumeration* and *adverbs*. Apart from the inaccurate conception of the study that takes these sets as lexical cohesive ties, the paper merely lists examples and occurrences of these types in the examined papers without linking their usage to meanings beyond the normal functions of the devices, which are known and common in a huge number of grammar books (Hatch 1992). For example, the paper holds that in order to summarise, or give results and consequences, the studied articles have utilised devices like *therefore*, *in sum* and *thus*, which can be hardly taken as an addition to the knowledge about these conjunctive words. Thus, one

has the right to question the addition this paper has made to the literature so far done on cohesive devices.

Mere listing of cohesive devices can also be seen within the Arabic context in papers that have looked at identification of these tools within certain types of texts. Ilyas (2014) uses the model of Halliday and Hasan (1976) to identify what cohesive devices exist in the short suras (chapters) of the Holy Quran. The study does not go beyond naming the linguistic ties that exist in the studied suras. Some errors in the analysis reveal that there are some misconceptions about cohesive devices that have led to erroneous interpretations at the identification level. For example, the study refers to الكوثر /alkawthar/, meaning the Fount (of abundance), as being an antonym of الأبتار /al'abtar/, meaning cut off (from future hope), although there is no such lexical relation between the two.

At extreme odds with studies that solely account for occurrences of cohesive devices, Prados (2012) extends the analysis of these tools to study the patterns they have in addition to their persuasive function in three political speeches. An obvious merit of this study is that it espouses an integrated instrument of analysis that harbors Halliday and Hasan's (1976) and de Beaugrande and Dressler's (1981) models of cohesive devices. This is considered a plus because Halliday and Hassan's (1976) model, though a comprehensive and clear taxonomy, has been criticised by many scholars (e.g Brown & Yule 1983) and has gone through several adaptations and additions (e.g. de Beaugrande & Dressler 1981) that it has become no longer *the* model, but better the core, or the spring board, of several models. Prados (2012), therefore, adjusts Halliday and Hasan's (1976) instrument to include reference, substitution, ellipsis, conjunctives and lexical, with the last of these being divided to repetition (total repetition, partial repetition, parallelism, paraphrase) and replacement (synonymy, superordinate, general word). Applying this adjusted model, the study has concluded that cohesive devices have a variety of functions, which are maintaining texture, emphasising ideas and urging the audience to think of the speakers' meaning.

Considering the above review of the studies that have investigated the use of cohesive devices in a wide variety of text types, a number of issues that can be linked to the present thesis have arisen. One of those is that although studying cohesive devices as merely inter-sentential connection ties goes with the mainstream research on these tools, there is another level of analysis that links cohesive devices to beyond-the-linguistic level. This type of

analysis is of paramount importance because it shall add value to many approaches that call for going beyond the sentence level in analysis in several dimensions, such as considering text quality, coherence and the readers. A second point is that, with very few exceptions (e.g. Pardos 2012), the majority of the studies have utilised the model of Halliday and Hasan (1976) as the instrument of their textual analysis. While as mentioned earlier, this tool is acknowledged to be a seminal contribution (Ferris 1994; Field & Oi 1992), there is a need for an integrated instrument, or model, that takes into account not only the adaptations to the 1976 model but also the criticisms of it.

One more obvious tendency regarding the previous literature is that a profuse number of papers that have investigated the relationship between cohesion and coherence and/or text quality have come up with incompatible results. It is also noticed that a considerable number of studies that have found no significant correlation between the number of cohesive ties and the quality of writing or coherence have utilised sole quantitative designs. Nevertheless, it cannot be definitively concluded that statistically-driven analyses do not suffice to establish such associations because some other quantitative designs have held that there is a strong correlation between the number of cohesive devices and coherence, or text quality. These discrepancies also apply to studies that have employed automated tools to investigate such relationships. Still, studies that have utilised a quantitative tool accompanied by some kind of qualitative analysis have catered for this type of investigation more fully.

What seems rather surprising in the literature review above is that literary texts have not received deep analyses, with the studies focusing primarily on what cohesive devices occur in the studied texts and whether they link various parts at the surface level or not. Given that literature usually contains deep meanings and distinguished stylistics, analysis of cohesive devices is expected to yield results on how these tools serve a variety of functions that go along with the nature of the literary texts. This tendency has rung the bell for the current thesis, which also examines text types that are usually characterised with creativity and that call for deeper linguistic analysis to investigate the associations between linguistic devices used by the writers and functions that go beyond the surface level. Many studies have approached the text types that are examined in this thesis and which are related to newspapers. Those types have been singled out for review in the following section.

3.3 Cohesion in Newspaper Articles

Various media are acknowledged to have their particular discourse type and therefore their own jargon (Kendall 2007). This section reviews the papers that investigate the use of cohesive devices in press contexts, such as newspaper articles, headlines and editorials. The purpose of having this type of text focused on is that the present thesis, which has selected newspaper opinion editorials to investigate, is better placed within the literature on cohesive devices when similar studies are spotted.

In her study of the contribution of repetition as a cohesive device to Arabic editorials, الحلوة (2012) contends that “the effect of repetition goes beyond the lexical cohesion to be a persuasive mean” (p. 14). The claim that repetition has a persuasive power as a cohesive tool goes in harmony with the results of an earlier study on the role of repetition in Arabic writing (Mehamsadji 1988). الحلوة (2012) emphasises that in the writings of Khaled Almuneef, the density of lexical cohesive devices empower the ideas presented in the six articles and that the shorter the distance between these devices, the more powerful the text is. Although this study uses a qualitative design and adopts thick description of examples of the selected articles, it profusely employs descriptive statistics to comment on the number of occurrences of referring items. This design has led to illuminating findings regarding the relationship between the density and the distance between cohesive devices and their persuasion impact.

Yin (2015) examines the set of conjunctions, or linking adverbials, in broadcast news and written news through investigating their usage patterns at three levels, which are form, meaning and position. A conspicuous merit of the study is that it provides a detailed account of the previous literature on conjunctions and a profuse depiction of the concepts involved with it in a variety of studies. Doing so, the study situates itself within the literature and builds its significance since it fills a gap that has not been attended in previous studies in depth. After surveying the literature, Yin (2015) rightly concludes that “previous studies have lacked depth in providing a detailed discussion of all the three aspects...” (p. 2). One demerit of the study is that the corpus it uses has been fairly small, 21, 623 words, yet the qualitative analysis done in the study may justify the use of a small corpus. At the level of meaning, the study concludes that conjunctions can serve a total of 14 meanings: Addition, formulaic ending, initiating a topic, listing, condition, adversative, result, comparison, alternative, conclusion, logical, consequence, opposite, and signal of evidence. It can be

clearly noticed that the sets of meanings are all present in the model produced by Halliday and Matthiessen (2014), except for listing, which was introduced by Locke (2004).

As far as organisation is concerned, Morley (2006) emphasises that lexical cohesion plays a major function in structuring arguments of newspaper articles. This finding accords with the emphasis that cohesive devices are necessary tools for building connections between ideas (Crossley & McNamara 2009). Morley (2006) twins qualitative discourse analysis and corpus linguistics to analyse the relationship between the structure of arguments in newspaper articles and the employment of lexical cohesion. The study has found that the distribution of lexical cohesive devices that belong to the same semantic field is a key determiner of the argument's structure. It also indicates that lexical items used in headlines can be used as triggering tools for the words that occur within a certain semantic field, which corresponds with Scott & Tribble's (2006) concept of keyness. It can be noted that the use of corpus linguistics has ameliorated the possibility of considering some findings as subjective claims, such as the statement that *a moment for* is used to donate important moments. To this end, the integration of corpus linguistics has provided what McEnery and Wilson (2001) refer to as an objective verification of the results. To its credit, the paper investigates a corpus of one hundred million words from four newspapers. The methodology used in the paper has conspicuously served its purpose in two ways. Firstly, corpus linguistics has provided a huge amount of data to verify the results. Secondly, the qualitative analysis has provided the thick description (Merriam 2009) needed to explain the linguistic occurrences of lexical cohesive devices within the corpus.

Nhung (2009) focuses on the density of cohesive devices types by identifying the prominent grammatical cohesive tools in online news discourse. To start with, the article effectively situates the purpose of the study within the research problem. By way of illustration, Merriam (2009) states that "the structure of a problem statement, which essentially lays out the logic of the study, can be compared to a funnel shape – broad at the top and narrow at the bottom" (p. 59). It can be clearly noticed that Nhung (2009) emphasises the global importance of getting information in English on mass media, and then moves down the 'funnel' to identify the purpose of the study. Since the study approaches the issue of cohesive devices from a purely numerical point of view, its situation within the previous literature should have gained considerable focus. Given this, the study should have been situated within two research dimensions: Discourse analysis, particularly Halliday and Hasan's model of cohesive devices,

and online news discourse. Nevertheless, the article only references three sources for both domains in addition to one report issued by the Press Department. Such a scanty account of previous studies means that the study lacks knowledge about the research topic (Bell 2005; Johnson & Christensen 2008). Another problematic area with these resources is that they are only referenced and described but not evaluated. According to Fraenkel and Wallen (2009), researchers need to evaluate literature and clarify its relevance to the research question of interest. The study may become better if it incorporates more literature on the topic. The results of the study are reported in terms of numerals, indicating that of the five grammatical cohesive devices, reference and conjunctions have been more abundantly used in the analysed articles than substitution and ellipsis, yet without any meaning-making inferences. A similar attempt can be found in Ashipu (2012), where the author uses Halliday and Hassan's (1976) model of cohesion to identify what cohesive types are more recurrent in Nigerian media discourse. The study's results do not go any further than identifying lexical cohesion and reference as the most prominent types in the selected articles.

By the same token, Crane (1994) analyses cohesive devices based on Halliday and Hassan's (1976) model in the Newsweek article *Ruins with a View*, and tries to show "how cohesion functions within texts to create semantic links" (p. 132). Still, the analysis hardly goes beyond what has so far been acknowledged as what cohesive devices 'usually' do. For example, the study states that personal reference has been used to "keep track of participants throughout the text" (p. 137), which is obviously a 'built-in' characteristic of this type of reference. Similar to the findings of (Ashipu 2012), lexical cohesion has been identified as the most prominent cohesive type employed in the studied article; however, the number of occurrences of cohesive devices has not been linked to any sort of meaning or any level that goes beyond the linguistic analysis. Compare this to studies that have found strong links between the way lexical cohesive devices are used in the press and their impact on forming the ideologies of the readers (e.g. Li 2010), findings that are supported by the views of Bloor and Bloor (2007) on the power of lexical cohesion in the domain of critical discourse analysis. The study of Crane (1994) calls for two more comments. The first one is that the study lacks an account of previous empirical literature on cohesive devices. As discussed earlier, this part is of paramount importance to situate the study within what has been accomplished in order to flag the significance of the study (Bell 2005). It is true that cohesive devices have been presented and explained in the paper based on a number of researchers, yet there is a need to account for the literature that addresses the use of these tools at least in the

press context. The second issue is that the paper has not specified what method is used to analyse the newspaper article. These two major components are actually found to be missing from another study that has conducted a similar investigation. Hameed (2008), who provides a detailed account of the frequency of cohesive devices in a newspaper article, has also failed to provide neither an account of the previous literature nor of the method used to analyse the article.

Jambak and Gurning (2014) also focus on the frequency and density of cohesive devices but with a focus on newspaper headlines rather than articles. The findings of this study show much disparity from the results of Ashipu (2012) and Crane (1994). According to Jambak and Gurning (2014), the most frequent cohesive device is conjunction with 349 occurrences in the studied column headlines, followed by reference with 162 occurrences and lexical cohesion with 36 incidences. In line with many studies that examined cohesive devices, ellipsis and substitution come at the end of the list of occurrences with 34 and 4 respectively. Nevertheless, the validity of the results is highly questionable because the study has revealed a number of misconceptions about cohesive devices. For instance, Jambak and Gurning (2014) introduce the following example: “The Children never cease asking for their parents and siblings” (p. 66), and comment that it includes two conjunctions, which are *and* and *for*. The authors inaccurately explain that *for* is a conjunction of purpose. While *for* is mentioned in Halliday and Matthiessen (2014) and Halliday and Hasan (1974) as a conjunction of causality, it cannot be considered as such in each and every occurrence in language, one of which is the example introduced above. Since the results of the study are based on providing the frequencies of cohesive devices, misconception about what is and what is not a cohesive device is of paramount importance as it affects the validity of the results. In addition to this issue, the study does not provide an account of the previous literature, so one can rightly argue that the significance and rationale of it are not obvious, given that a lot of studies have been done on the density of cohesive devices.

Going beyond the surface-level analysis of cohesive devices, Abu Ayyash (2013) maintains that cohesive devices play a major role in consolidating the arguments of English editorials. The sample editorial is analysed qualitatively using Halliday and Hasan’s 1976 model of cohesion, and the article used in the analysis has been selected based on purposive sampling. Abu Ayyash (2013) states that, “this article was chosen to be the unit of analysis...because it is rife with cohesive devices” (p. 242). Cohen, Manion and Morrison (2000) emphasise that

“In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality” (p. 103). Generally, what is typical about a purposive sample is that the participants or texts are selected because they are available and convenient as far as the purpose of the study is concerned (Gorard 2001; Mertens 1998). Adopting a purposive sampling strategy, then, makes the results context-specific and non-generalisable to wider populations (Kumar 2011; Mahoney & Goertz 2006; Merriam 2009). Although Abu Ayyash (2013) states that he is using the micro-analytic approach, the study’s scope encompasses broader than the textual level, which makes the method improperly described. According to Celce-Murcia and Olshtain (2000), a micro-analytic approach involves decontextualising the text, focusing on linguistic elements and function. Obviously, Abu Ayyash (2013) analyses the newspaper article in terms of cohesive devices but goes beyond their textual functions to link the analysis with context and genre. To its credit, the study employs descriptive statistics and links them to the purpose served by certain cohesive devices. For example, to show how conjunctions reflect the argumentative nature of the argument, the study explains how adversative conjunctions outnumber other types, such as additives and causals.

The above review shows that the studies have varied in terms of methods, results and approaches towards cohesive devices. While some studies have dealt with cohesive tools at the surface level by calculating their frequencies in newspaper articles and headlines, other research papers have probed the meanings and the power these tools have not only on text organisation and theme but also on the readers. However, the literature on cohesive devices in the press is still scanty compared to other types of texts, such as academic discourse, which necessitates conducting more research to fill in the gaps that have not been addressed yet by the literature. This thesis serves this purpose in a number of dimensions that include, but are not limited to the instrument of analysis, the scope and the in-depth analysis.

3.4 Cohesive Devices in English and Arabic

Cohesion has been the focus of some papers that investigate the translation of cohesive devices from English into other languages, such as German (Krein-Kühle 2002) and Portuguese (Silveira 2008). This section will focus on comparisons of cohesive devices as they appear in English and Arabic studies since these two languages are the target of the present thesis. English and Arabic are very much different in their linguistic structures and

textual features (Alfadly & Aldeibani 2013; Bahloul 2008; Holes 2004), one of which is the use of cohesive devices whether at the levels of density or variety (Lahlali & Abu Hatab 2014; Mohamed & Omer 2000; Williams 1989). These differences have posed challenges to translators (Farghal & Shunnaq 2011; Sidiropoulou 2004). However, within the Arabic context, translation research on cohesive devices is still scanty.

Sayidina (2010) discusses the textual differences between English and Arabic at the level of cohesive devices. She analyses 50 research papers in terms of cohesive devices. She argues that the Arab participants are influenced by the Arabic rhetoric when they write in English at two levels. Firstly, among all the categories of conjunctions, they predominantly use additives. Secondly, the cohesion of their texts stems primarily from utilising repetition, rather than grammatical cohesive devices. These findings accord with and support those of Al-Jabr (1987), Williams (1989) and Mohamed and Omer (2000), who also indicate that Arabic texts tend to use repetition and additive conjunctions predominantly to create cohesion. The predominant reliance on additive conjunctions and repetition is due to the broader “differences between Arabic and English rhetoric” (Sayidina 2010, p. 254). Grammatical cohesion, she argues, is more frequent in English texts than Arabic ones. She argues that non-reliance on substitution, ellipsis and reference in the Arabic writing culture may be a source of challenge to Arab translators, who need to have these devices look natural in the target language, or Arabic, when they are not very common.

Frequency of conjunctions is the only area of disparity between English and Arabic. Meanings of conjunctions tend to be more complicated in Arabic since one conjunction can have a number of meanings based on the context in which it is used (Abu-Chacra 2007; Haywood & Nahmad 1993). Lahlali (2009) refers to some of the differences between and across Arabic and English as far as conjunctions are concerned. The author states that the Arabic conjunction *وَ* /wa/ can mean *and*, *while* and *as* based on the context.

Bell (1991) elucidates the challenge of ambiguity in reference ties and highlights the significance of considering the context to resolve ambiguity in English-Arabic translation. He provides the example “He found her an efficient typist” (P. 165) to address the issue of ambiguity. The pronoun “*her*” can be translated in two different ways into Arabic with each having a totally different meaning. If “an efficient typist” is an indirect object, *her* is to be translated into the feminine object pronoun *ها* /ha/. If “an efficient typist” is a complement,

though, *her* should be translated into the prepositional phrase لها /laha/, which means *to her*. Bell (1991) stresses that “disambiguation...can only be achieved by reference out of the code to the context of the use of the code” (p. 166).

In the same way, Ryding (2005) also points out the English and Arabic pronouns do not have a one-to-one correspondence. The author states that “there is no neutral pronoun “it” since there is no neutral gender in Arabic” (p. 298). According to Ryding (2005) the two languages are not compatible within their pronoun systems even in form, since Arabic has ضمائر متصلة /Damaa’ir muttaSilah/, meaning suffix personal pronouns, which are pronouns attached to a verb or a noun to function as a possessive adjective or an object. The distinctive systems of referring pronouns is also well-established in language training materials (Dickins, Hervey & Higgins 2002; Schulz, Krahl & Reuschel 2000).

Similarly, referential elements have been considered as problematic in English-Arabic translation because of disparities between the two languages in the systems of number and gender (Shunnaq & Saraireh 1998). They state that “who” in English can be equivalent to up to nine Arabic referential items based on number and gender. In the three examples below, “who” should be rendered in three different ways in Arabic:

1. This is the man who found the answer.
2. This is the lady who found the answer.
3. These are the three men who found the answer.

In the first example, “who” should be rendered into الذي /alladhii/, singular male-referring *who*, in the second into التي /allatii/, singular female-referring *who*, and in the third into الذين /alladhiina/, plural male-referring *who*.. Any error in translating referential items will affect the smooth flow of cohesion and the entire meaning. Farghal and Shunnaq (2011) acknowledge the problematic issues of translating reference from English to Arabic, yet stress that not all referential items are problematic. They particularly elucidate that the definitive article “the” can always be rendered as الـ /al/ in Arabic.

As far as parallelism is concerned, Aziz (2012) holds that both English and Arabic use this cohesive device in rather similar ways. However, this finding cannot be generalised to various types of texts as the study examines samples of prayers, which belong to religious

discourse. Still, parallelism as a cohesive device has been found to play similar roles in rhetoric discourse in both English and Arabic (Hinkel 2001).

The above review shows that there is a number of textual differences between English and Arabic as far as the employment of cohesive devices is concerned. It seems that Arabic texts over rely on additive conjunctions and repetition to establish cohesive links, whereas substitution, ellipsis and reference are not often used. Given that reference in Arabic is very much different between the two languages, it can be inferred that translating cohesive devices from English to Arabic is a complicated issue.

Chapter 4: Methodology

The section describes the methodology of the present thesis and is divided into four main parts. The first part accounts for the approach and method selected for the present thesis on cohesive devices. The second and third parts elucidate the sampling selection/procedure and the present study's analysis type respectively. Finally, the fourth section explicates the instrument/model of analysis employed to analyse the sample articles.

4.1 Approach and Method

The present thesis adopts a mixed methods approach to conduct the textual analysis of the selected English and Arabic articles. This design utilises both qualitative and quantitative procedures in the analysis, and is therefore rooted in pragmatism as a paradigm (Fraenkel, Wallen & Hyun 2012). According to Lodico, Spaulding and Voegtle (2010), pragmatism proposes that “quantitative and qualitative methods can be combined in creative ways to more fully answer research questions” (p. 16) and to gain the most accurate and authentic results from data analysis (Leech & Onwuegbuzie 2007). In addition to this paradigm's focus on answering research questions rather than emphasising the worldview dichotomy between qualitative and quantitative methods, it better accounts for the present study from a different perspective. Instead of espousing a purely constructivist worldview or a mere positivistic paradigm, this thesis involves an objective reality, which is the texts and the occurrences of cohesive devices in them, and a subjective reality that appears in the various functions and roles revealed by the present analysis of cohesive devices, which are subject to other analyses and different findings. In congruence with this pragmatic understanding, Jorgensen and Phillips (2002) state that meanings and representations are real, but they need discourse to gain meaning.

Since there are a number of types of the mixed methods design, the particular type adopted in this study calls for more comment. One of the most comprehensive accounts of mixed methods various designs can be found in Creswell (2012), who maintains that there are six types of mixed methods designs. These include convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design. The one adopted for this study is the embedded design. In this type, either method gains more priority than the other, which depicts the analysis of the present

thesis since qualitative procedures have gained more priority than quantitative ones. Figure 4.1, which has been adapted from Creswell (2012), delineates the mixed methods embedded design espoused by the present study.

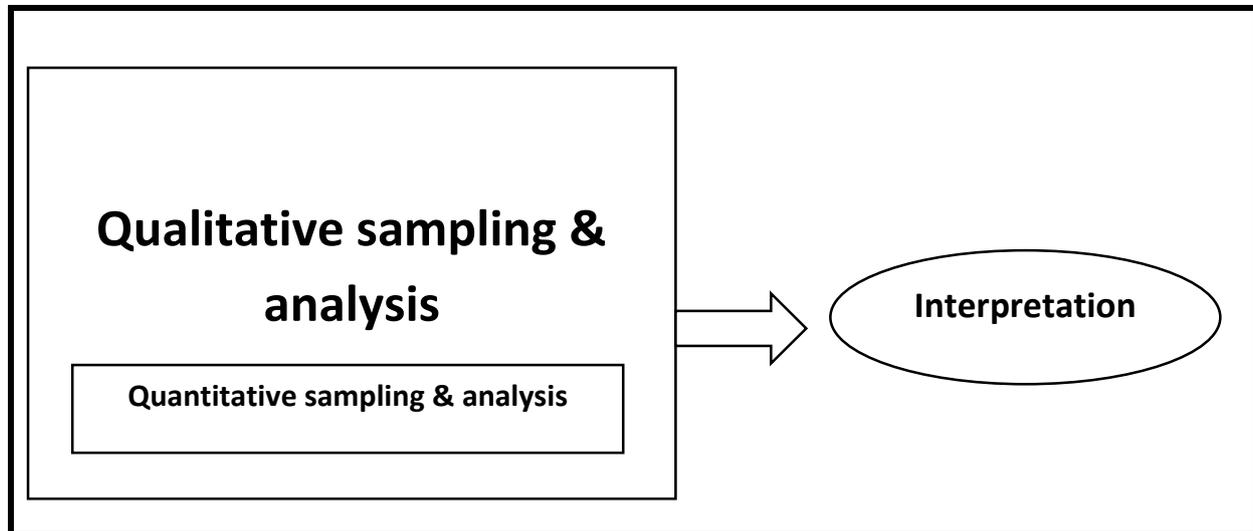


Figure 4.1: Embedded Mixed Methods Approach (Adapted from Creswell 2012)

The dominance of the qualitative method over the quantitative method rests on a number of considerations. The first of those is that the analysis of cohesive devices is underpinned by the theory of SFG which was developed by Halliday in the sixties of the previous century. This theory espouses a constructivist view of the world and therefore views language as a system of options rather than a set of finite rules (Chappell 2013). This worldview holds that “reality is socially constructed, complex, and ever changing” (Glesne 2011, p. 8). Qualitative approaches are strongly linked to constructivism (Flick 2002; Merriam 2009), a link that provides a strong rationale for having the qualitative method more prevalent in the investigation of the role of cohesive devices in opinion editorials and in seeking to identify the patterns that emerge from such an analysis across two languages.

In addition to the theoretical background, the nature of the study calls for prioritising the qualitative analysis. The present thesis is of exploratory nature since it seeks to explore the various patterns of cohesive devices and whether or not such patterns exist in English and Arabic opinion editorials. Exploration is a “built-in” characteristic of qualitative approaches (Anderson 2006; Mertens 1998; Schostak 2002). In addition to its exploratory nature, the study attempts to establish meanings and build explanations of the role of certain linguistic elements in written texts, which is also a characteristic of qualitative research (Hughes 2006).

Another point about the study is that it provides thick description of the role of cohesive devices. According to Draper (2004) and Holliday (2002), thick description is a qualitative research strategy. Merriam (2009) contends that in a qualitative research, “words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon” (p. 16). Since the present thesis is of exploratory nature, attempts to build meanings and explanations and relies on thick description, the qualitative analysis has to be the dominant one.

Moreover, the research questions lend themselves more to qualitative analysis. The three research questions listed in the introduction seek to understand and interpret the roles of cohesive devices in English and Arabic opinion editorials (question 1) and to come up with common patterns across the two languages (questions 2 & 3). It is generally established that understanding and interpretation are two research purposes linked to constructivist theories and qualitative approaches (Glesne 2011), another reason why a qualitative approach is gaining more emphasis in the present study.

Within the mixed methods approach described above, the role of cohesive devices in the selected newspaper opinion editorials will be analysed using the method of *textual analysis*. Textual analysis has been chosen to analyse the selected articles due to the acknowledged contribution of this method to the study of journalism in particular (Fürsich 2012). According to Hoey (2001), textual analysis is about written discourse and involves visible evidence. Akin to this view of textual analysis, Fairclough (1992) asserts that this method necessarily involves the form (e.g. grammar at the sentence level, vocabulary) and organisation of texts (e.g. intersentential cohesion), as well as text type. Since discourse analysis can involve both spoken and written discourse (Alba-Juez 2009; Wennerstrom 2013), the method of this paper, which is textual analysis, can be considered as part of the broader method of discourse analysis (Fairclough 1992) as shown in Figure 4.2.

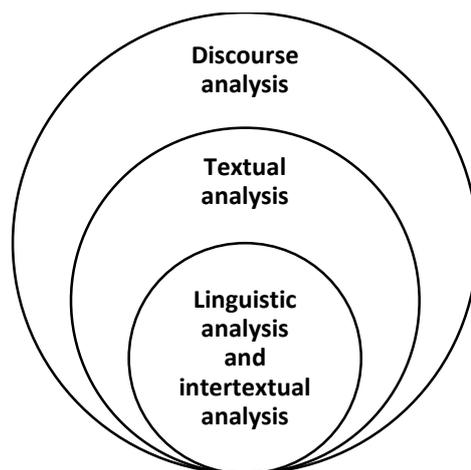


Figure 4.2: Textual Analysis Based on Fairclough (1992)

The mixed methods design is mirrored in the textual analysis conducted in this thesis since it employs thick description as a qualitative procedure (Merriam 2009) and WordSmith Tool 6.0 (Scott 2015) as a tool to yield quantitative, descriptive data pertaining to frequencies, percentages and concordances. According to O’Halloran (2014), “A concordance allows researchers to compare how words are used in a text or corpus and enables them to spot regular patterns of usage around these words” (p. 259).

It can be illuminating at this point to highlight how textual analysis is different from other methods that also involve the analysis of texts/discourses in a way or another, such as critical discourse analysis and content analysis. Critical discourse analysis is defined as “an interdisciplinary approach to textual study that aims to explicate the abuses of power promoted by those texts” (Huckin, Andrus & Clary-lemon 2012, p. 107). The authors also contend that the critical analysis is done within social and political contexts. By the same token, Bloor and Bloor (2007) state that critical discourse analysts “...are interested in the way in which language and discourse are used to achieve social goals and in the part this use plays in social maintenance and change” (p. 2). Thus, critical discourse analysis not only involves the study of language in context and in different situations, but also emphasises that societies, too, can be studied through language (Blommaert 2005). Since critical discourse analysis involves analysing texts in their social contexts to investigate relationships of power and dominance (Jorgensen & Phillips 2002; van Dijk 1993; Teo 2000), it entails broader scopes than the present thesis.

One more method linked to the analysis of texts is content analysis. This type of analysis is not restricted to texts since it can be used to code images, drawings or observed actions (Stemler 2001). Apropos content analysis of texts, it generally involves quantifying words (Neuendorf 2002; Wood & Kroger 2000) and classifying them into fewer categories in order to reach inferences about a range of issues, including the text's message, writers, readers, culture and time (Elo & Kyngas 2007; Stemler 2001) in addition to complex social and communicational trends (Kim & Kuljis 2010). Obviously, then, the scope and nature of content analysis are very much different from the analysis conducted in this thesis.

4.2 Sampling

In order to select the sample of the present study, the criteria for selection have had to be identified. To this end, four criteria have been set: 1) text type, 2) the writers 3) the number of articles and 4) the time span of the chosen texts. In correspondence with the present thesis's objectives, the text type was identified as newspaper opinion editorials since this thesis seeks to analyse cohesive devices in this type of text. The second criterion pertaining to the writers was met following an extensive search of well-established opinion editorialists whose writings are acknowledged to be influential in the settings they worked with. The first author is Thomas L. Friedman, who is the chief op-ed at the *New York Times*. The second writer from the Arabic context is Ahmed Hasan Al-Zubi, a famous Jordanian columnist who writes for a number of renowned newspapers, such as *Khaberni* and *Emirates Today*. He also owns the famous website *sawaleif.com*, where he publishes the majority of his articles. The reason why these two were selected among many other famous newspaper columnists is that in addition to their well-established fame as opinion editorialists, Friedman has written a number of books that have become best-sellers, such as *The World is Flat*, and Al-Zubi has written the famous Jordanian play *الآن فهمتكم* /al'aana fahimtukum/, meaning Now I've Understood You. Thus, within the criteria of writers there was one sub-criterion, which is being famous and widely read, a criterion that better guarantees what might mount to be role model texts. As for the third criterion, the number of texts, 20 English and Arabic opinion editorials have been chosen to conduct the textual analysis of cohesive devices, 10 articles written by Friedman and 10 by Al-Zubi. Regarding the fourth criterion, the time span of the selected articles extends over a period of 14 months, from March 1st, 2014 to May 1st, 2015. Apropos the sampling procedure, systematic sampling (SS) was conducted to select the twenty articles. A number of steps have had to be made to identify the entire list of the

articles, or units (N) within the fourteen-month time span. Starting with Friedman's articles, refining the search required feeding the required information into two main bars in the *New York Times*. These bars include the date range and the author's name. The result was a total of 114 written texts by Friedman in the period between 1/3/2014 and 1/5/2015. Because the thesis is concerned with opinion articles, more refining was required by deleting the reply-to-the-editor texts, which left 91 units that composed the population of the English articles. At this stage SRS was conducted to select the sample (n) of 10 articles. The population (N) was divided by the sample size (n) and the result was 9.1, which sets the interval (k) at 9. Of the first 9 units a random selection was made, and the unit number 6 was selected. The same order element was selected from each subsequent interval in order to determine the ten opinion articles that have constituted the English articles' sample of the thesis.

Regarding the selection of the 10 Arabic articles, the archive of Al-Zubi's articles was searched in *sawaleif.com*, the author's website where he publishes all his articles, within the same time span. The result was 190 opinion articles. Following the same procedure of SS described above, the interval (k) was set at 19. Of the first interval of 19 units, the random selection of 7 was made, and the order unit was selected from each subsequent interval, which produced the 10 articles that have composed the Arabic sample of the thesis. Based on the SS procedure, the twenty English and Arabic articles that have been selected to be the sample of the present thesis are listed in Table 4.1. It should be noted that selecting SS as the sampling procedure was not random. This type of sampling allows for a combination of qualitative and quantitative sampling methods, thus reducing the potential of any bias (Crossman 2015; Kumar 2011). Another reason for espousing the SS procedure is that it goes in harmony with the mixed methods approach of the present thesis. Thus, the sampling procedure employed both criterion-based, purposive sampling (Merriam 2009) and random sampling within the systematic sampling procedure.

Sample (n) of the study		
#	English articles	Arabic articles
1	Go Big, Get Crazy	حسنا (very beautiful girl)
2	Four Words going Bye-Bye	لا تستفزوهم (don't provoke them)
3	What is News?	لأنه يشبه هتلر (because it looks like Hitler)
4	Maybe in America	ليسن تو مي أوباما (listen to me Obama)
5	Dear Guests: Revelations in the Gaza war	الكائن الصغير (the small creature)
6	It Takes a Mentor	شكراً غزة (thank you Gaza)
7	ISIS, Buko Haram and Batman	إيبولا خاصتنا (our own Ebola)
8	The Last Train	وسط البلد أبعد من باريس (downtown is farther than Paris)
9	The World is Fast	كرة وقضية (a ball and a cause)
10	ISIS Heads to Rome	تصفيق بلاستيكي (plastic clapping)

Table 4.1: Sample of the Study

4.3 Analysis Approach

Since the present thesis employs a mixed methods approach, the analysis of the twenty articles has made use of both inductive and deductive approaches at intra-textual and intertextual levels. Quite understandably, the rationale behind using an inductive type of analysis does not only stem from the fact that inductive analysis is strongly linked to qualitative, exploratory research (Merriam 2009), but it also stems from a number of underlying assumptions of inductive analysis. Thomas (2013) states that inductive analysis is conducted when the findings emerge from analysing the raw data and when category-development is involved in order to capture key themes. In essence, the present thesis explores the patterns of cohesive devices and therefore utilises inductive analysis techniques to find out whether or not there are such patterns in the first place and whether or not such patterns are common in both sets of articles. This tendency of the study is typical to an inductive approach which remains away from “imposing preexisting expectations on the phenomena under study” (Mertens 1998, p. 160). Apropos the employment of deductive analysis strategies, these are significant where incidents of certain cohesive devices are presented quantitatively as they occur in the text in order to link their presence with the emerging patterns. Therefore, the importance of utilising deductive analysis at certain points stems from the fact that this type of analysis ties strongly to quantitative analyses (Glesne 2011), which are an integral part of the present study’s approach. Combining the two techniques lends itself to the mixed methods approach adopted by the present study (Gabriel 2013), and it mirrors the priorities explained in the method. That is to say, the inductive analysis is prioritised here due to the exploratory nature of the research questions, whereas the deductive analysis is utilised with lower emphasis as it only aims to describe certain

occurrences and frequencies as a way to feed in the thick description provided by the inductive analysis.

The textual analysis of the study involves finding common patterns in the use of cohesive devices in English and Arabic, which will eventually provide insight into drawing the pedagogical implications for translation. Figure 4.3 sketches the analysis approaches conducted in the study and the way they are linked to the research purpose.

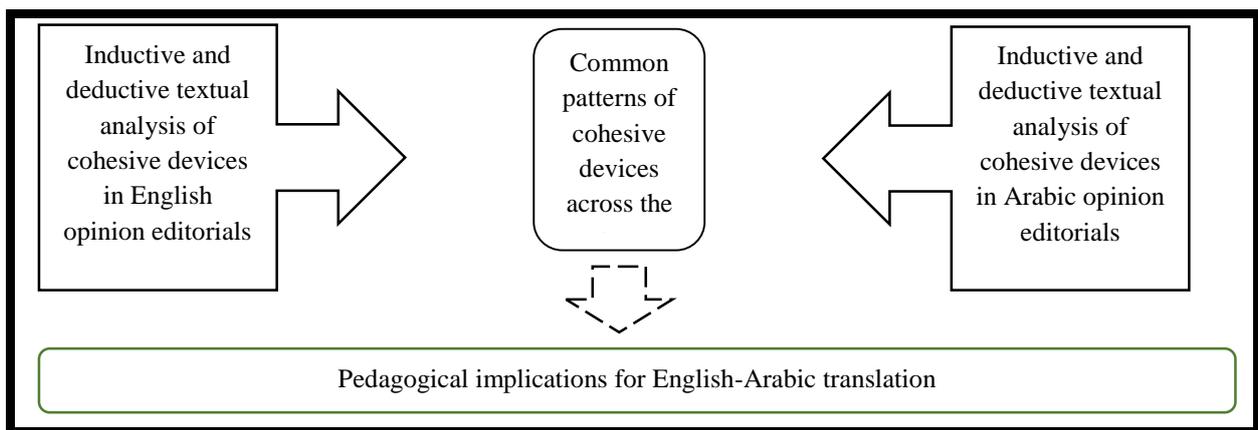


Figure 4.3 : Analysis Approach

4.4 Instrument/Model of Analysis

The instrument of the present thesis has been developed based on the conceptual framework section that has taken into account all the adaptations to Halliday and Hasan's (1976) model. It also incorporates my own adaptation that has been based on CG theory. Accordingly, the resulting instrument of analysis is shown in Table 4.2. The model presented in this figure is called *cohesive devices model* as the present study claims that those devices serve both cohesive and coherence roles, hence the blended expression *cohesive devices*.

Cohesive Devices Instrument
<u>Reference</u> endophoric reference (anaphoric and cataphoric) Exophoric reference Homophoric reference Associative references
<u>Ellipsis</u> (anaphoric and cataphoric) nominal – verbal - clausal
<u>Substitution</u> (anaphoric and cataphoric) nominal – verbal - clausal
<u>Conjunctions</u> appositive – clarifying – additive – adversative – varying – matter – manner – spatio-temporal – causal- conditional – listing
<u>Lexical cohesion</u> repetition – synonymy/antonymy – collocation – hyponymy - meronymy
<u>Parallelism</u> (adjacent; distant)
<u>Construction-based cohesion</u>

Table 4.2: Instrument/Model of Analysis

The analysis and findings of the present thesis that are detailed in the following chapter delineate how the model presented in Table 4.2 has been utilized to analyze the sample articles. .

Chapter 5: Analysis and Findings

In this section, the twenty articles have been analysed in terms of the use of cohesive devices in each of them. Each one of the selected 20 articles is analysed qualitatively, and each one includes descriptive statistics that enriches the qualitative discussion. While the quantitative analysis focuses on frequencies, percentages and/or concordances of cohesive items in every article, the qualitative analysis provides a thick description of how the cohesive devices are employed and what roles they play in the structure and content of every article. Based on the analysis of the selected newspaper opinion articles, the common patterns of cohesive devices in each article have been highlighted.

For every article, two sub-sections are introduced: *Analysis* and *Cohesive Ties Patterns*. In the former, quantitative and qualitative analysis will be discussed, whereas in the latter all the patterns pertaining to the roles and/or frequencies of cohesive devices have been summed up. Whenever an example is introduced, the target lexical item is boldfaced and italicised. Also, whenever there is mention of a cohesive device type, it will be boldfaced and italicised for emphasis.

All the examples extracted from the articles have been coded with the letter “P”, standing for paragraph and “L” for line and an underscore () separating them. So, P3_L5, for instance, means that the example is taken from paragraph three, line five. If the example extends over two lines, for example lines five and six, the code will be P3_L5-L6, with a hyphen separating the two lines coding. If the example is a lexical unit that occurs twice in the same line, the symbol “×” will be used, for example P3_L5×2. All the texts have been added in the appendix and coded in the same way the examples appear in the analysis.

5.1 English Articles (Appendix A)

5.1.1 Article 1: Go Big, Get Crazy

5.1.1.1 Analysis

The article “*Go Big, Get Crazy*” argues that Obama has to take ‘crazy’ measures in response to Russia’s interference in Ukraine by relying on targeted sanctions that involve energy,

particularly oil among other options. It is clear in the article that co-reference occupies the lion's share of grammatical cohesive ties. Table 5.1 shows the frequencies of co-reference expressions (personal and demonstrative pronouns) as generated by WrodSmith 6.0.

Word	Freq.	%
The	37	4.07
He	13	1.43
I	9	0.99
It	6	0.66
We	6	0.66
His	5	0.55
Our	5	0.55
They	5	0.55
Them	4	0.44
Him	3	0.33
This	3	0.33
You	2	0.22
Us	2	0.22
Their	1	0.11
Your	1	0.11
Now	1	0.11
These	1	0.11
Those	1	0.11

Table 5.1: Frequencies of Co-reference (personal and demonstrative) Items

The table above shows that 105, about 12%, co-reference expressions exist in the 860-word article. More meaningful than these figures, though, is how they are employed in the text and their functions and roles.

A major function of the demonstrative cohesive devices employed in the text is to create a link between the text, the reader and the context of the article. The following are some examples from the article:

[5:1] | *the* Americans...(P1_L4); *the* Europeans...(P1_L5); *the* Ukrainian reformers (P1_L5_L6); *the* separatist forces (P1_L6_L7); *the* White House...(P7_L1).

The demonstrative *the* is used *exophorically* in all the occurrences in [5:1] in order to set the context of the article, and the readers are introduced to the four parties involved in the Ukrainian issue by getting them to think about the specific identity of the four parties instead of providing the referent in the text itself. More evident than the use of *the* to link text and context is the use of demonstrative adverbials solely *exophorically* to set the context of the article as far as time is concerned. Consider the two examples in [5:2]:

[5:2] | Up to *now*, Russia's president, ... (P1_L1)
How's his bet going *so far*? (P2_L2)

Nothing in the article specifies the referents of *now* and *so far*, which requires the readers to consider the context in order to decode these.

Engaging the reader in the article has been mainly done by utilising *associative reference*, which relies on the reader to build the coherence of this part of the article. There is one instance of **associative reference**, which appears in the following example:

[5:3] | Putin may think he's *Superman*, but, the fact is, America, Europe and the Ukrainian reformers collectively have the ability to generate the *Kryptonite* that would render him powerless. (P13_L1-L3)

The item under investigation here is *Kryptonite*. This word brings the readers' awareness into action again because readers who do not know the link between *Kryptonite* and *Superman* will find it hard to cohere the text. So, cohesive devices, particularly *exophoric* and *associative reference*, have been used to engage the reader in building the text's coherence.

Cohesive expressions are also used to reflect the writer's standpoint on his own suggestion without having to declare it. Friedman acknowledges that the three-front solution he suggests, European unity, Ukrainian government legitimacy and U.S. energy, is far from being implemented by using demonstrative and personal cohesive ties accompanied by lexical cohesive devices. The following example clarifies this point:

[5:4] | *Those* are the things of which he is most afraid. What *they* all have in common, though, is that *they*'re hard, entail serious choices and will require extraordinary leadership to achieve. (P13_L4-L6)

The use of *Those*, instead of *these*, in [5:4] is not random. Like *this* and *that*, *these* and *those* signal proximity, with *these* meaning 'near' and *those* meaning 'far' (Halliday & Matthiessen 2014). Therefore, by using *Those*, Friedman wants to emphasise that bringing the three parties together and utilising them to face Putin is something far to achieve. This is emphasised by using *they* *cataphorically* to refer to the same strategies on the one hand and by employing lexical cohesion, particularly *synonymy/antonymy*, such as *hard*, *serious* and

extraordinary on the other hand. The three strategies will remain *things*, an instance of general *synonymy*/antonymy, as long as they remain far from implementation. On the other hand, when referring to the three parties as existing entities, Friedman uses *these* as in [5:5] to indicate that implementation is hard but not impossible because the parties involved are there and near.

[5:5] | So watch all ***these*** fronts. (PL13_L6)

Another role played by cohesive devices, namely *anaphoric reference*, in the article is to belittle the target party. Anaphora have made Putin Aunt Sally, or Man of Straw, by undermining his policies in Ukraine, and, at the same time, to magnify the one/s who is/are expected to face him. To support, one can discern that whenever Putin is referred to, only singular personal pronouns, such as *he* and *his* are used, while Obama is mentioned and referred to in terms of both singular and plural personal pronouns, such as *he* and *we*. Following is an example from the text:

[5:6] | But Putin thinks ***he*** knows ***his*** adversaries...(P1_L3)
... if Obama wants it, Ukraine provides ***him*** an ideal legacy...(P3_L2)
Since ***we***'ve ruled out sending troops, ***our*** short-term ability...(P4_L1)

The interplay of personal cohesive devices serves the purpose of undermining Putin's policies and elevating Obama's. In fact, the same purpose is also powerfully fulfilled by employing *parallel structures* cohesive ties. In this case, an entire structure is repeated to emphasise a certain argument. In this article, *parallel structures* are employed twice, successively and distantly, only to emphasise the weak position of Putin. Adjacent *parallel structures* appear in the text as follows:

[5:7] | He thinks ***the Americans will never be serious about energy***, that ***the Europeans will never be serious about sanctions***, that ***the Ukrainian reformers will never be serious about governance***. (P1_L4-L6)

Distant *parallel structures* appear in various parts of the text as follows:

[5:8] | ***Putin thinks he knows*** his adversaries better than they know themselves. (P1_L3-L4)
Putin thinks he knows us better than we know ourselves (P9_L1)
Putin thinks he knows the Europeans better (P10_L1)

In both [5:7] and [5:8], *parallel-structure* cohesion is used to emphasise that Putin’s strategy in Ukraine is based on what *he thinks*, rather than being based on solid ground, which makes challenging his strategies something attainable, according to the writer.

Another significant function of cohesive devices in the article is their indispensable role in maintaining the logical flow of the details that support the main argument. This function is quite conspicuous in the way *conjunctions* are used. Consider the following excerpt from the article:

[5:9] | ...our short-term ability to influence Putin has to rely on targeted sanctions. **But** the serious way to weaken Putin, **whose** economy and government budget is hugely dependent on \$100-plus-a-barrel-oil, is with an American domestic grand bargain on energy **that** unleashes forces **that**, over time, begin to impact the global price and availability of oil and gas. (P4_L1-L5)

In [5:9], the four *conjunctions* used in the text are of paramount importance for the logical flow of ideas. Following Halliday and Matthiessen’s (2014) classification, they are normally used to extend and elaborate on ideas. The first *conjunction* used belongs to the set of ‘addition-adversative’ and links the idea of depending on specific sanctions to the idea of selecting serious ones. The use of *but* here maintains the logical proposal that not all targeted sanction will influence Putin, and that only serious ones will. The second conjunction, *whose*, serves two main purposes related to the logical flow of ideas. Firstly, the conjunction adds a piece of information that is tightly connected to the idea of deploying serious sanctions, which is the Russian economy’s reliance on oil. Secondly, the use of *whose* paves the way for the introduction of the serious sanction proposed by the writer since the statement that follows *whose* emphasises the importance of oil to the Russian economy. What is still missing till this point is more elaboration on what exactly the serious sanction is, which is provided by the employment of the elaborative *that* twice, once to explain that energy has forces and the other to stress that these forces will have an impact on the price and availability of oil and gas.

Cohesive devices are also used in the article to reflect the author’s confidence that certain arguments are true. This function is fulfilled via the employment of *ellipsis*. This can be clearly noticed in the stretch “...he could simultaneously make America stronger, **Putin weaker, the planet healthier and our grandchildren safer**” (P3_L3-L5), where clausal

ellipsis of *he could simultaneously make* reflects the writer's confidence that the solution he proposes will lead to the listed results. Another instance of *ellipsis* that reflects the certainty of the writer that something is true can be noticed in *Putin is* (P13_L7), with verbal *ellipsis* of *watching all these fronts* is used to ascertain what the writer thinks Putin is doing.

In addition to the previous roles, cohesive devices play a significant part in determining the argumentation format followed in the article. According to Hatch (1992), there are six types of formats: zig-zag, problem-refutation-solution, one-sided argument, eclectic (the author accepts some points and rejects others), opposition followed by author's argument and the other side questioned pattern (questioning a proposal rather than refuting it). The present article follows the one-sided argument, and this format is partly, yet considerably, determined by the way cohesive devices are used. A simple investigation of *repetition* reveals that what could have been another argument is no more than personal, unsupported beliefs. For example, *think/thinks* has been repeated in the text five times. Following are the L2 and R2 (the two words left and the two words right) concordances of this lexical item:

But	Putin	Thinks	he	knows
themselves.	He	Thinks	the	Americans
Said	Putin	Thinks	he	knows
And	Putin	Thinks	he	knows
Putin	may	Think	he's	Superman

A closer investigation of the concordances above reveals that lexical reiteration of *think/thinks* is more than just a cohesive device that links various clauses together. This type of cohesion plays a role in determining the text format as one-sided argument since the author provides no logical support of Putin's position the way he does with his own argument.

It can be also noticed that cohesive devices play a primary role in expanding and emphasising, the author's argument. For the former, the article employs *hyponymy*, and for the latter, it utilises *repetition*, *collocation* and *construction-based cohesion*. The following instance of hyponymy shows how the idea of energy is expanded by scattering the subclasses related to it all through the article as shown in Figure 5.1:

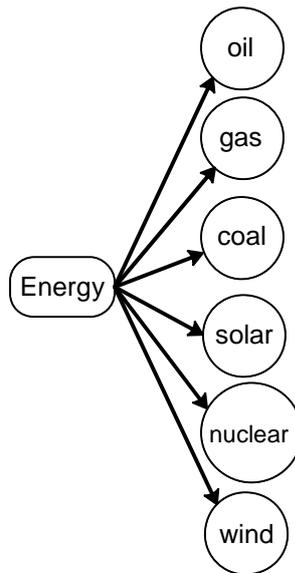


Figure 5.1: Hyponymy of *Energy*

Within the same argument of taking energy seriously, the article has employed two lexical cohesive devices, which are **repetition** and **collocation** to add emphasis to this substantial element in the argument. Starting with **repetition**, *energy* is repeated seven times, *climate* four, and *oil* seven. In addition, the text that includes the energy-choice argument has a slew of energy-related collocating lexical items, such as *oil*, *drilling*, *fracking*, and *renewables*, which have been repeated constantly. To add emphasis to certain details, the article also employs **construction-based cohesion**. For example, the construction *Obama should throw caution to the wind and go big* (P7_L7-L8) is cohesive with *Go big, Mr. President. Get crazy* (P8_L1), which emphasises the author’s opinion that Obama should think big and get crazy about his options. Another construction used to further emphasise certain details is *dial them up or down* (P1_L7), which is cohesive with *he can control the separatist forces* (P1_16-L7). By using this construction the writer wants to further emphasise the idea that Putin is seeking to control the Ukrainian separatists, and that he thinks he can do it.

5.1.1.2 Cohesive Ties Patterns

The patterns that exist in the article can be summed up as follows. Firstly, the most dominant form of cohesion used in the article is co-reference, with *the* being the most frequent. Secondly, exophoric reference expressions, such as *the*, *now* and *so far* are used to create links between the text, the context and the readers. In addition to exophora, involving the readers is done via associative reference. Moreover, a closer investigation of anaphoric

reference demonstrative items, e.g. these and those, accompanied by lexical cohesive devices, synonymy/antonymy in this case, reveals the writer's real standpoint on his own suggestions, thus disclosing 'the unsaid' in the article. Besides, devices like anaphoric reference, represented by singular pronouns, and parallel structures have served the purpose of belittling the target party's strategies, which is a primary purpose in the article. Added to these roles is the role that conjunctions played in maintaining the logical flow and organisation of the specific details that support the main idea. Furthermore, the text format as one-sided argument could be determined by tracking the interplay of lexical cohesive devices, such as repetition. Also, one of the most significant functions of lexical cohesive devices is their role in expanding the author's argument via the use of hyponymy. Finally, cohesive devices have been employed to add emphasis to certain details in the argument via the employment of repetition, collocation and construction-based cohesion.

5.1.2 Article 2: Four Words Going Bye-bye

5.1.2.1 Analysis

As the title suggests, the article argues that four words are disappearing and provides detailed support from a variety of sources to prove it. The four words that are vanishing are "privacy," "local," "average" and "later." The disappearance of the four words is discussed in order in the text, and it is lexical cohesive devices that have built the organisation of the article. The article is divided into twelve paragraphs, clearly organised as introduction (paragraph 1), body (paragraphs 2-11) and conclusion (paragraph 12). This organisation is well-established via the utilisation of lexical cohesive devices, particularly *repetition* and *synonymy/antonymy*. The four words, *privacy*, *local*, *average*, and *later*, appear together in the text only in two paragraphs: the first and the last, therefore marking the two as introduction and conclusion respectively because the four words are not repeated together in any of the other ten paragraphs.

Repetition and *synonymy/antonymy* have also served not only as identifiers of the introduction, the body and the conclusion of the article, but also as organisers of the ideas in the body of the article. By tracing *repetition* and *synonymy/antonymy* occurrences in the body, it is easy to realise that paragraphs 2 – 5 are about *privacy*, 6 about *local*, 7-9 about

average and finally 10 and 11 about *later*. Table 5.2 illustrates the frequencies of each item in the article and the synonyms/antonyms linked to each item.

Word	Frequency via repetition and synonymy	Repetition/Synonyms/antonyms
privacy	12	private/privacy (P2_L2; P3_L3; P5_L7); disclosure (P2_L2); public (P2_L6; P5_L8); off-the-record (P3_L5-L6; P3_L8); on-the-record (P3_L7-L8); safekeeping (P4_L3); spied/spying (P5_L2-L3);
local	5	local (P6_L1; P6_L8); global (P6_L3; P6_L4; P6_L8)
average	6	Average (P7_L1; P7_L3; P9_L1; P9_L3); value-add (P7_L4); extra (P7_L4)
later	8	Later/late (P11_L1; P11_L4; P11_L5; P11_L7 ×3); irreversible (P10, L5); no return (P10_L6-L7)

Table 5.2: Frequencies of *Repetition* and *Synonymy*

It is obvious that none of the words appears in another word’s paragraph, which means that *repetition* and *synonymy/antonymy* have been used to organise the body of the article in a way that reflects the order in which the four words appear in the introduction.

In addition to organisation, cohesive devices are the main tool used in the article to provide illustrations of the main arguments. *Hyponymy* is used all through the article to illustrate the dangers posed by modern advancement in communication. Consider Figure 5.2.

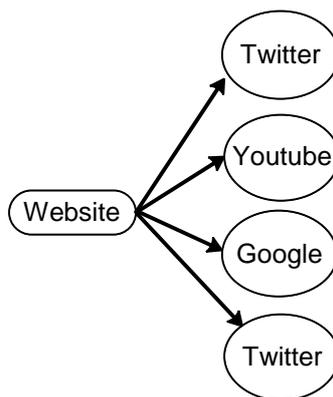


Figure 5.2: Hyponymy of *Website*

The *hyponymy* relationship between *website* and the subclasses of *Twitter*, *YouTUBE*, *Google* and *TMZ* serves the purpose of highlighting some major sources of danger to privacy. Also, *meronymy* is employed to illustrate the same idea of privacy penetration by certain sources as shown in Figure 5.3.

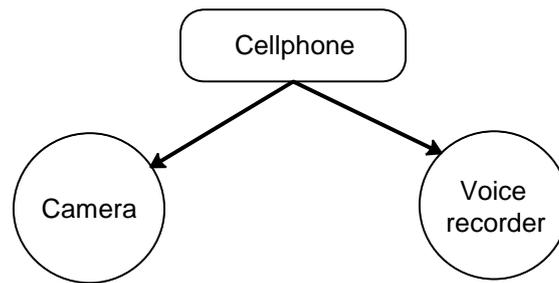


Figure 5.3: Meronymy of *Cellphone*

In addition to their role in illustrating the main arguments in the article, cohesive devices are crucial for extending and enhancing the main ideas. A variety of forty-two **conjunctions** dispersed all through the entire article is employed to serve these two purposes. To extend main ideas, the article relies heavily on *and* and *but* with seven occurrences for the former and three for the latter. The following example shows how *but* is used to extend the information that the Santa Rosa’s mother’s story was not local anymore.

[5:10] | It doesn’t get more local than that, **but** it went global thanks to Google. (P6_L8-L9)

To serve the second purpose, which is enhancement, Friedman employs **conjunctions** and **hyponymy**. This role is clearly represented through **temporal conjunctions**, such as *now* and *then*, **causal-conditional conjunctions**, such as *because* and *if* and **hyponymy** of *press* and its subclasses. The following is an example of *then* showing the sequence of events of a conversation that was taped and leaked:

[5:11] | ...some of which she **then** sent digitally to a friend of hers for “safekeeping,” who **then** leaked it to TMZ, a gossip website. (P4_L3-L4)

And here is an example of *if* used to provide a piece of advice that will help avoid the speech-leak risk:

[5:12] | **If** you don’t want your words broadcast in the public square, don’t say them. (P5_L7-L8)

A broader instance of enhancement is reflected in the use of **hyponymy** to enhance the main argument of the article, which is the disappearance of the four words. The article argues that this can be proven by reading the press. In order to enhance this idea, many subclasses of

press have been dispersed throughout various parts in the article. Figure 5.4 presents two sets of subclasses of the hyponym *press*.

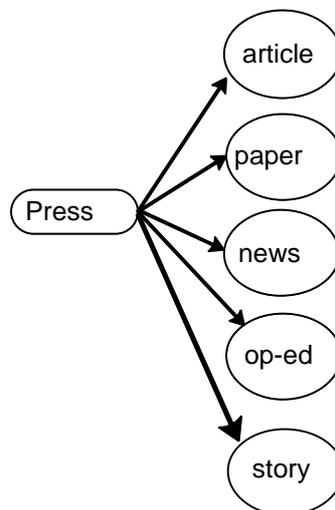
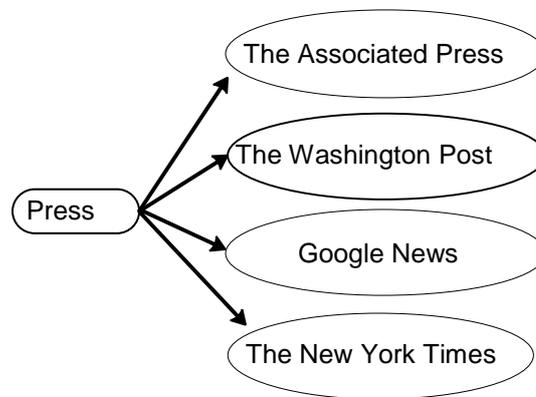


Figure 5.4: Hyponymy of *Press*

Furthermore, cohesive devices play the role of delineating the significance of the article’s topic, which is the disappearance of the four words. In order to do that, the article relies heavily on *exophoric reference* and *repetition*. Through *exophoric reference*, the text emphasises that the disappearance of what the four words represent involves all, including the readers. To do this, the referring items *we* and *you* are used in several parts of the text.

[5:13] | ...*we* are all now on Candid Camera. (P3_L2-L3)
 | *You* cannot assume anything is private anymore. (P3_L3)
 | Everything and anything controversial *you* say or do...(P6_L1-L2)

To add force to the idea that the issue raised in the article involves all, the article employs **repetition** of general referring lexical items. The frequency of *everyone* is five times, *anyone*, *everything* and *anything* three each, *anywhere* twice and *every boss* once. In order to emphasise the involvement of all even more, the article uses several types of referring items that could refer to *anything*. When everyone/thing is involved, the topic is significant; that is what **repetition** does. One more device used to stress the involvement of all, and therefore the significance of the topic, is the utilisation of usually-specific reference items that could be interpreted as *anything*, literally. The following is an example:

[5:14] | **This** is off-the-record. (P3_L5-L6)
 | Is your cellphone or Google glasses recording **this**? (P3_L8)

The demonstrative reference item, *this*, in the above examples could refer to *anything* said in a conversation as the co-text provides no specific reference.

Still, the major role played by cohesive devices in this article is that they provide support for the main argument in a variety of ways. **Cataphora** is employed to support with facts and stories. The text is replete with examples of **cataphoric reference**:

[5:15] | **The** fact that in a world... (P2_L3)
 | ...**it** is not surprising that... (P3_L4)
 | Google News carried **the** following story...(P6_L6)
 | Finally, comes **the** news,...(P10_L1)

In all the four examples in [5:15] the italicised items refer forward to entire chunks that provide examples, facts and stories that support the text's argument. For instance, *the news* (P10_L1) refers forward to the entire chunk: *scientists have concluded that a large section of the mighty West Antarctica ice sheet has begun falling apart and its continued melting now appears to be unstoppable*. This part, in turn, supports the argument that *later* is over, and that immediate action is always needed.

Another tool used to support the article's argument is **collocation**. It is through this device that the text reveals how certain sources of danger are processed. Consider the following lexical items that collocate with *video*, for example: *record*, *upload*, *share*, *film*, *taped*, *leaked*. Those items provide a conspicuous illustration of how videos can offend privacy. The

same strategy can be seen with other collocations, such as *cellphone camera: record, film, photograph*; and *conversation: hear, record, taped, leaked*.

In some cases, the text’s argument is supported by a twinning between two sets of cohesive ties. In P11_L2 all through to L4, the text houses both *cataphoric reference* and *parallel structures* to support the argument. (Do) *the same* (thing) is an example of a comparative reference used cataphorically as it cannot be decoded except with the subsequent *that you did when you were a kid* (P11_L4). This cohesive tie is accompanied by *parallelism* as the structure *infinitive + determiner + adjective + head noun (phrase)* is repeated seven times as follows:

Infinitive	Determiner	Adjective	Head noun (phrase)
paint	the	same	landscape
see	the	same	animals
climb	the	same	trees
fish	the	same	rivers
visit	the	same	Antarctica
enjoy	the	same	weather
rescue	the	same	endangered species

The two cohesive devices are there together to support the idea that the same things cannot be done ‘later’ as things used to be in the past. Parallelism is also used on its own to support the argument as in the following example:

[5:16] | *privacy is over, local is over, average is over* and *later is over*. (P1_L4-L5)

One more device used to support the argument is *construction-based cohesion*. In the very first line of the article, the construction used sets the ground for the entire argument:

[5:17] | *The more* I read the news, *the more* it looks to me that four words...(P1_L1)

The construction of *the more... the more...* ties the two sides of the argument, which are the four words that are disappearing based on what can be read or seen in the news. The second construction appears in the following example:

[5:18] | Anyone who tells you that *what happens in Vegas stays in Vegas* is pulling your leg. (P6_L9-L10)

The italicised construction can form a tie with *local*, and within the co-text it is used, it can be linked to the entire idea of the disappearance of *local*.

Finally, one more use of cohesive devices is the role played by *associative reference* and *exophoric reference* to involve the readers in the discussion of certain ideas. In the article, the disappearance of privacy partly involves the readers' ability to make associations that will help them get a better understanding of this issue. The reference here involves making the necessary associations between share (P3_L2), video and Youtube (P2_L5). The idea here is that the readers need to infer that video sharing refers to online watching of videos by the public, rather than physically passing DVDs to friends; the involvement of readers occurs here as they have to depend on their own knowledge of the "presuppositional pool" (Cutting 2008) of *Youtube*. Exophoric reference expressions used to serve the same purpose of involving the readers are personal pronouns, such as *we* and *you* that refer outside the text to the readers of the article. Occurrences of such pronouns can be seen in (P3_L2; P3_L3; P6_L1), to name but a few.

5.1.2.2 Cohesive Ties Patterns

This article harbours a number of patterns related to the role of cohesive devices. The first one is that the article is organised and paragraphed mainly by virtue of two lexical cohesive devices, which are repetition and synonymy. Added to their role in organisation, lexical cohesive devices illustrate the main ideas by the use of hyponymy and meronymy. The third role played by cohesive devices is extending and enhancing the main ideas, which is done by utilising temporal conjunctions, causal-conditional conjunctions and hyponymy. Furthermore, although the author does not directly state that the topic is significant, repetition and reference have been employed to signal this. Furthermore, a battery of cohesive devices has been used to support the main argument of the article. These are cataphora, parallelism, collocation, cataphora-and-parallelism twinning, and construction-based cohesion. Finally, associative reference and exophoric reference have been utilised to involve the readers in the discussion of certain details.

5.1.3 Article 3: What is News

5.1.3.1 Analysis

The main argument of this article can be looked at as a call for preserving diversity, be that for animals or humans, and the author stresses that any issue related to maintaining diversity should be considered *news*. In order to introduce the issue of diversity, the writer starts with a personal experience with one of the endangered species, the Sifaka lemurs, when he was in Madagascar. This part of the article, the one that describes the lemurs, is there because it paves the way for the main argument, which is preserving diversity.

The article employs most types of cohesive devices in the section that describes the author's experience with the lemurs. The reason behind using this wide range of cohesive devices goes far beyond maintaining texture, which automatically takes place almost every time cohesive devices are used. In the lemurs' story case, it is obvious that the author aims to keep reminding the readers of this 'poor' species in order to win their sympathy not only with the lemurs, but also with the cause he is introducing.

One of the most direct ways to attract the readers' attention to the importance of the lemurs' cause is the employment of *repetition*. In addition to repeating *lemurs* four times, their physical properties that reflect their beauty, such as *white* and *fluffy*, are also repeated. The writer's attempt to win the readers' sympathy with the lemurs can be clearly noticed when the concordances of the four occurrences of the word are analysed. Following are the L1 to R4 (the one word left and the four words right) concordances of *lemur(s)*.

Sifaka	lemurs	white,	fluffy	primates,	with
these	lemurs	are	able	to	leap
a	lemur	here	and	there,	we
Sifaka	lemurs	huddling	together	for	warmth

The concordances of *lemur(s)* reveal that every time this lexical item is repeated, a new piece of information is introduced. In the first occurrence of the word, focus is on the physical properties which make this animal beautiful, in the second occurrence, it is what this animal is able to do, in the third their locations and in the fourth their instinctive intimacy to each other. Apparently then, *repetition* of lexical items is not only there to maintain texture, but to

provide a momentum of occurrences that will keep reminding the reader of this ‘beautiful’ creature while seeking to win the reader’s support for the author’s argument.

Another type of lexical cohesion used to serve the same purpose is *collocation*. More information is provided about the lemurs using this cohesive device. Examples of *collocation* are provided in [5:19].

[5:19] | ...*lemurs*...with very long hind limbs that enable them to *bound*...(P2_L10-L11)
| How these *lemurs* are able to *leap*...(P2_L12)
| Nine Sifaka *lemurs huddling* together...(P3_L3)

Once again, through *collocation*, the author is reminding the reader of these creatures, probably trying to help them visualise what these animals do, that they are alive, yet endangered and deserve sympathy. In addition to this device, the article employs *meronymy*, again laying more focus on this creature. This cohesive device is represented in the relationship that ties *lemur* (P3_L1) and *limb* (P3_L4). Lemurs are also part of a *hyponymy* relationship since in addition to *kangaroos*, *lemurs* are a subclass of *animal* (P2_L2). A similar relationship also exists between *lemur* and *primates* (P2_L10). The lemurs’ actions are introduced via *synonymy/antonymy*, with words like *bound* (P2_L11) and *leap* (P2_L12). One more device used to serve the same function is *anaphora*. In this case, the article employs a total of seven anaphoric personals and comparatives to refer to *lemurs*. The following is an example of the former:

[5:20] | There,...,were nine Sifaka *lemurs*...staring directly down on us. *They* looked as if
| *they* were drawn...(P3_L2-L5)

The personal pronoun *they* in [5:20] refer back to *lemurs*. Comparative anaphoric reference is also used to refer to *lemurs* in [5:21] via using *such*:

[5:21] | But it wasn’t just because we’d never seen *such* a thing before. (P4_L1)

The article also contains instances of *ellipsis* and *substitution* that are tied to *lemurs*. Again, the purpose of creating more linguistic momentum around these creatures is to win the readers’ sympathy with their cause and with the argument that calls to maintain species

diversity. To support, examples of *nominal ellipsis* in the text about *lemurs*, the deleted item is *lemurs* in all the instances. Following are the examples from the text.

[5:22] | ...four on one limb, five on another, staring directly down at us. (P3_L4)
| I've seen two or three huddled together. (P3_L6-L7).

In the two statements above, the deleted head noun after the numbers is *lemurs*. Even with *clausal ellipsis*, what is to be retrieved from the co-text has to do directly with *lemurs*. Here is an example:

[5:23] | ...*too cute*, too white, too fluffy to be other than the products of a toy factory
| (P3_L5-L6)

In [5:23] the items to be retrieved from the previous text are (*They/Lemurs were*) as subject and verb of *too cute*, thus employing one more cohesive device to attract the reader's attention to this species. A similar example involves *clausal substitution*. In [5:24] below, *did* can be decoded as *wanted to leave*, making the meaning of the entire statement as *none of us wanted to leave*, probably putting the reader in a situation to wonder about the reason why TF and his companion did not want to leave. The answer to these wonders would be that the two of them were enjoying the scene of the *lemurs* huddling together.

[5:24] | None of us *did*. (P4_L1)

The idea behind employing all these cohesive devices in the part of the text that describes these creatures is the readers' sympathy with them will pave the way towards their acceptance of the article's argument in favor of maintaining diversity.

Cohesive devices are also used to set the context of the article mainly through *hyponymy* and *repetition*, which can be seen all through the text. There are two contexts discussed in the article: Madagascar's ecosystem and the Middle East. The two are established and highlighted in the article through the use of cohesive devices. Considering the context of Madagascar's ecosystem, several hyponyms, such as *desert*, *forest*, *grove*, *plant species* and *natural vegetation*, are subclasses of *ecosystem*. Using *hyponymy* has provided the context and the specific components that need to be considered within that context. Hyponymy plays the same function with the second context considered in the article, which is the Middle East,

under which the following subclasses are provided: Jews, Palestinians, Shiites, Sunnis, Christians, and Islamist Jihadists.

Marking the context of the article is also done by *repetition*. First, let's consider the frequencies of the key words in the two contexts. WordSmith Tool 6.0 (Scott 2015) is used to calculate the frequencies of lexical items in the article; *Madagascar* tops all the lexical units in the number of occurrences in the text with thirteen times, followed by, *forest(s)* with eight frequencies. While *Madagascar* means only Madagascar, *forest* is used in the text to refer to both contexts, Madagascar and the Middle East. The majority of the occurrences of *forest* is linked to the ecosystem of Madagascar; however, the word also ties to the context of the Middle East as shown in [5:25]:

[5:25] | So a human rain *forest* once rich with ethnic and religious diversity is becoming a collection of disconnected monocultures...(P11_L5-L7)

A third purpose of employing cohesive devices in this article is to enhance main ideas used to build the argument. One of those is the emphasis on the importance of space and time dimensions. Through using *spatio-temporal conjunctions*, the author seems to be saying: This is the place; clock is ticking. There are eight occurrences of *here* and *there* in the text, with four frequencies each, all pointing to locations and places that are in danger of disappearing. In [5:26], *here* and *there* refer to Madagascar's forests and the Middle East respectively.

[5:26] | ... we have to think about how this one-of-a-kind natural world can be protected with the limited resources *here*. (P8_L1-L2)
... tragic *events* happening *there* are real news. (P6_L2)

The simultaneous threat on places and the creatures inhabiting them are also expressed through *spatio-temporal conjunctions*, such as *now*. Following is an example:

[5:27] | ...all of them *now* endangered to one degree or another. (P2_L3-L4)

Enhancement of the importance of place and time also occurs through relations of *hyponymy* and *meronymy*. Hyponyms of place have been discussed earlier in this section. As far as time is concerned, all temporal expressions, like *today*, *now*, *hours*, and *decades* can be considered subclasses of *time*. *Meronymy* of time expressions is displayed in Figure 5.5.

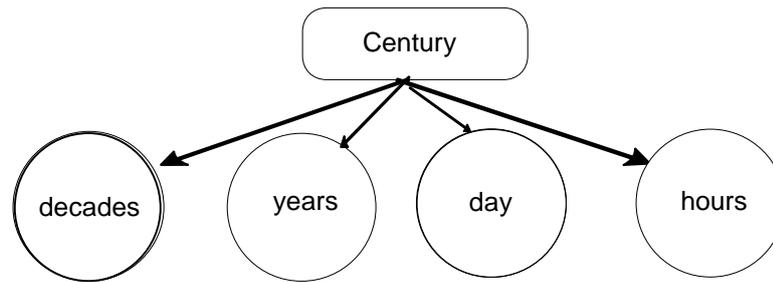


Figure 5.5: Meronymy of *Century*

A conspicuous pattern in this article is the use of *cataphoric reference* to raise questions, far-reaching solutions, and problematic trends. Following are all the instances of cataphora in the text:

[5:28] | Just look at *the trends*: Madagascar has already lost more than... (P4_L3-L4)
 And that brings me to *the question*: What is news? (P5_L1)
 Too bad we'll never see *this news story*: "The U.N. Security Council...(P7_L1)
 Or *this*: "Secretary of State John Kerry today broke off his vacation...(P7_L4)
 We know *the answer* in theory – A well-managed national system of parks and reserves...(P8_L2-L3)

In all the examples stated in [5:28] referring items point forward in the text, which requires the readers to wait until they read what comes next before they can decode the referents of the used cohesive devices. This strategy probably aims to draw the readers' attention to those questions, unsolved problems and far-reaching solutions by referring forward to a lengthy stretch of the text, rather than a lexical item or unit.

Finally, cohesive devices also play a major role in maintaining the smooth flow of ideas. This is primarily done by using *conjunctions*. Consider the following excerpt from the text:

[5:29] | None of us did. **But** it wasn't just *because* we'd never seen such a thing *before*. It was *because* we knew we may never see such a thing **again** — that no one would, *particularly* our kids. (P4_L1-L3)

The adversative *but* plays a major role in organising the idea presented in [5:29] as it extends the previous substitutive statement of "None of us did", meaning *None of us wanted to leave*. The first thing that comes to mind is that the narrator and his companion did not want to leave the forest because they were enjoying the scene so much and *because* they had never seen

such a beautiful scene *before*. The use of *but*, however, prepares the reader for another explanation: They did not expect to see such a scene in the future. This idea is reflected by the interplay of *because...before* and *because...again*, thus pointing out that neither in their past, nor in the future did/would they see such a beautiful scene. Finally, there is an elaboration on the unlikelihood of seeing a similar scene in the future when the kids are particularised.

5.1.3.2 Cohesive Ties Patterns

The use of cohesive devices in “What is News” has revealed a number of patterns. Firstly, all types of cohesive devices have been utilised to win the readers’ sympathy and support of the cause. More specifically, lexical cohesive ties of all types, i.e. repetition, synonymy/antonymy, collocation, meronymy and hyponymy, in addition to three sets of grammatical cohesion, which are anaphoric reference, ellipsis and substitution, have all been used to attract the readers’ attention and win their sympathy with the cause of the lemurs. In addition, cohesive devices served the purpose of putting an exemplary case, the lemurs being endangered, in its broader context using hyponymy and repetition to create the immediate context of Madagascar and the broader one of the Middle East. A third role of cohesion in the article has been enhancing the main ideas by emphasising the dimensions of place and time through the use of spatio-temporal conjunctions, hyponymy, and meronymy. The article has also revealed a particular usage of cataphora to draw the readers’ attention to major questions, unsolved problems and far-reached solutions. Finally, to maintain the smooth flow of ideas, conjunctions have been employed in an organisational role.

5.1.4 Article 4: Maybe in America

5.1.4.1 Analysis

The article argues that there are three forces that are empowering some nations and blowing up others, particularly weaker ones. The three forces are the market, Mother Nature and Moore’s Law. The author takes Madagascar as an example by listing the problems and proposed solutions related to the three forces there. Cohesive devices play a major role in setting the argument format as *problem-refutation-solution* (Hatch 1992). This is evident all

through the network of lexical cohesive ties dispersed across the text's argument. Those ties include *repetition*, *meronymy* and *collocation*.

First, In order to realise how these three determine the argument format as *problem-refutation-solution*, both the frequencies and concordances of lexical items also need to be considered. For all the examples, concordances with a span of -4, +4 are listed. Related to the issue of Mother Nature, the article states several dimensions, including biodiversity, population and erosion. It is obvious that *biodiversity* is used only once with the following concordance:

Mother Nature (climate Change, **biodiversity** loss erosion and population

It is immediately clear from the above occurrence that biodiversity faces a problem as it concurs with R1 *loss*. Tracing how loss happens, one can realise that forests are the closest link to biodiversity loss. *Collocations* of *forests* lay more emphasis on the problem as *forests* collocate with expressions like *eroding* (P6_L2), *chopped down* and *firewood* (P6_L4) in two occurrences. *Meronymy* is also used to highlight the problem. *Trees*, a meronym of *forest*, are disappearing, too as it is shown in the following concordance:

most hillsides have no **trees** to hold the soil

The third occurrence of *forests* can be linked to the third part of the argument format, which is *solution*, since there is a call for forests preservation linked to this occurrence (P9_L1-L2). The second and third words linked to Mother Nature are *soil* and *population*. The former has been repeated five times, three of which in *collocation* with *erode/eroding/eroded*, to mark *refutation* of the problem. The latter has been repeated four times as shown in the concordances below:

biodiversity Loss, erosion and **population** growth) have all passed
there's Mother Nature: the **population** of Madagascar is exploding
here in 1984, the **population** was nine or 10
countries have rapidly growing **populations** and rapidly diminishing natural

Obviously, the problem of population growth is conspicuous in the above concordances.

Cohesive devices not only help setting the format of the argument, but they also support the main ideas, which are the pillars of the author’s argument. *Parallel structures, construction-based cohesion* and *cataphoric reference* are used in the article to serve this purpose. Parallelism at the structural level occurs twice in the article. The first happens by distantly repeating the same wording of ‘Maybe in America’ four times, one in the title, two in *Captain Phillips*’s digressive story (P4_L1) and once in the concluding paragraph (P11_L1-L2). The main idea of this structure is that the author does not want to hear it anymore; he wants the world of order to be anywhere, not only in America. This is fundamental to the argument of the article, which points out the difficulty of achieving this in light of the three pressures that compose the main ideas.

The second *parallel structure* is an adjacent one. The excerpt is in [5:30].

[5:30] | You see a giant red plume of eroded red soil *bleeding into the Betsiboka River, bleeding into Mahajanga Bay, bleeding into the Indian Ocean.* (P6_L7-L8).

The soil, one main component of the details provided under Mother Nature, is personified and described as bleeding, not once, but three times to support the idea that this is a major problem that needs to be stopped.

The article also employs *construction-based cohesion* to support the main ideas of world order, soil bleeding and the importance of having a powerful leader. Consider the constructions below:

[5:31] | America quietly *folded up its embassy* in Libya last week and left... (P1_L3-L4)
 [5:32] | *The more* you erode, *the more* people you have with less soil under their feet to grow things. (P7_L1-L2)
 [5:33] | We can only hope *he has some Hercules in him.* (P8_L5-L6)

The construction used in [5:31] falls within supporting the main idea of the mistake of having, or in this case, creating a world of disorder, and that America should not have ‘folded its embassy’, meaning probably turning its back to the situation there in Libya. In [5:32], the construction is *The Xer, the Yer* pattern (Goldberg 2003), and it appears as *The more..., the more...*, which is there only to highlight the dangers of soil erosion, this time on agriculture.

The last construction that is introduced in [5:33] supports the idea that a powerful leader is needed to solve the problems in Madagascar, someone who is as powerful as Hercules.

In tandem with these two, *cataphoric reference* also serves the purpose of supporting the argument, yet through referring to bigger chunks of the text. To support, the movie line (P3_L1) refers forward to the entire dialogue between the pirate and Phillips extending from (P3_L5) to (P4_L1). This reference is vital to the general idea of the text around which the argument revolves, namely, ‘may be in America’ should no longer be the trend. Another example of *cataphora* is the expression *the scale of the problem* (P6_L7), which again refers to a big stretch of language extending from (P6_L17) to (P6_L9), thus roughly referring to how huge the problem of deforestation is in Madagascar.

Cohesive devices have also been used to mark digressions. There is one digressive text within the article, that which tells part of *Captain Phillips*, starring Tom Hanks. The article relies heavily on *collocation* and *hyponymy* to mark this digression. The collocating lexical items are not repeated elsewhere in the article to mark that the text they occur within is digressive. The collocations meant here are linked to *pirate*, and they are *hijacked*, *ship*, *captain*, *hijacker*, *fisherman*, and *kidnapping*. Serving the same purpose is *hyponymy* of the word *people*. Again the subclasses for this lexical item do not occur anywhere else in the text. Those are *pirate*, *captain*, *fisherman* and *hijacker*.

Another conspicuous pattern of cohesive devices is their role in clarifying the problem-refutation-solution divide of the argument through systematic use of *anaphoric reference* and *conjunctions*. It is obvious that the article employs certain pairs of cohesive devices, such as *and* and *but*, *here* and *there* and *this* and *that*. Consider the following occurrences of the first pair of additive *conjunctions*, where *and* is linked to stating the problem, and *but* for proposing solutions:

[5:34] | Mandatory education here is only through age 15, *and* it’s in the local Malagasy language. (P5_L6-L7)
| *And* then there’s Mother Nature: the population of Madagascar is exploding... (P6_L1)
| ...*and* the forests and soils are eroding. (P6_L2)
| ...*but* they will only be sustainable if they are supported by ecotourist lodges and guides... (P9_L5-L6)
| *But*,..., they need help with capacity building: training, access to credit... (P10_L6-L7)

The examples in [5:34] indicate that *and* introduces problems, such as education, population and soil, whereas *but* precedes proposed solutions, such as ecotourist lodges, guides and capacity building. Akin to this usage, *here* and *there* and *this* and *that* are also used anaphorically to add more clarification to the problem-solution divide in the argument, where *here* and *this* introduce problems, and *there* and *that* solutions. Following are some examples from the article:

[5:35] | ...Chinese merchants working with corrupt officials **here** to illegally import everything...(P5_L3-L4)
 Mandatory education **here** is only through age 15...(P5_L6)
 Of the 25 locals working **there**, 22 were women (P10_L3-L4)
 There will be more of **this**. It's not easy being a country anymore.. (P2_L1)
 ... **that** takes a government able to expand protected areas ...(P9_L7-L8)
 ... **that** requires good leadership ...(P11_L4)

In [5:35] *here* refers anaphorically to Madagascar and within a co-text of problematic areas, namely corrupt officials and mandatory education being merely through age 15. *This* also points anaphorically to ‘a tribal/militia war of all against all’, leading to a world of disorder. At the other end of the spectrum are *there* and *that*, which are linked to proposed solutions, such as involving women in ecotourism, having a capable government and good leadership. Again, being proximity expressions, *here* and *this* for near and *there* and *that* for far, might provide an explanation of using them in the pattern shown in [5:34]. The explanation could be that problems are around and near, while solutions are far-reaching.

Another important pattern of cohesive devices is their role in emphasising significant details that feed in the argument of the article. One device used for this purpose is lexical cohesion. Starting with *repetition*, consider Table 5.3 for frequencies of main lexical items used in providing certain details.

Word	Frequency
Madagascar	9
World	9
America	6
Soil(s)	5
population	4

Table 5.3: Frequencies of Main Lexical Items

Repeating the above items draws the attention to the details involved with each one of them. *Synonymy/antonymy* adds more emphasis to those details, for example, the antonyms *order*

and *disorder* are attached to *world* in almost half of its occurrences. The most noticeable cohesive device attached to Madagascar is **hyponymy**. This can be noticed considering the subclasses of people that are related to Madagascar. These include *merchants*, *officials*, *manufacturers*, *astronauts*, *president*, *guides*, *women* and *conservationists*. Each one of those subclasses is linked to some detail or another in the article. For example, *merchants* from China work with corrupt *officials* for illegal trade transactions, *manufacturers* quit their projects in Madagascar due to political instability and *women*, *conservationists* and *guides* are three parties involved in ecotourism. In addition to these, **collocation** also draws attention to details, with words like *growing* and *exploding* collocating with *population*; *erode* with *soil*; and *order* and *disorder* with *world*. Moreover, the **meronymy** relationship between *forests* and *trees* also serves the purpose of adding emphasis to the details related to these two. These details include forests being chopped down (P6_L4) and hillsides having no trees (P6_L5).

Two more cohesive devices used to emphasise details are **anaphoric reference** and **ellipsis**. Demonstrative anaphoric expressions have been used to refer back to complete details as follows:

[5:36] | There will be more of **this**. (P2_L1)
 | It has been instructive to see all **these** pressures up close here in
 | Madagascar...(P5_L1)
 | **That** makes it hard to compete...(P5_L7)

All the referring expressions in [5:36] refer to complete details in the article, with *this* referring to *leaving behind a tribal/militia war of all against all*; *these* to *the three main pressures* discussed in the article; and *that* to *the fact that mandatory education in Madagascar is through age 15 and that it is done in the local language*.

Comparative anaphoric expressions are used to set up a contrast between two details. The comparative expression *more important* in [5:37] contrasts the detail of the Cold War with the detail of the three pressures, confirming the latter is more significant.

[5:37] | **More important**, the combined pressures of the market...(P2_L2-L3)

There is one instance of **ellipsis** in the article that serves the same purpose. This is shown in [5:38].

[5:38] | *Not good.* (P1_L5)

The clausal *ellipsis* here refers to the entire detail mentioned in the paragraph concerning leading to a state of world disorder.

5.1.4.2 Cohesive Ties Patterns

Cohesive devices have showed a variety of patterns in this article. Firstly, they served as linguistic tools for setting the argument format as problem-refutation-solution through lexical cohesive devices, particularly repetition, meronymy and collocation. Akin to this function, is their role in clarifying the problem-refutation-solution divide of the argument through systematic use of anaphoric reference and conjunctions. Another patent role of cohesion in this article is supporting the main ideas by employing parallel structures, construction-based cohesion and cataphoric reference. Particular to this article is the use of cohesive devices to mark digression. In order to do this, the article has employed collocation and hyponymy. Also, cohesive devices have been used to add emphasis to main ideas in the article through clausal ellipsis, anaphoric reference and a host of all lexical cohesive devices, including repetition, hyponymy, synonymy/antonymy, meronymy and collocation. Finally, cohesive devices have also functioned as tools to set contrasts between details via comparative anaphoric expressions.

5.1.5. Article 5: Dear Guests: Revelations in the Gaza War

5.1.5.1 Analysis

The article reflects on the last war that took place in Gaza between Hamas and Israel. The author argues that Israel needs to empower the Palestinian Authority by making territorial concessions in the West Bank. As a whole, the article can be taken as a call for not going back to the war, which has become a routine for Hamas and Israel. One of the main roles played by cohesive devices in the article is marking the format of the article's argument, which is *problem-solution*. The main problem, which is the conflict between Hamas and Israel, is emphasised via the use of *repetition*. Table 5.4 shows the most frequent lexical items in the text as generated by WordSmith 6 (Scott 2015).

Lexical Item	Freq.	%
Israel	18	1.86
Hamas	16	1.65
Gaza	10	1.03
War	9	0.93

Table 5.4: Frequencies of Problem-related Lexical Items

The four words shown in the table top the list of frequent lexical words in the article because they highlight what the problem is, a war between Hamas and Israel that took place in Gaza. **Repetition** also involves other players, such as *Hezbollah*, which is repeated four times and *Iran* with two frequencies.

The same device of **repetition** is used to mark the second part of the argument, which is the solution. This part is introduced starting P9_L1 towards the end of the article. Following are the frequencies generated for this part only are shown in Table 5.5.

Lexical Item	Freq.	%
Israel	3	2.54
Palestinian Authority	3	2.54
Gaza	3	2.54
Moderate(s)	2	1.69

Table 5.5: Frequencies of Solution-related Lexical Items

It can be noticed that the most frequent lexical items in this part of the article are the parties involved in the solution, which are Israel and the Palestinian Authority. The suggestion is that the moderates in these two parties will be able to solve the conflict in Gaza. It is also noticed that the other sides of the conflict, Hamas and Hezbollah, are almost absent from the solution-related text, with only one occurrence for the former and zero occurrence for the latter, suggesting that these two are part of the conflict, but not the solution.

The second role of cohesive devices is organising the ideas of the article, thus maintaining the smooth flow of ideas. The article relies heavily on **conjunctions** for this organisational role. Consider the following excerpt:

[5:39] | The only way Israel can hope to stabilize Gaza is **if** it empowers the Palestinian Authority to take over border control in Gaza, **but** that will eventually require making territorial concessions in the West Bank to the Palestinian Authority, **because** it will not act as Israel's policeman for free. (P9_L3-L7)

The three conjunctions used in [5:39] are of paramount importance to the flow of the text's idea. The first conjunction, *if*, belongs to the causal-conditional set, and it introduces the suggested solution as a condition to resolve the conflict, indicating that without empowering the Palestinian Authority, Gaza will not be stabilised. The second one, *but*, is an adversative used to point out that the suggested solution is not an easy option as it requires territorial concessions, and finally, the third conjunction, *because*, introduces the reason why such concessions are necessary.

Furthermore, cohesive devices, particularly, ***exophoric reference*** expressions, have served the purpose of setting the article's context since identifying the reference of such items involves moving outside the text. Examples of exophora in the article include *the air raid siren* (P1_L1), *the hotel staff* (P1_L2), *the windowless service elevator* (P1_L2-L3), *the hotel loudspeaker* (P1_L5) and *the hotel manager* (P2_L2). All these instances call for contextual reference as nothing in the text identifies the antecedent of any of them.

One more role of cohesion is marking digression in the article through employing lexical cohesive devices, such as ***repetition***, ***synonymy/antonymy*** and ***hyponymy***. It is clear that the text starting P8_L1 and ending P8_L7 is a digression since it tells the story of another conflict taking place in Lebanon. The lexical cohesive devices used in this text elucidate its digressive nature. That is to say, the lexical items involved in the lexical cohesive ties appear only in this digressive text. For example, *Lebanese*, *Christian(s)*, *identity(ies)* and *secular* are repeated twice each in this text but never elsewhere in the article. In addition the ***hyponymy*** relation between minorities and Arab Christians is peculiar to this text. Moreover, the ***synonymy*** between *wiping out*, *erased* and *evaporating* also emphasise the peculiarity of this text as a digressive one.

In addition to marking digressive texts, cohesive devices have played a major role in adding more emphasis to the main ideas and core details listed in the article. A number of cohesive sets have been used to fulfil this purpose. The most prominent one is ***anaphoric reference***, employing particularly the three pronouns that can refer to complete ideas and thoughts, which are *this*, *that* and *it*. These three have been used to refer to the major textual chunks that form the core components of the article's argument. Following are the detailed examples and discussion:

[5:40] | Is *that* it? (P2_L2)

The pronoun *that* in [5:40] refers back to the main idea raised in the article, which is *the war between Hamas and Israel being considered as a routine*.

[5:41] | *It* was all ugly. (P4_L11)

In the above excerpt, *It* refers to another main detail in the article, which is *the fact that there were substantial collateral civilian casualties in the war*, another major detail that is significant to the article's entire argument.

[5:42] | On *this*, Hamas scored a huge victory. (P5_L5)

The demonstrative pronoun, *this*, in [5:42] is probably the most prominent instance of employing such pronouns to attract the attention to major details. This pronoun refers back to the third strategy implemented in cooperation between Hamas, Hezbollah and Iran, which is *pushing Israel to continue its occupation of the West Bank and energizing Muslims against it*. This detail is central to the article's argument since the suggested solution is directly related to it. The significance of this detail has called for a cohesive device that refers back to it as a whole in order to lay more emphasis on it.

Another device used to draw attention to entire details is *clausal substitution*. This has occurred twice as shown in [5:43].

[5:43] | I don't think *so*. (P2_L5)
| No one here will explicitly say *so*. (P4_L4)

In the above examples, *so* is used to refer to complete ideas, with the first referring to *considering the war a simple routine for Hamas and Israel*, and the second to *Israel being accused of war-crime charges against civilians*. These two are major ideas in the article as the first is what the article revolves around and the second is about an alleged strategy used by Hamas against Israel.

A third device utilised to serve the same purpose is *clausal ellipsis*. Consider the following example:

[5:44] | Frightening. (P7_L10)

The deleted items in [5:44] are likely to be *This is*, with *this* understood to be referring to *the fact that the conflict is becoming a religious one*. Once again, then, a cohesive device is used to refer to an entire core idea.

Within the same context, cohesive devices also emphasise the supporting details of main ideas. For example, to support the idea that war is not a simple routine and that it is ugly, the article has mentioned a number of supporting details pertaining to the methods and strategies employed in that war and the catastrophic impact of the war. The details about those have been identified and emphasised by using *repetition, anaphoric reference, cataphoric reference, nominal substitution* and *construction-based cohesion*.

Repetition of method-related and war-impact-related lexical items is patent all through the article. Rocket(s) is repeated five times, war-crimes two, fight/fighters/fighting six, and tunnel(s) three. These were not tied together by mere reiteration; they are also referred to by many *anaphoric reference* occurrences to further emphasise that piece of information, or detail. For example, *this weapon* (P3_L5) refers anaphorically to *rockets*. In other instances, both anaphoric reference and nominal substitution refer to method-related lexical items. Consider the following example about *tunnels* dug by Hamas to attack certain Israeli targets:

[5:45] | And then there were the Hamas **tunnels**... (P6_L1)

The lexical item *tunnels* in [5:45] is referred to several times later in the text using anaphoric co-reference and substitution as shown in Table 5.6.

Text	Referring item	Cohesive Tie
...and what they revealed (P6_L1)	They	anaphoric reference
I toured one...(P6_L1)	One	nominal substitution
It was lined...(P6_L2)	It	anaphoric reference
It had electricity...(P6_L3)	It	anaphoric reference
It had one purpose...(P6_L7)	It	anaphoric reference
This tunnel...(P6_L5-L6 & P7L1)	This	anaphoric reference

Table 5.6: Cohesive Ties with *Tunnel*

All the referring items shown in Table...refer back to tunnel(s), thus adding more emphasis to this war strategy. In addition, the detail that highlights the impact of war is also emphasised via repetition, particularly its impact on civilians. Consider the following 2L and 3R concordances of *civilian(s)* as they appear in the article.

children	and	civilians	-killed,	and	everyone
targeting	Gaza	civilians	-I	believe	it
substantial	collateral	civilian	casualties.	Hamas	used
used	Gaza's	civilians	As	War-crimes	bait

Considering the above concordances of the repeated lexical item *civilian(s)* reveals the catastrophic impact of war on them, an important detail for the article's argument against war.

Cataphoric reference is also used to highlight certain details, such as the third strategy referred to in the article, which involves, according to the author, Hamas's strategy in keeping Israel in the West Bank by rocketing vital targets from Gaza, for example the airport. Hamas's target from this strategy is reflected in the article using cataphoric reference as follows:

[5:46] | ...***the message*** Hamas wanted delivered: If we can close your airport,...,with one rocket from Gaza, imagine what happens if you leave the West Bank... (P5_L8-L10)

The message in [5:46] refers cataphorically to the text starting with *If*. This cohesive device is apparently used here to mark an important detail regarding the third pillar in Hamas's strategy towards Israel.

This particular detail about the third strategy has also been emphasised by using *construction-based cohesion*. The construction meant here is *I can hear the applause in Tehran from here* (P5_L11-L12). Apparently, this construction seeks to emphasise the author's argument that the third strategy stated in [5:46] is co-planned by Hamas and Iran, which is mentioned directly in the article in (P5_L1).

5.1.5.2 Cohesive Ties Patterns

In article 5, cohesive ties have showed a number of patterns related to their roles. Repetition has marked the format of the argument as problem-solution. Through identifying the most frequent lexical items in the article, it becomes clear that via repetition the two constituents of the article's format have been set. Also related to organisation, cohesive devices have played a role in organising the ideas of the article, thus maintaining the smooth flow of ideas through conjunctions. Also, cohesive devices have served the purpose of setting the context of the article through the utilisation of exophoric, demonstrative expressions. Moreover, lexical cohesive devices, particularly, repetition, synonymy and hyponymy have marked the digression used in the article. Finally, cohesive devices have also been used to emphasise significant details using repetition, anaphoric reference, cataphoric reference, nominal and clausal substitution, clausal ellipsis and construction-based cohesion.

5.1.6 Article 6: It Takes a Mentor

5.1.6.1 Analysis

This article introduces an argument that supports calls for fostering the relationship between employers and educators. In doing so, the article espouses a zigzag argument format. The results of a study conducted by Gallup on the link between education and success in the work place are presented. The proposal of the study is then challenged by presenting the status-quo of education in the country. Next, the education's sector view is presented, and it reveals that the education sector does not really recognise the problem. The article then proves that that the problem does exist and is acknowledged by Obama's government. Finally, the article stresses the significance of having a partnership between the educational and the industrial sectors.

Cohesive devices play a major role in building the three main components of the article's argument, which are education, the workplace and the linkage between the two. In this regard, lexical cohesive devices play a leading role in identifying the three components around which the argument is built. Consider the frequencies provided in Table 5.7 as an example. The frequencies provided in this table show that *repetition* is employed intensively in the article to identify the three pillars of the argument.

Component 1: Education			Component 2: Workplace			Component 3: Linkage		
Lexical item	Freq.	%	Lexical item	Freq.	%	Lexical item	Freq.	%
college(s)	14	1.54	employer(s)	8	0.88	industry(ies)	4	0.44
school(s)	8	0.88	work(place)(force)	7	0.77	internship	3	0.33
Students	6	0.66	Job(s)	4	0.44	partnership(s)	3	0.33
Education	4	0.44	employees	3	0.33	applied	3	0.33
Learning	4	0.44	career(s)	3	0.33			

Table 5.7: Frequencies of the Three Component Lexical Items

Another cohesive device employed to serve the same purpose is **hyponymy**. There are a lot of examples that show subclasses of *education* and *workplace* as two main constituents of the argument. Subclasses of *education* include, but are not limited to *school*, *college*, *classroom*, *students* and *teachers*. *Workplace* also has many subclasses, such as *employers*, *employees*, *jobs*, *workers* and *specialists*. **Meronymy** can be also seen in the education component between *school/college* and *classroom*.

In addition to lexical cohesion, the three components of the argument have been identified and further emphasised by using **anaphoric reference**. Following are some examples of anaphoric expressions referring to one of the three pillars: *education*, *work* and *linkage*.

- [5:47] | ... **their** aspirations, and **they** had an internship related to what **they** were learning ... (P1_L9)
[5:48] | ... new industries are finding gaps in the kind of workers **they** need. (P10_L7)
[5:49] | ...**this** is the new, new thing. (P11_L7)

All the three co-reference expressions in [5:47] refer back to *students*. The article is replete with similar anaphoric expressions that serve the purpose of highlighting one of the major constituents of the author's argument, which is *education*. For example, *they*, *their* and *them* occur seven times in P3_L1-L5, and all of them refer anaphorically to *graduates*. The other component, *work*, is also represented by anaphoric reference. In [5:48], *they* refers back to *industries*. Moreover, the linkage between the two appears in the form of demonstratives, such as *this* in [5:49], which refers back to fostering more and more employer-educator partnerships.

While anaphora is used to further emphasise the three components of the author's argument, *cataphoric reference* is employed within quotations that highlight the concerns about these components. The first concern represented by cataphora is pronounced by Busted, the executive director of Gallup's education division. Following is the excerpt:

[5:50] | "We think *it's* a big deal" where we go to college, Busted explained to me.

In order to decode the pronoun *it* in [5:50], the following text is to be considered as it refers forward to *where we go to college*. This cataphoric expression introduces the concern of Gallup that the type of college where education is received is not as important as the way this education is received, thus paving the way for the idea of the significance of internship and applied learning. Following is another excerpt:

[5:51] | ...as one White House official put *it*, "they were having trouble hiring workers for some of their fastest-growing jobs," (P8_L4-L5)

In the above excerpt, *cataphora* is employed again to refer to a concern pronounced by a White House official this time about employers facing trouble hiring workers with the required skills for certain jobs. Therefore, unlike anaphoric reference, which has been used merely to identify the components of the argument, *cataphoric reference* has been employed in a more elaborative role to highlight major concerns about these components.

Further to their role in establishing the major components of the argument and explaining concerns related to them, cohesive devices are systematically used to organise the ideas presented in the argument. *Conjunctions* have been used to fulfil this organisational purpose. By way of elaboration, when the problem is introduced for the first time, an elaborative, expository conjunction is used to further explain it. Consider [5:52] below.

[5:52] | *That is*: What are the things that happen at a college...(P1_L4)

The *conjunctions* used afterwards are also very important in organising the ideas of the article. Consider the use of *not only...but also* in conjunction with *because* in the following excerpt:

[5:53] | ... results “alarming” — *not only because* too few students are getting exposed to the most important drivers of workplace engagement, *but because* there is *also* a huge disconnect in perceptions of the problem. (P5_L6-L8)

The conjunctions used in [5:53] are not merely there to link two ideas, but also to organise them. This text witnesses a temporary shift in the argument as it moves to another dimension of the problem, which is that some parties are not recognising that there is a problem. In order to get this shift in the argument done smoothly, *not only...but also* is conjoined with the causal-conditional *because* to state the reason discussed before and the reason to come.

Repetition of general words also plays an organisational role as it helps understand how the ideas are sequenced within the entire argument. The lexical item *things* has been repeated four times in the article. In its first occurrence (P1_L4), *things* is used within a question that seeks to know the practices that happen at colleges and that might produce engaged employees. The second occurrence of *things* (P1_L7) involves a research-based answer to the question, namely having mentors and internship programs. The following occurrence of *things* (P4_L3) highlights the problem apropos the research-based outcomes by reporting that less than a third of the surveyed graduates were exposed to the most important *things*: having a mentor and going through internship programs. Finally, *things* is repeated the fourth time (P11_L7) in the concluding paragraph as *thing* to refer to the solution suggested by the author, which is employer-educator partnership.

One more role of cohesive devices involves the use of **repetition**, **collocation** and **synonymy** to further emphasise the article’s suggested solution, which involves two dimensions: having a mentor and going through internship. *Mentor* and *internship* are repeated three times each in the article. The former collocates with *encouraged* and *took a real interest*, and *internship* collocates with *applied*, suggesting that both a mentor who cares and the internship where students apply what they learn are together the solution to bridge the gap between education and workplace required skills. Additionally, *mentoring* is reintroduced via synonyms, such as *coaching* and *guidance* (P9_L8) and *internship* with *hands-on experience* (P9_L4) to draw more attention to the two-fold suggested solution, which involves both.

The three lexical cohesive devices are also used to foster the expected outcome of the proposed solution, which is *partnership*. This lexical item is repeated three times and involves the use of close **synonymy** as reflected in the following two occurrences:

[5:54] | ... *college-industry* group partnership... (P10_L6)
| ... *employer-educator* partnership... (P11_L6-L7)

Cohesive devices also play a role in accounting for the supporting details, particularly through providing a variety of examples through *hyponymy*. For instance, the article acknowledges the difficulty of hiring people for fast-growing jobs. To illustrate this notion with examples, *hyponymy* is used to introduce subclasses, such as *operating sophisticated machine tools*, *software testing* and *debugging*. Another instance of *hyponymy* is utilised to highlight the reliability of the results of the study referred to in the article. To support this detail, subclasses of the surveyed people are introduced. These include parents, business leaders, teachers, superintendents, college presidents, principals and college graduates. The aim of employing *hyponymy* in this way is to provide examples within certain supporting details.

5.1.6.2 Cohesive Ties Patterns

Cohesive devices have shown a variety of role-related patterns in the article. One of these is identifying and establishing the main components of the argument. To serve this purpose, repetition, hyponymy, meronymy and anaphoric reference have been employed. For further elaboration on these components, and particularly to highlight the concerns about them, cataphoric reference has been used. Moreover, conjunctions and repetition have both been utilised to organise and sequence the ideas introduced in the article. As for fostering the article's argument involving the suggested solution and the expected outcome, the article has used repetition, collocation and synonymy. Finally, hyponymy has played a major role in providing examples as part of the supporting details.

5.1.7 Article 7: ISIS, Boko Haram and Batman

5.1.7.1 Analysis

The article attempts to answer the question about the best strategy/strategies to follow in world zones of order and disorder. To answer this question, the article espouses a zigzag argument format where the problem is introduced, followed by a digressive story that aims to further depict the problem and the strategies suggested by the author to deal with the

problem. This format occurs again in the article with pointing out a specific problem related to implementing the suggested strategy in the Arab World, followed by a digressive story and a proposed solution. Following is a detailed account on the patterns of cohesive devices as far as their roles in the article are concerned.

Since one major issue raised by the author is the classification of the Arab world into zones of order and disorder, the article has employed a number of cohesive devices to reflect this classification. The first, and probably more obvious one, is *synonymy/antonymy*, where the main classification referred to in the article is expressed via the antonyms *order* and *disorder*. All the classifications stated in the article stem from these two. Another cohesive device that serves the purpose of classification is *hyponymy*. To illustrate, the article uses this cohesive device to classify the Arab world zones into those of order and disorder. Subclasses of the Arab world as stated in the article are Libya, Iraq, Syria, Mali, Chad, Somalia, Egypt, Saudi Arabia, Jordan, Morocco, Kurdistan, the United Arab Emirates and Tunisia. All of those states appear within the author’s classification of the Arab world into zones of order and disorder as shown in Figure 5.6, which depicts how hyponymy has been employed to classify nations into order and disorder zones.

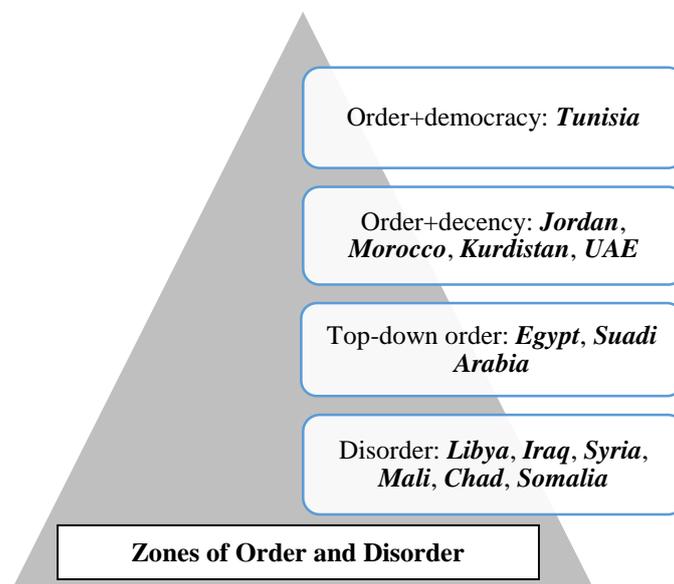


Figure 5.6: Zones of order and disorder

One more instance of *hyponymy* used to classify is that of *strategy*, where the subclasses are the strategies proposed to deal with each one of the zones of order and disorder. Figure 5.7 is an illustration of the subclasses of strategy mentioned in the article.

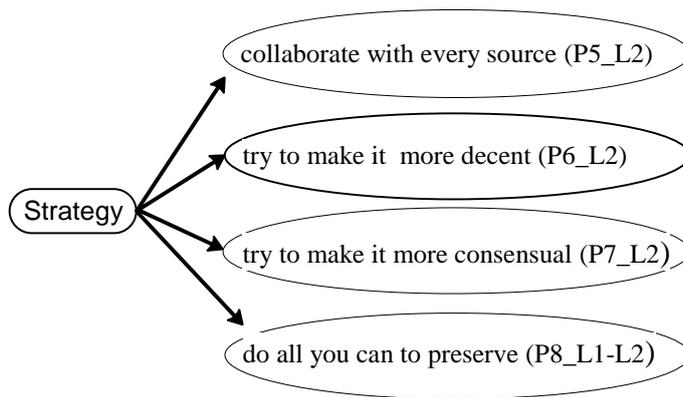


Figure 5.7: Hyponymy of *Strategy*

The two *hyponymy* instances of the Arab world and strategy are then matched together in the article in order to provide meaning for the classification. By way of elaboration, the subclasses of the Arab world are matched each with its corresponding strategy.

To further highlight the conflict between order and disorder, the article has utilised a plethora of cohesive ties. Those ties belong to the sets of *repetition* and *synonymy/antonymy*. It is conspicuous that the article relies on *repetition* to reflect the major conflict between order and disorder, with the former repeated 6 times and the latter 4 times. Lexical items related to these two are also repeated in the article. For example, there are 8 occurrences of *ISIS/the Islamic State* and 3 of *barbarism*, which are both connected with *disorder*. Connected with *order* are lexical units, such as *rule of law*, which is repeated twice and *decent/decency*, which is repeated 3 times. More emphasis on the conflict can also be seen with instances of *synonymy/antonymy*. Table 5.8 displays examples taken from the article:

Synonyms		Antonyms	
order	law/rule	Order	disorder
reason	rationalism	Coalesce	divided
gangs	bandits/criminals	Strong	weak
disorder	barbarism	constrained	produced

Table 5.8: Examples of *Synonymy/antonymy*

The main purpose of using *synonymy/antonymy* is again to emphasise the conflict between order and disorder. It is a dichotomy between law and the absence of it, between order and barbarism, between constraining power and producing it and between strong and weak conflicting parties.

In a more specific role, cohesive devices have been used to lay specific emphasis on major problems raised within the general conflict. Instead of relying solely on lexical cohesion to fulfil this purpose, the article also uses a grammatical cohesive device. Therefore, to serve the purpose of emphasising specific problems, the article combines *repetition* and *anaphoric reference*. One major problem referred to in the article is the Islamic State, or ISIS and Boko Haram. The Islamic State/ISIS has been repeated eight times, six for ISIS and two for the Islamic State, whereas Boko Haram has been repeated twice. It can be noticed that the majority of these occurrences have been accompanied by *anaphora* in order to lay more emphasis on this dilemma. Consider the following excerpts:

[5:55] | ... like Boko Haram and the Islamic State. **These** are gangs.... (P1_L3)
 Reason cannot touch **them**, because rationalism never drove them. **Their**...(P1_L5)
 ...which is known as ISIS, and interview **its** leaders,...(P2_L2-L3)

As it can be noticed in [5:55], Boko Haram and the Islamic State have been the antecedent of four anaphoric expressions, which are *these* (P1_L3), *them* (twice) and *their* (P1_L5). ISIS is also referred to by the pronoun *its*. This twinning between *repetition* and *anaphoric reference* occurs all through the text when it comes to this problem. Although the last mentioning of the two groups together occurs in (P1_L3), they are referred to one more time by anaphora in (P5_L3). In [5:56] below, *the virus* and *these* both refer back to the two groups.

[5:56] | ...contain **the virus** until the barbarism burns itself out. **These** groups can't...(P5_L3)

Another major problem depicted via *repetition* and *anaphora* can be seen in the concluding paragraph (P12_L1-L8), which argues that tribal loyalties in the Arab world makes it hard for the states there to stand up to the challenges of disorder. In this part of the text, *Arab world* is repeated twice, and *tribe/tribal/tribalism* three times. In addition to repetition, the article also uses anaphora to refer to the Arab world as shown in [5:57] with *its* and *theirs* referring back to the Arab world.

[5:57] | the Arab world can't overcome **its** tribalism...(P12_L6)
 And **theirs** will be a future of many dark nights. (P12_L8)

One more use of cohesive devices is to point out what is around and what is far-fetched without directly stating it, thus reflecting what the author believes about the problem and its solution. This is basically done by employing *anaphoric reference* via the demonstrative pronouns, *these* and *those*. By way of illustration, the demonstrative *these* is used three times in the text, all referring to Boko Haram and ISIS as follows:

[5:58a] | *These* are gangs ...(P1_L3)
| *These* groups can't govern...(P5_L3)
| more than contain *these* organisms...(P9_L2)

In all the instances in [5:58a], *these*, which indicates nearness, is used because the groups they refer to are already there and around. However, the article differentiates between the problem and the solution, since the latter is referred to with *those*, which points to something far. Consider the following excerpt:

[5:58b] | ...it may take longer for *those* natural antibodies to coalesce...(P10_L1)

As shown in [5:58b], the article uses *those*, instead of *these*, in order to point out how hard and far-reaching it is to apply the proposed solution. Thus, the interplay of these two anaphoric expressions has been employed to reflect the author's unstated beliefs about how a problem exists and how the proposed solution is hard to find.

In order to emphasise the solution and the strategies that should be used to fight these groups, the article employs *conjunctions* and *parallelism*. By repeating a certain structure four times, the author attempts to draw attention to the strategies proposed as a solution to deal with the various zones of order and disorder. The structure that has been repeated is the following:

Spatio-temporal conjunction+ there + be + noun phrase – imperative + noun phrase – imperative statement.

The following is an example on the above structure:

[5:59] | Where there is disorder— think Libya, Iraq, Syria, Mali, Chad, Somalia —
| collaborate with every source of local, regional and international...(P5_L1-L2)

This structure occurs four times and starts at (P5_L1) through (P8_L3) in the text. All the clauses involving this structure start with a spatio-temporal conjunction to mark the zones

that match each strategy, followed by strategies to be applied in the various zones of order and disorder.

One more pattern apropos the use of cohesive devices involves the use of *cataphoric reference* to mark questions and answers about major issues, such as the proposed strategies, and to introduce supporting narratives. The following are three excerpts from the text that show how *cataphora* is employed to serve this purpose:

[5:60] | WHAT'S *the right strategy* for dealing with a world ...? (P1_L1)
| ... she drew my attention to *this dialogue* between Bruce Wayne and...(P2_L4)
| But there is a strategy for dealing with the world of disorder that I'd summarise with
| *this progression*:...(P4_L1-L2)

In the examples shown in [5:60], all the bold-faced referring expressions point forward for big bodies of texts that either mark the strategy to be used in order to overcome the problem of the two groups or point to the dialogue from “batman: the Dark Night”, which supports the entire argument.

5.1.7.2 Cohesive Ties Patterns

Cohesive devices have shown a number of patterns regarding the role they play in the article. Antonymy and hyponymy have been utilised to classify the zones of order and disorder. In addition, repetition and synonymy/antonymy have been used to highlight the major conflict described in the article. For specific emphasis on major problems, however, the article has twinned between repetition and anaphoric reference. The latter has also been employed in another function, which is to reflect what is not directly said by the author by using the demonstratives of proximity *these* and *those*. The two pointed out what the author believes about the problem and the solution. Furthermore, the solution represented by the suggested strategies has been emphasised and re-emphasised by using parallelism and spatio-temporal conjunctions. Finally, a conspicuous pattern apropos cataphoric reference has been reflected in the article, where this cohesive device has been used to mark questions and answers about major issues and to introduce supporting narratives.

5.1.8 Article 8: The Last Train

5.1.8.1 Analysis

The article generally argues that Israel is seeking to maintain the status-quo with the Palestinians. Although this option might look advantageous to the Israelis, it has many risks, and Israel, should therefore seek to build healthy interdependencies that are based on mutual trust with the Palestinians. To build this discussion, the article espouses the eclectic argument format as the author accepts some points and rejects others within the discussion. To start with, cohesive devices play a major role in emphasising certain details, particularly those related to identifying the main problem, stated as maintaining the status-quo. This role is manifested in the use of *repetition*, *collocation* and *construction-based cohesion*.

Via *repetition*, the author identifies the problem and the parties involved in it. Consider Table 5.9 that shows the highest frequencies of lexical items in the article.

Lexical item	Freq.	%
Israel	21	1.78
Israeli	11	0.93
State	8	0.68
Palestinian	7	0.59
Gaza	6	0.51
Status-quo	6	0.51
Arguments	5	0.42
Hamas	5	0.42
West Bank	5	0.42

Table 5.9: Frequencies of Problem-related Lexical Items

A simple investigation of Table ... shows that the lexical items related to the problem or to the parties involved in the problem occur several times in the text. This strategy helps the reader form a clear idea about what the problem is and who are the various sides involved in it. Considering the concordances of the repeated lexical items reveals how this device has been employed to identify the problem under discussion. Following are the -4, +4 concordances of *status-quo*:

arguments for maintaining a **status-quo** that will destroy you
this is no normal **status-quo** . It gets more toxic

It can be realised from the above concordances that *status-quo* occurs within a co-text that points out to harmful consequences bound to destruction; hence the words *destroy* and *toxic*. In addition, **collocation** is another device employed to further identify the problem. Two of the occurrences of *status-quo*, for example, collocate with *maintaining*, which is the very problem depicted in the article.

To further identify the problem, another lexical cohesive device is employed, **construction-based cohesion**. Consider the following illustration.

[5:61] | Also, **the longer** this status quo goes on, **the more** the juggernaut of Israel's expansion in the West Bank goes on, ... (P12_L1-L2)

The construction in [5:61] ties with the idea expressed in the text extending from (P12_L4) to (P12_L9), which echoes the concerns of delegitimising Israel owing to its settlement expansion strategy. The problem of maintaining the status quo appears in another instance of construction-based cohesion as shown in [5:62].

[5:62] | **We are setting ourselves on fire** with the best of arguments. (P14_L4-L5)

The construction expressed via the idiom in the above example ties with the same idea that maintaining the status quo is a problem.

To support the problem-related argument, the article employs **cataphora**. Through the use of **cataphoric reference**, the argument is supported by providing reasons and facts. The following examples are an illustration of this particular role and usage of **cataphora**.

[5:63] | **Here** is **why**. The Israeli right today... (P6_L1)
| **The** fact that Israel unilaterally withdrew from Gaza...(P9_L2)
| Israel is doing **the** opposite – “bringing the regional...(P14_L2)

Here and *why* in [5:63] refer forward to the text that immediately follows (P6_L1-L3) and point out the reason why the Israeli Right might think that maintaining the status quo was the right choice, whereas the demonstrative *the* in the two instances introduced in [5:63] refer forward to facts related to the problem. Thus, to support the author's argument with reasons and facts, cataphoric expressions are employed.

Cohesive devices also lend themselves to organisational roles as it is patent that they maintain the smooth flow of ideas. To serve this purpose, different types of *conjunctions* that belong to various sets are employed. In the following excerpt, it is additive and causal-conditional *conjunctions* that give the text its meaning through building up its logical structure.

[5:64] | Netanyahu and Abbas each moved on some issues, *but* neither could accept the whole Kerry framework. *So* the status quo prevails. *But* this is no normal status quo. (P11_L1-L3)

The positive step taken by Netanyahu and Abbas is followed by a problem statement indicating that what they did was not enough. As a matter of fact, it is the use of *but* that allows for this smooth transition from a statement that expresses a commendable movement into another that identifies a problem related to the same movement. Since what follows, the prevalence of the status quo, is the consequence of this problematic issue, *so* is used to introduce it. The final statement, which aims to emphasise that maintaining the status quo is a problem, starts with *but* in order to prepare the reader for the idea that this situation should not go on.

Spatio-temporal *conjunctions* are also used to organise ideas chronologically, an important role in the article, which relies on narrating timed events within the main argument. It can be realised that the article is replete with temporal *conjunctions*, such as *when, now, soon, last week* and *today* among many others only to ensure the smooth flow of ideas within chronologically narrated events.

Akin to the organisation-related role, the interplay of cohesive devices serves the purpose of highlighting main juxtapositions that build up the main argument. Lexical cohesion is the main tool in this regard. To illustrate, the article argues that what is needed is healthy interdependencies as opposed to the status quo, which is characterised by unhealthy interdependencies. Conspicuously, the argument is centred on the actions of two parties, the Israelis and the Palestinians, and these actions are mirrored through juxtaposing relationships, which are expressed mainly via *repetition* and *synonymy/antonymy*. One of the principal juxtapositions involves the building-destruction relationship. In the total, there are thirteen occurrences of this juxtaposition via the following lexical items: constructed (P1_L4), set (P5_L3), building (P9_L4; P12_L8), destruction (P9_L7), creating (P11_L4), created

(P13_L6), build (P15_L1; P18_L4), collapsed (P16_L4), create (P17_L6; P18_L3) and break (P18_L4).

Investigating the concordances of the thirteen building-destruction, synonymous/antonymous lexical items reveals that this network of lexical ties serves to build up the author's main argument. By way of elaboration, based on this lexical network, the argument can be decoded in the following way: The two-state concept, which was diplomatically *constructed*, is not likely to work out unless healthy interdependencies are *set* following suit of the example of the Jordanian-Israeli cooperation. The current situation is that Hamas, instead of *building* Palestine, is fighting Israel, exposing Palestinians into enormous *destruction*. The Israeli settlement policy, on the other hand, will result in *creating* a multi-sectarian body in the middle of Israel, which is why it has to stop *building* settlements because if this goes on, a perception will be *built* that Israel does not take the two-state solution seriously. Healthy interdependencies can be *built* given that the Israelis, the Palestinians and the Jordanians, once enemies, cooperated to solve the problem of waste management having *collapsed*. Such healthy relations, though hard to *build*, are hard to *break* once in place.

The other principal juxtaposition that feeds the main argument is war-peace, where once again *repetition* and *synonymy/hyponymy* serve to build up the relationship between the two. The article is replete with examples of lexical items that are tied cohesively and that link to war and peace repetitively and synonymously/antonymously. Those include the following items: peace (P1_L2; P13_L2; P13_L3; P13_L9), conflict (P1_L4), war(s) (P3_L1; P9_L6; P11_L6; P12_L3), killed (P3_L2), wounded (P3_L3), collision (P4_L1), deadly (P6_L3), tragedy (P7_L1), destroy (P7_L3), militias/militiamen (P8_L2; P8_L6; P8_L7), armed (P8_L3), rockets (P8_L3; P18_L1), threat(ening) (P8_L4; P16_L6), commanders (P8_L4), took over (P8_L4), military (P8_L5), army (P8_L6), fighting (P8_L6; P9_L4), defense (P8_L8); withdrew (P9_L2), took over (P9_L3), cease-fire (P9_L5), nonviolence (P14_L4), and enemies (P17_L6). Taken together, those lexical items build up the argument that diplomatic efforts to establish *peace* between the Israelis and the Palestinians are not likely to work out due to the inclination to maintain the status quo, which is characterised by *deadly wars* and *fighting*.

In tandem with constituting the skeleton of the given juxtapositions, which are the pillars of the main argument, *repetition* and *synonymy/antonymy* are the main devices used to build up

the argument itself, which is composed by a broader juxtaposition between healthy and unhealthy interdependencies, with latter being described in terms of maintaining the status quo. Following are the occurrences of the lexical units related to the healthy interdependency-status quo taxonomy: with one another (P4_L2), interdependency/interdependencies (P4_L3; P4_L4; P15_L1; P17_L6; P18_L3), status quo (P6_L2; P7_L2-L3; P11_L2; P11_L2-L3; P12_L1), together (P15_L4), all one (P16_L7), connected (P16_L7), all (P17_L3), relationships of trust (P18_L2), and things (P18_L4). With this network of lexical cohesion, the article's argument is built up as it is centred on the call for establishing healthy *interdependencies* and working *together* instead of maintaining a destructive *status quo*.

Another role played by cohesive devices involves employing *clausal ellipsis* in structures that are used to express higher degrees of certainty. Put differently, when the author tends to reflect his confidence that something is true, he expunges parts of the discourse to reflect his assertive attitude towards the discussed point as shown in the following excerpts from the text:

[5:65] | Can a bigger collision be averted? *Not by Washington*. (P4_L1)

In the emphatic *Not by Washington* in [5:65], the parts of the clause that have been deleted can be retrieved as “a bigger collision can be averted, but...”. This expression is a challenging one in which clausal ellipsis is used to reflect the writer's certainty that to avoid further losses it is only the Palestinians and the Israelis who can make it happen, not Washington. Even more challenging is the following example:

[5:66] | “*Never happen!*” you say. (P5_L1)

The instance of clausal ellipsis in [5:66] is again a reflection of certainty, this time an anticipated one, as the writer believes the readers are certain that converting the unhealthy interdependency into a health one will never happen. A third instance of clausal ellipsis that serves the purpose of expressing certainty can be shown in [5:67] where the author reflects his belief that Israel will not stop building settlements.

[5:67] | But *it won't*. (P12_L8-L9)

One more specific role of cohesive devices in the article is that they have been used to exaggerate dangers and threats via employing comparative, *anaphoric reference* in particular. It is conspicuous that to describe dangers and threats comparative expressions, such as those listed in [5:68].

[5:68] | Can a *bigger collision* be averted? (P4_L1)
| No other country faces *such a threat*. (P8_L3-L4)
| They're *much more motivated*. (P8_L7-L8)
| It gets *more toxic* by the day. (P11_L3)
| it will be creating an even *bigger* multisectarian, ...(P11_L4)

All the above examples address dangers and threats, and all of them employ comparative, *anaphoric reference* and are meant to magnify the type of threat they address. For example, the comparative expression *such* (P8_L4) is there to indicate that no other country faces a border threat like Israel, being bordered by South Lebanon, Gaza, Sinai and Syria. Similarly, the expression *more toxic* (P11_L3) refers to the embedded threat that the prevailing status quo can become more dangerous.

5.1.8.2 Cohesive Ties Patterns

The article has shown a diversity of patterns regarding the roles of cohesive devices. One of those roles involves emphasising certain details, particularly those related to identifying the main problem via repetition, collocation and construction-based cohesion. To support the problem-related argument with facts, cataphoric reference has been employed. Another role for cohesive devices used in the article involves organising the ideas within the text via conjunctions. An important role connected to building up the article's argument has been fulfilled by using a host of lexical cohesive devices, particularly repetition and synonymy/antonymy. Furthermore, cohesive devices have been used to express higher degrees of certainty via clausal ellipsis. Finally, anaphoric reference has been utilised to exaggerate the threats and dangers of maintaining the status-quo through the utilisation of comparative expressions. This last role can be taken as a specific, adding-emphasis method.

5.1.9 Article 9: The World is Fast

5.1.9.1 Analysis

Generally, the article argues that three forces that are going at a very fast pace are driving our world today. The three forces are the market, Mother Nature and Moore's Law. The article argues that adapting to these three forces is vital in order to cope with the biggest challenges, which are the resilience of workers, environment and institutions. One more point in the article is that elections should address these three forces due to their significance in changing the world. Therefore, the argument can be looked at as problem-solution format type. Cohesive devices play a variety of roles in the article. One of those is the introduction of the two sides of the argument, the challenge and the forces that need to be addressed, and examples that are linked to these two using *cataphoric reference*. For introducing the two sides of the argument, the demonstrative *the* is used to refer forward in the text as shown in the following excerpt.

[5:69] | How about *the* biggest challenge we're facing...(P1_L3)
| *The* three biggest forces in the planet...(P2_L1-L2)

In the two instances provided in [5:69], *the* refers forward to "the resilience of our workers, environment and institutions" and to "the market, Mother Nature and Moore's Law" respectively, and these are the two constituents of the main argument. Another demonstrative expression, *this*, is also used cataphorically to refer to an example that is much related to the main argument, particularly to the force of Mother Nature. Specifically, this expression refers to a Reuters report about São Paulo. Following is the occurrence of *this* in the text:

[5:70] | On Oct. 24, Reuters reported *this* from São Paulo:...(P6_L2)

The reference in [5:70] is significant as it refers to an example of a wealthy city that may run out of water. This is a patent reference to one of the three forces addressed in the article, which is Mother Nature.

In addition to identifying the two sides of the argument, cohesive devices are used to expand certain ideas, or components of the argument by showing the degree of focus on each one of the three forces. It is true that the author discusses the three forces that are driving our world

today; nevertheless, it is equally patent that these forces are not given the same weight, as Mother Nature occupies the lion's share in the discussion. Cohesive devices are the main tool through which this focus is made. Let us consider *repetition* of lexical units first. Table 5.10 shows the frequencies of the items related to three forces in the text. MN stands for Mother Nature, MT for market, and ML for Moore's Law.

MN Lexical Units	Freq.	MT Lexical Units	Freq.	ML Lexical Units	Freq.
Water (sheds) (courses)	12	Market(s)	4	Moore's Law	3
(Rain)forest(s)	6	Global(ization)	4	Institute/ions	3
climate	4	Economy/ies/cal	3	theory	2
deforestation	4	jobs	2		
Mother Nature	4	Workers	2		
Environment(s)/al/ist	4				
drought	3				
natural	3				
Reservoirs	3				
Rain(s)	3				
Dry/dried	2				

Table 5.10: Frequencies of the Three-forces-related Lexical Units

Looking at Table 5.10, it is immediately clear that the issue of Mother Nature overweighs the discussion of the Market and Moore's Law, with a total of 48 frequencies, compared to 15 for the lexical units related to the Market and only 8 for Moore's Law.

In addition to *repetition*, the article employs *hyponymy*, *collocation* and *synonymy/antonymy* to serve the same purpose of expanding the argument of Mother Nature. One hyponym to consider in this regard is *nature*, and the subclasses include *rivers*, *forests*, *streams*, *wetlands*, *watercourses* and *watersheds*. The degree of focus on Mother Nature is also reflected in the use of *collocation*. This can be found in *water/flows*, *natural/forest*, *sponges/soaking*, *rivers/sediment*, *cloud/rains*, *water/vapor*, and *reservoirs/supplies*, all of which can be found in the part that discusses the force of Mother Nature, which indicates that *collocation*, too, is a strategy utilised to increase the degree of focus on this issue. Another lexical cohesive device used for the same purpose is *synonymy/antonymy*. Consider the following examples: run out of water/dried up (P6_L3; P6_L6); soaking/releasing (P9_L1); reducing/decline/fallen/dropped/increased (P9_L3; P9_L4; P9_L6; P10_L8; P9_L4); streams/rivers (P9_L2; P10_L7); and altering/changing (P10_L5; P11_L10). Apparently, the intensity of lexical cohesive devices in the section that describes Mother Nature indicates that this force receives a higher degree of focus than the other two forces.

One more role of cohesive devices is that they mark the major elements of the argument. One of the pillars of the argument lies in the significance of *change* and realising its presence within the general discussion of the three forces. This role of cohesion is particularly important because it adds emphasis to the details that build up the article’s argument. One of the most conspicuous usages of cohesive devices that serves this purpose is the twinning between *synonymy/antonymy* and *repetition*. Together, these two depict *change*, one major trend linked to market, Mother Nature and Moore’s Law. Table 5.11 delineates the twinning between *synonymy/antonymy* and *repetition* to address *change*:

Cohesion category	Cohesive tie
Repetition	All occurrences of <i>change</i> (P5_L1; P9_L4; P11_L10; P12_L1) tie together via repetition
	Two occurrences of <i>replace</i> (P3_L4; P8_L5) tie together via repetition
Synonymy/antonymy	<i>flux</i> (P1_L2), all occurrences of <i>change</i> (P5_L1; P9_L4; P11_L10; P12_L1) and <i>altering</i> (P10_L5) tie together via synonymy/antonymy
	<i>spinning off</i> (P3_L5) ties with the two occurrences of <i>replace</i> (P3_L4; P8_L5) via synonymy/antonymy
	<i>going back</i> (P11_L7-L8) ties with <i>reversing</i> (P11_L9) via synonymy/antonymy
	<i>still in place</i> (P8_L7) ties together with all occurrences of <i>change</i> (P5_L1; P9_L4; P11_L10; P12_L1) via synonymy/antonymy

Table 5.11: Repetition and Synonymy/antonymy Ties

Considering the examples in the previous table reveals that via *repetition* and *synonymy/antonymy*, the article highlights *change* as a major element linked to the three forces.

Another major element related to these forces is the notion of ‘*togetherness*’, which is also realised by the ties of *repetition* and *synonymy/antonymy*. To illustrate, all the occurrences of *all* (P2_L2, P3_L5, P8_L8, P12_L1) tie with each other via *repetition* and with *at the same time* (P2_L3), *together* (P2_L4; P5_L5), *at once* (P5_L1), and *entire* (p9_L5) via *synonymy/antonymy*.

A third element in the argument is the dimension of *time*, which becomes a focus in the article through the utilisation of *repetition* and *hyponymy*. An investigation of the main time expressions repeated in the article reveals how time is a significant element in the argument. Let us consider two of those expressions, namely *today* and *one day* through looking at their

co-texts. The first occurrence of *today* (P1_L4) marks the immediacy of the challenge addressed in the article, represented in the three forces. This is the L5 concordance of this occurrence of today:

the biggest challenge we're facing **today**

The R8 concordance of the same occurrence names the challenge as follows:

today: The resilience of our workers, environment and institutions

The second occurrence of *today* (P8_L6) again points out to an immediate challenge in the city of São Paulo, which is the degradation of natural infrastructure of forests, a challenge linked to the force of Mother Nature. The same problem is addressed in the third occurrence of *today* (P10_L9), as it is shown in the following L5 concordance of this expression:

devastating situation we are living **today**

While the **repetition** of *today* emphasises the immediacy of the challenge, the reiteration of the indefinite time expression *one day* occurs within the context of hoping to address the three-force challenge in future elections. These examples show how the repetition of certain time expressions is one way of marking one of the pillars of the argument.

Another cohesive device used to mark the element of *time* as a significant pillar to the article's argument is **hyponymy**. The following illustration shows the various subclasses of *time/when* used in the article: *just* (P1_L1), *never* (P1_L1), *future* (P1_L2), *today* (P1_L4; P8_L6, P10_L9), *ever before* (P2_L4), *every two years* (P3_L2), *now* (P3_L4), *over time* (P5_L5), *On October, 24* (P6_L2), *by mid-November* (P6_L3), *soon* (P6_L4), *in at least 80 years* (P6_L5), *until* (P11_L4), *once* (P11_L8), and *one day* (P12_L2; P12_L4). To sum up, there are three major elements in the argument that are highlighted by cohesive devices: *change* and *togetherness*, which have been stressed by the use of **repetition** and **synonymy/antonymy**, and *time*, which has been marked by twinning between **repetition** and **hyponymy**.

Another tool used to add emphasis to specific details is **construction-based cohesion**. Let us consider the following instances of this type of cohesion as they are used in article:

- [5:71] | ...computers and robots that they're now replacing many more traditional **white- and blue-collar jobs** (P3_L4-L5)
- [5:72] | ...what we call '**flying rivers**' — has dropped dramatically...(P10_L7-L8)
- [5:73] | **Say what?** (P7_L1)

The idiom *white-and-blue-collar jobs* is cohesive with a number of lexical items in the text, such as *traditional* (P3_L5), *workers* (P1_L4; P2_L4), *jobs* (P5_L7), and the substitutional *ones* (P3_L5), which refers back to *jobs*. The construction is used to emphasise the idea that modern advances in technology, such as computers and robotics, are replacing traditional jobs. The construction *white-and-blue-collar jobs* indicates that collars, which represent jobs, will no longer matter with new technological advancements. Similarly, in [5:72] the construction *flying rivers* is cohesive with *vapor clouds* (P10_L7), and is also used further to emphasise the significance of vapor clouds, which serve as flying rivers, and which are shrinking today. The third construction *Say what?* in [5:73] is cohesive with the quoted text stretching from P6_L2 to P6_L6. This construction comes in the form of a question that lays more emphasis on the issue of São Paulo's running out of water.

In addition to these roles, cohesive devices build juxtaposing details within the argument. These can be considered the flesh of the main details since the author provides these details in terms of juxtapositions between what is *big* and *small*, *fast* and *slow*, *strong* and *weak*, and *increasing* and *decreasing*. Table 5.12 illustrates how **repetition** and **synonymy/antonymy** have been used to delineate these juxtapositions:

Juxtaposition 1: fast and slow	
fast (P2_L1; P4_L3; P12_L1), speed (P3_L1; P5_L8), rapid (P4_L1), quick (P5_L4), over time (P5_L5)	slowing (P11_L9)
Juxtaposition 2: big and small	
big (P1_L3; P2_L1; P5_L4; P6_L3, P11_L3), giant (P9_L1), extreme (P9_L6)	little (P1_L2)
Juxtaposition 3: strong and weak	
resilience (P1_L4; P5_L5; P9_L5; P12_L4), tightly (P2_L4), power (P3_L1; P3_L3), strong (P5_L2; P11_L4)	exposed (P2_L5; P8_L8), without walls (P2_L6), weak (P5_L3)
Juxtaposition 4: increasing and decreasing	
surging (P2_L3), double (P3_L1), increasing (P3_L3; P9_L4; P10_L1), growth (P4_L1; P4_L2),	reducing (P9_L3; P9_L5; P10_L5), loss (P9_L3), decline (P9_L4), fallen (P9_L6), dropped (P10_L8)

Table 5.12: Juxtapositions via Repetition and Synonymy/antonymy

The following excerpts from the text help discern how these sets contribute to build up juxtapositions that support the main ideas discussed in the article:

[5:74] | The world is *fast*. (P2_L1)
And the *rapid* growth of carbon...(P4_L1)
...no one has a *quick* fix to ease their anxiety. (P5_L3-L4)
...urgency of reversing rather than *slowing* deforestation. (P11_L9)

In [5:74] the juxtaposition between *fast* and *slow* builds up the details that support the main idea of how fast the three forces move by providing examples, such as the rapid increase of carbon (Mother Nature), the absence of a quick solution and the need to reverse deforestation, not only slowing it. The tie between the four lexical items that build up these meanings is *synonymy/antonymy*, with the three synonyms being *fast*, *rapid* and *quick*, which are antonymous with *slowing*.

Further to the previous functions of cohesive device, *clausal ellipsis* is used to reflect the writer's confidence in his answer to what might be controversial questions to the readers.

[5:75] | Say what? São Paulo is running out of water? *Yes*. (P7_L1)

In answer to the question readers supposedly ask doubting that São Paulo is running out of water comes the elliptical answer *Yes*, which involves expunging the possible clause *São Paulo is running out of water*. *Clausal ellipsis* here aims to challenge the readers' possible doubts with a confirmative *yes* that reflects the writer's confidence in the information he provides. The same purpose can be realised in other instances of clausal ellipsis used in the article. In [5:76], however, the deleted clause can be located before the written item, i.e. before *Because in both cases*. Still, the purpose of employing clausal ellipsis is to reflect the writer's confidence that the reasons he is giving do provide the right answers to the questions raised.

[5:76] | Why is that the biggest challenge? *Because: The world is fast*. The three... (P2_L1)
Why such denial? *Because* the implications of acceptance are so significant...(P11_L6-L7)

5.1.9.2 Cohesive ties patterns

The article employs a considerable diversity of cohesive devices, which play a variety of substantial roles. One of the major uses is that of cataphoric reference to introduce the two sides of the argument, the problem and the solution, and the examples tied to them. In addition to this role, a host of lexical cohesive devices has been used to lay more emphasis on certain elements by showing the varied degrees of focus on the three forces Mother Nature, Moore's Law and the market. The devices that have been employed to reveal the degree of focus are repetition, hyponymy, collocation, and synonymy/antonymy. Cohesive devices have also been utilised to mark, or identify the elements of the argument. While the elements of *change* and *togetherness* have been identified via the twinning between repetition and synonymy/antonymy, a similar pairing between repetition and hyponymy has been used to mark the third element, which is *time*. Moreover, using construction-based cohesion, the article has added more emphasis on specific details. One more and patent role of cohesive devices is that played by repetition and synonymy/antonymy to build juxtaposing details that support the main ideas in the article. Finally, clausal ellipsis has been utilised to reflect the writer's confidence in what might be considered as controversial issues.

5.1.10 Article 10: ISIS Heads to Rome

5.1.10.1 Analysis

ISIS Heads to Rome argues that the Islamic State consists of three loose factions. After listing them, the article discusses the possible causes behind young people's joining the Islamic State, known as ISIS, and concludes with the measures that can be taken to defeat ISIS and prevent the emergence of another similar group. The article follows a zigzag format in its argument as follows: Siding with the Romans in mocking ISIS's threat of heading to Rome, then stating that these threats are not a joke, listing a narrative that describes ISIS as losers and agreeing with that, arguing that the group, though, consists of three factions, discussing the three of them while maintaining the zigzag structure all through the discussion, stating the two types of Islam, confirming that ISIS is not an Islam problem, though, and finally proposing the 'only' way to defeat ISIS, but acknowledging that it sounds impossible. Cohesive devices play a number of roles in organising the article and building its meaning.

The article uses *cataphoric reference* to point forward to big stretches of language that reflect what is right and what is wrong in the author's point of view. The article starts with the following statement:

[5:77] | The Italians got *this one* right. (P1_L1)

In order to decode the demonstrative expression *this* in [5:77], one needs to go forward in the text to find that it refers to the tweets made by the Italians in which they mock ISIS's threat to head for Rome. It is noticed that this cataphoric expression is used to refer to something that the author agrees with. In accordance with this usage, *cataphora* is also used to refer to what the author believes is true as it is shown in the following excerpt:

[5:78] | It is *the truth* uttered by Ruslan Tsarni on CNN after his two nephews... (P4_L3-L4)

Once again, the cataphoric reference *the truth* in [5:78] refers forward to Ruslan Tsarni's belief that the bombers involved in the Boston Marathon bombing were no more than losers. In another instance, cataphoric expressions refer to what the author believes is a fact, which goes in line with the examples presented in [5:77] and [5:78]. The excerpt is given in [5:79]:

[5:79] | But it would not be resonating were it not for *the fact* that...(P8_L2-L3)

This type of cohesion is also used to refer to what the author believes is a mistake as shown in [5:80] where the demonstrative *the* can be decoded only by going forward in the text:

[5:80] | The U.S. keeps repeating *the same mistake* in the Middle East: ...(P7_L1)

It can be concluded, therefore, that *cataphora* is employed to define what the author believes is right or wrong all through the discussion.

One more role of cohesive devices is to add emphasis to significant details in the argument. One example involves emphasising the incident that has triggered writing the article, which is a tweet about ISIS's threats of heading to Rome. In order to emphasise this detail, the article has employed *parallelism* as the text repeats the following 'Twitter' statement distantly:

[5:81] | *#We_Are_Coming_O_Rome* ...(P2_L1; P3_L2; P3_L4; P3_L6; P3_L8)

The tweet introduced in [5:81] is actually what has triggered writing the article under discussion, and it is the core around which the argument about ISIS is built, and since it is repeated as an entire structure five times in the text, it can rightly be argued that it is there to add emphasis to the topic of the article. Another instance of *parallelism*, used adjacently this time, emphasises the important detail that Islam has no link to terrorist acts. This one can be seen in [5:82] below.

[5:82] | *Anything else, anything else to do with religion, with Islam, is a fraud, is a fake.*
(P4_17-L8)

In addition to this device, *associative reference* has been used to involve the readers' knowledge in identifying the topic as senses of the words *tweets* (P1_L2; P3_L1) and *hashtag* (P2_L1), or the symbol # (P2_L1; P3_L2; P3_L4; P3_L6; P3_L8), which also means hashtag, require the readers to decode the association between the two as common expressions used by "Twitter" users.

An organisational role of cohesive devices in this article can be seen through *repetition* and *anaphoric* reference, which are used in a way that reflects the zigzag format of the article's argument. By way of elaboration, there are sixteen occurrences of ISIS, the Islamic State in Iraq and Syria, in the text. In order to figure out how this instance of *repetition* is paired with *anaphora* to reflect the format of the argument, one needs to go through the concordances of this item in the text. Following are the L3, R3 concordances of this lexical item's occurrences from different parts of the text:

Islamic	State,	or	ISIS,	Warned:	"Today	we
Securely,	bargain	price	ISIS's	murderous	ways	aren't
Italian's	mocking	of	ISIS	is	rather	appropriate
them	home.	If	ISIS	starts	losing,	and
tribes,	who	give	ISIS	passive	support.	Although
Sunni	villagers	under	ISIS's	control,	ISIS	is
You'll	see	that	ISIS	didn't	invent	torture
"root	causes"	problem.	ISIS	is	a	product
So,	to	defeat	ISIS	and	not	see

The above concordances of *ISIS* are a conspicuous reflection of the argument's zigzag format. There are nine instances introduced above, extracted from the following parts of the text respectively: P1_L3, P3_L9-P4_L1, P4_L1-L2, P5_L7, P6_L2-L3, P6_L5, P6_L8, P10_L1-L2 and P11_L1. The zigzag argument can be read as follows: In the first three concordances of *ISIS*, *ISIS* is introduced as a threat because the group issues warnings of invading Rome. The Italians start mocking those threats although *ISIS*'s murderous ways should not be taken as jokes. Yet, the Italians are right in their attitude towards *ISIS*'s threats. The fourth and fifth occurrences tell that there is a possibility of *ISIS* losing, yet the group is supported by tribes, though passively. Still, the sixth concordance shows that those Sunni tribes are under *ISIS*'s control, which lays doubts about the sincerity of their support. Then, the argument shifts to stress that *ISIS*'s ways described previously as murderous, might be only a reaction to the Shiite's murderous ways against Sunnis. The eighth concordance suggests that *ISIS* might even be a product of failed governance, and finally the concluding shift moves into how to defeat *ISIS*, which is introduced in the ninth concordance.

Besides *repetition*, *anaphoric reference* also reflects the zigzag nature of the argument. The anaphoric expressions that refer to *ISIS* are the following: *we* (P1_L3, P1_L4, P2_L1, P3_L2, P3_L4, P3_L6, P3_L8), *such groups* (P4_L3), *this group* (P5_L8) and *its* (P11_L1). Once again, it can be realised that those referring items mirror the zigzag argument since the first two occurrences of *we* involve a reference to *ISIS* as a threat, while in the following five occurrences the referring expression becomes part of a tweet and an occasion of mockery. The eighth occurrence, *such groups* (P4_L3) shifts to discuss what attracts people to these groups, and then argues in the following occurrence of anaphoric expressions, namely *this group* (P5_L8), that the group will lose its joiners if it cannot provide them with jobs, power or sex. Just like the final instance of *repetition*, the last occurrence of an anaphoric expression referring to *ISIS* is located within an L2 concordance of *wipe out*, thus discussing ways of defeating the group.

Furthermore, the zigzag format of the argument can also be partly seen in the use of *conjunctions*, particularly adversatives. The examples in [5:83] show how conjunctions are used in a way that mirrors the zigzag that goes on all through the article:

[5:83] | ISIS's murderous ways aren't a joke, **but** the Italians' mocking of ISIS is rather appropriate. (P4_12-L2)
 | **While** we agonizingly debate ISIS's relationship to Islam, we've forgotten...(P4_L2-L3)

Similar examples can be found in other parts of the article. For example, the conjunction *but* (P5_14) reflects a zigzag since it joins the claim that some ISIS enlists are jihadists and the claim that many are losers. A similar zigzag can be found in the use of *although* (P6_L3), which joins two statements, roughly that Sunnis constitute a third of Iraqis and that they do not accept the Shiites' rule.

One more significant role of cohesive devices is creating major classifications that build up the author's argument. One major cohesive device used for classification purposes in the text is *hyponymy*. To elaborate, let us consider the hyponym *state* and its subclasses (Figure 5.8) and investigate how this cohesive device builds substantial classifications.

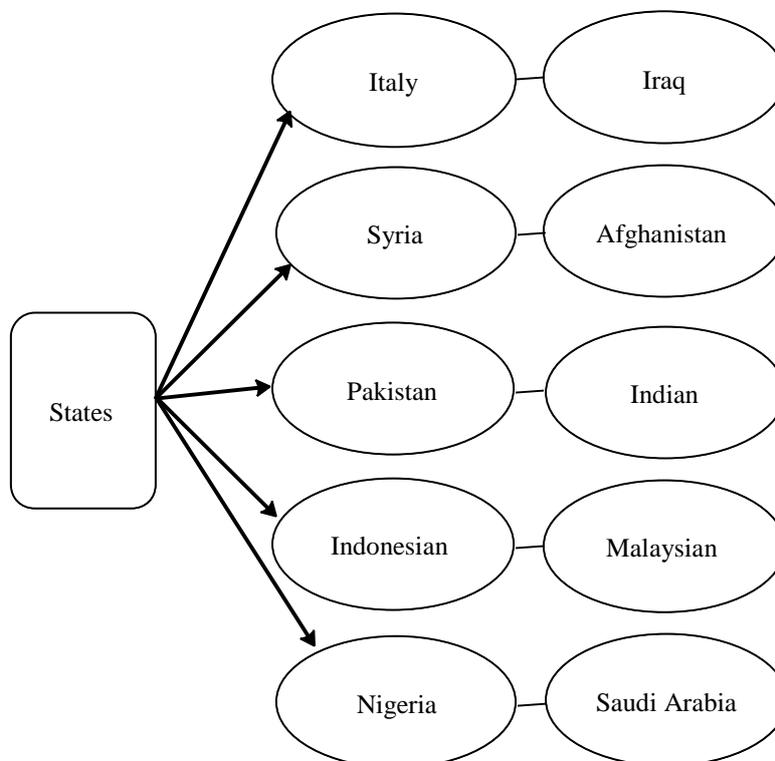


Figure 5.8: Hyponymy of *State*

Taken together, there are 12 subclasses of state as shown in Figure 5.8. This cohesive tie is mainly used to create classifications that constitute one substantial part of the argument. The countries listed as subclasses above fall into a number of groups based on the article's argument. These groups include *moderate-Islam* states, which are India, Malaysia and Indonesia, *puritanical-Islam* states, which are Nigeria, Pakistan, Saudi Arabia and Afghanistan, and *war-zone* states, which are Syria and Iraq. These groupings reveal that **hyponymy** is vital to understand how various classifications are made in the text and how they become part of the argument as a whole.

Another role of cohesive devices is to highlight the details of major juxtapositions through the use of **synonymy/antonymy** and **repetition**. A close examination of the article discloses that the argument is set via a network of juxtapositions that fall under the umbrellas of religion and politics. Considering the former, two juxtapositions have been made between *radical* and *moderate*, and *Sunnis* and *Shiites*, whereas the main juxtaposition of the latter is made between *legitimate governance* and *misgovernance*. The following discussion elucidates how **synonymy/antonymy** and **repetition** are paired to reflect the three sets of juxtapositions in the text. The first religion-related pair radical and moderate have been juxtaposed repeatedly in the article. Close synonyms linked with *radical* include *murderous*, *brutalization*, *discrimination*, *torture*, *extremism*, *hijacked*, *toxic*, *injustice*, *radicals*, *puritanical*, *anti-pluralistic*, *anti-modern education*, *anti-women*, and *calcification*. This cohesive device has been paired with **repetition**, with lexical units, such as *murderous* (P1_L2; P4_L1), and *extremism* (P7_L6; P11_L2). In contrast with *radical*, *moderate* has been represented as an antonym to most of the lexical units linked to radical, such as *extremism* and *puritanical*. In addition, *moderate* has been repeated four times in the text (P5_L7; P8_L8; P9_L2; P11_L8). The many occurrences of radical-moderate-related lexical units through **synonymy/antonymy** and **repetition** aim to highlight the juxtaposition between the two, and therefore, marking one main constituent of the argument. A similar religion-related juxtaposition is perpetrated between Sunnis and Shiites, with the former occurring five times (P6_L1; P6_L2; P6_L3; P6_L5; P11_L5) and the latter three times (P6_L4; P6_L7×2).

Regarding the politics-related juxtaposition, the lexical unit derivatives of *govern* are repeated five times in the text (P3_L7; P6_L7; P7_L3; P7_L5; P10_L2). The **synonymy/antonymy** ties can be found in the occurrences of the following lexical units:

corruption, legitimate, authentic, decent, never stood in the way, hold these places back, failed governance, injustice, sectarianism, and state failure.

5.1.10.2 Cohesive Ties Patterns

This article reveals a number of diverse patterns in the use of cohesive devices. To begin with, cataphoric reference is used to define what the author believes is right or wrong and is exceptionally used to refer to a long stretch of language. In addition, cohesive devices are used to add emphasis to certain details in the article via parallelism. Associative reference has also been used to involve the reader in making the necessary connections to decode the related lexical units. One more role of cohesive devices involves the employment of repetition, anaphoric reference and conjunctions to reflect the zigzag format of the argument, which is a solely organisational role. Added to these roles, hyponymy has been substantially used to make major classifications in the article. Finally, to highlight the details of major juxtapositions the article has employed lexical cohesion, particularly synonymy/antonymy and repetition.

5.2 Arabic Articles (Appendix B)

This section follows the same technique of analysis of the English articles, except for one difference. Most of the examples taken from the articles have been introduced in a three-row/column, table-like manner, where the first row/column includes the Arabic excerpt, the second transcription, or Romanisation, of all the words introduced in the example and the third row/column for the literal translation. Although literal, word-for-word translation is not always functionally accurate, it is more faithful to the original text, which is required for this type of study, for the cohesive tie might be lost in functional translation. However, whenever the functional meaning is necessary, it has been provided in order to avoid any possible confusion. In some cases, when the Arabic lexical units are better placed within the text rather than be separated in examples, they have been provided within the text followed by the transcription, the paragraph and line numbers and the meaning respectively. All transliterations are provided between slashes.

As far as transcription is concerned, there are many character-representation systems, yet the one that is used in this section is Qalam, which is more effective than other systems, such as

ISO, SATTs, Arabesh, Buckwalter and Ala-Lc at the levels of usability and accuracy, with the former meaning the transliteration method's adherence to the pronunciation of the original Arabic letter, and the latter referring to the use or non-use of diacritical marks that are neither used in English or Arabic (Lawson 2010). Put differently, Qalam shows more adherence to the pronunciation of Arabic letters and less usage of diacritical marks than the other transliteration systems, which is why it is adopted to be used in this section. There is one more issue to consider regarding the transcription. If the consonant is written twice in the English transliteration, it means that this letter is geminated in the original Arabic word.

5.2.1 Article 1: حسناء /Hasnaa' / (The Beautiful Girl)

5.2.1.1 Analysis

The article starts with the story of a little, 10-year-old girl who was accused of stealing from one of her teachers. The school called the girl's father, who showed understanding of the situation. However, the news came the second day that the girl was beaten to death by her father, who was sent to jail. The article then argues that both the school and the parent, who did not mean to kill his daughter, have not done the right thing. The article also calls for treating children with love, listening to them, and talking to them before going for the punishment option. As far as the argument structure is concerned, it can be noticed that it follows a problem-refutation-solution format. In the article, Al-Zubi employs a myriad of cohesive devices with a diverse number of roles attached to it, one of which is reflecting the argument's format.

Building the argument format is mainly done by using *repetition*, *synonymy/antonymy* and *parallelism*. Starting with the problem-refutation part of the argument, it is replete with lexical units, that are recurrent and synonymous/antonymous in a way that builds this part of the article. One major part of the problem is the place where it happened, which is the school. Investigating the occurrences of this lexical item, which are 5 in total, points out the problem around which the article revolves. Consider the following examples:

[5:84]	الضليل /eDliil/ Al Dlail	مدارس /madaares/ Schools	إحدى /'iHdaa/ one	في /fii/ at	تدرس /tadrusu/ studies	(P1_L1)
	بسرقه /bisariqat/ of stealing	المدرسة / al madrasat/ School	إدارة /'darat/ administration	من قبل /min qibal/ by	اتهام /ittihaam/ accusation	(P1_L1-L2)

In [5:84], the occurrence of school sets the context by stating the place where the incident happened (P1_L1), and the problem of accusing the girl of robbery (P1_L1-L2). In the following occurrences of this lexical item in the text, the problem is further described. By way of illustration, the third and fourth occurrences of school describe the administration's decision not to solve the issue within the school (P1_L3) and their decision about calling the girl's father to come to school (P1_L5), which, according to the author, were the real problem. The fifth occurrence of school points out to the fact that these attitudes have led to the irretrievable disaster of the girl's death. Below is the fifth occurrence:

[5:85]	المدرسي /almdrasiyyi/ school	مربولها /maryuuliha/ her uniform	إلى /'ilaa/ to	الدفء /addif'a/ warmth	يعيد /yu`iida/ Return	ولن /wa lan/ won't	(P3_L1)
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Another instance of *repetition* in the problem-refutation part is the direct reiteration of the word سرقة /sariqah/ (P1_L2; P1_L3), meaning robbery. This lexical item has been referred to in the text via close *synonymy/antonymy* as well, by using lexical items, such as خطأ /khaTa'/ (P1_L4), meaning mistake, فعل /fi'l/ (P1_L7), meaning deed, أخطاء /'akhTaa'/ (P3_L3), meaning mistakes, and الخطايا /alkhaTaayaa/ (P3_L4), meaning sins.

Another example of *repetition* that highlights the problem part of the article lies in reiterating the lexical items that refer to the various parties involved in the case discussed in the article. The words إدارة /'idaarah/, meaning administration, and مديرة /mudiirah/, meaning principal, occur five times in the text (P1_L2; P1_L3; P1_L4; P1_L5; P1_L6), all within the section that describes the problem. Similar to this is the *repetition* of المعلمات /almu`allimaat/, meaning female teachers, twice (P1_L2; Pa_L8). The third party involved in the problem is the child's father; lexical items referring to the father tie together through *repetition* and *synonymy/antonymy*, again in the problem-refutation part of the article. The word والد /waalid/, meaning father, occurs twice (P1_L4; P1_L5) and its synonym أب /'ab/, meaning (male) parent, occurs four times (P1_L6; P1_L7; P2_L1; P2_L2). In the solution section, the

author uses the synonyms of الفؤاد /alfu'aad/ (P4_L3) and القلب /alqalb/ (P5_L1), both meaning heart.

Parallelism also serves the purpose of building the argument format. There are two main parallel structures in the article. In fact, adjacent parallel structures are the primary constituents of the refutation and solution parts of the article. To build up the refutation section, Al-Zubi uses the following parallel structures that list what words cannot do is an embedded refutation of the argument that words have power:

[5:86]	الصفية	غرفتها	إلى	حسنا	يعيد	لن	(P3_L1)
	/aSSaffiyyat/	/ghorfatiha/	/ʔilaa/	/Hasnaaʔ/	/yu`iida/	/lan/	
	class	her room	to	Hasna	return	won't	
	المدرسي	مربولها	إلى	الدفء	يعيد	لن	(P3_L1)
	/almadrasiyy/	/maryuuliha/	/ʔilaa/	/addif`a/	/yu`iida/	/lan/	
	school	her uniform	to	warmth	return	won't	
	دفترها	على	طازجة	خريشة	يرسم	لن	(P3_L1)
	/daftarehaa/	^alaa/	/Tazajah/	/kharbashat/	/yarsuma/	/lan/	
	her notebook	On	fresh	scribble	draw	won't	

The repeated structure above stress that words cannot recover many things back now that the little girl is dead. The other parallel structure identifies the solution part of the argument via the use of recurring imperative structure, with six of those occurring across three lines (P4_L1-L3), which constitute the paragraph that suggests the solution. Those parallel structures can be translated to: Love your children more, talk to them before you punish them, listen to them, let them unite in your heart beats, take them into your laps..., take them every night to the nest of heart.

Another purpose of cohesive devices used in this article is winning the readers' sympathy with the case so that they espouse his point of view. Most prominent linguistic device in this regard is *anaphoric reference*, represented by the intensive use of personal pronouns that refer to the little girl. The total of these is 14 scattered in all parts of the text. Compare this figure to the number of personal pronouns used to refer to other parties in the story. Personals referring to the father are only two: عمله ^amaleh/ (P1_L4), meaning *his* work, and ولده /waladah/, (P2_L2), meaning *his* son. As for the other parties, the principal and the teachers, there are not any personals referring to them in the text. This proves the point that the author wants the readers to sympathise with the girl by continuing to remind them of her, thus using 14 anaphoric expressions, which are shown in [5:87] below.

[5:87]	عمرها	/^omorohaa/	her age	(P1_L1)
	إليها	/^ilayhaa/	to her	(P1_L1)
	خطأها	/khaTa^'ahaa/	her mistake	(P1_L4)
	والدها	/walidihaa/	her father	(P1_L4)
	أبيها	/^biihaa/	her (male) parent	(P1_L6)
	أنها	/^nnahaa/	that she	(P1_L6)
	فعلتها	/fi^latihaa/	her deed	(P1_L7)
	جسدها	/jasaduhaa/	her body	(P1_L7)
	ربها	/rabbihaa/	her God	(P1_L7)
	غرفتها	/ghurfatihaa/	her classroom	(P3_L1)
	مريولها	/maryuulihaa/	her uniform	(P3_L1)
	دفترها	/daftarihaa/	her notebook	(P3_L2)
	ضحكتها	/DiHkatabaa/	her giggles	(P3_L2)
	لها	/lahaa/	to her	(P3_L2)

To win the reader's sympathy, the article also employs a host of lexical cohesive devices, such as *repetition*, *collocation*, *meronymy*, *hyponymy* and *synonymy/antonymy*. By continuously repeating the words طفلة /Tiflah/ (P1_L1; P1_L6; P2_L1; P3_L3; P4_L1), meaning (female) child, and صغيرة /Saghiirat/ (P1_L4; P1_L7), meaning little, the author wants to establish that whatever the girl did, if she really did it, should be looked at as a mere child's fault. By stressing this point via *repetition*, the author is after the reader's sympathy with this cause. Another lexical device used for the same purpose is the various sets of *collocation* that are connected with the girl, such as سرقة/اتهام /ittihaam/sariqat/ (P1_L1; P1_L2), meaning accusation/robbery, تدرس/الطالبة /aTTaalibat/tadrus/ (P1_L4; P1_L1), meaning the student/studies, نبض/القلب /alqalb/nabD/ (P5_L1; P4_L1), meaning heart/beating, and يتحمل/ألم /^alam/yataHammal/ (P2_L4; P1_L7), meaning pain/tolerate. An instance of meronymy linked to that arouses sympathy with the girl is that between المدرسة /almdrasat/ (P1_L5), meaning school, and غرفتها الصفية /ghurfatiha aSSaffiyyat/ (P3_L1), meaning her classroom.

The author also uses *synonymy/antonymy* to win the reader's sympathy with the girl by using a considerable number of close synonyms to describe the situation the girl went through. Following is a set of close synonyms that shows how miserable was the entire incident.

[5:88]	عقاباً	/iqaban/	punishment	(P1_L6; P3_L4)
	ضرباً	/Darban/	beating (hitting)	(P1_L6)
	اللكمات	/allakamaat/	punches	(P1_L7)
	تعنيف	/ta`niif/	reprimanding	(P2_L1)
	يقتل	/yaqtul/	kill	(P2_L2)
	التعذيب	/ta`dhiib/	torture	(P3_L3)

Since all the lexical units in [5:88] can be also considered in a *hyponymy* relationship with ألم /'alam/ (P2_L4), meaning pain, one can rightly say that all types of lexical cohesive devices have been used to win the reader's sympathy by making the little girl the focus of the article. One more patent role of cohesive devices that is related to the readers seeks to involve them in the discussion, particularly by calling them to be part the 'message of love' that the article ends with. The linguistic device involved in this is *exophoric reference*, using what is called in Arabic واو الجماعة /waw aljama`ah/, which is equivalent to a deleted *you* that functions as the embedded subject of imperative statements. In Arabic, this 'waw' is used at the end of the imperative verb. In the article, this exophoric expression is used to address the readers in order to involve them in the suggested solution, thus saying that in order to end any phenomenon that is similar to the one described in the article, you (the readers) should be part of the solution in the way presented in the article. Some of the examples of exophoric reference used in the article for this purpose are presented in [5:89].

[5:89]	أحبوا أطفالكم	/aHibbuu 'Tfaalakum/	you love your children	(P4_L1;)
	اسمعوهم	/isma`uuhum/	you listen to them	(P4_L1)
	خذوهم	/khudhuuhum/	you take them...	(P4_L2)

It should be noted that all the structures in [5:89] are imperatives, not declarative statements, and that the subject pronoun 'you' that appears in the English translation is just a literal rendering of *waw aljama`ah* that is represented with the boldfaced uu transliteration.

Another role of cohesive devices is to add emphasis to certain arguments. One of those is *construction-based cohesion*. Consider the following excerpt:

[5:90]	الفؤاد	عش	إلى	ليلة	كل	خذوهم	(P4_L3)
	/alfu'aad/	/ushsh/	/'ilaa/	/laylatin/	/kulla/	/khudhuuhum/	
	the heart	Nest	to	night	every	you take them	

The meant construction in [5:90] عش الفؤاد, which can be translated into the nest of the heart. This construction is cohesive with أحبوا أطفالكم /aHibbuu 'Tfaalakum/, and therefore, can be

taken as a linguistic tool that is employed to enhance the writer's idea of 'loving' children as a way out of incidents of violence similar to the one depicted in the article.

In addition to the previous roles, *conjunctions* play a major role in highlighting the sequence of events, an organisational role, and the speed at which these events occurred. After the author states the father's cruel punishment to the little girl, the following consequences appear in order: her body could not take the power of the punches, she passed away, her father was taken to prison, the family suffered from two tragedies. In order to reflect both the sequence of these events and that they happened quickly, two conjunctions are used, which are ف (fa) and و (wa) as shown in the following excerpt:

[5:91]	جسدها	يتحمل	فلم	(P1_L7)
	/jasaduha/	/yataHammal/	/fa lam/	
	her body	take	then couldn't	
	جوار	إلى	فانتقلت	(P1_L7)
	/jiwaari/	/'ilaa/	/fa ntaqalat/	
	neighborhood	to	then she moved	
	إلى	الأب	وانتقل	(P1_L7-L8)
	/'ilaa/	/al'abu/	/wa ntaqala/	
	to	the father	and moved	

Although the word-for-word translation of the Arabic conjunction *fa* is *then*, it also has the functional-equivalence meaning of *so*, therefore showing that what follows is a result of what has preceded. Moreover, this conjunction in Arabic means that what follows happened quickly.

5.2.1.2 Cohesive Ties Patterns

The analysis of this article has revealed that cohesive devices interplay to serve a variety of purposes. On top of those is determining, and more probably building the argument format by using repetition, synonymy/antonymy and parallelism to mark the problem-refutation-solution structure of the text's argument. Furthermore, since the article's main concentration is on the story of a little girl who was killed by her father over a child's 'suspected' mistake, one of the main goals of the argument has been to win the readers' sympathy to the cause. In order to do so, the article employs anaphoric reference intensively accompanied by all the sets lexical cohesion, which are repetition, collocation, meronymy, hyponymy and synonymy/antonymy. Involving the readers also happens at a different level in the article

since they are addressed directly to take part in the suggested solution via the employment of exophoric reference. Additionally, the article has used construction-based cohesion to add emphasis to the argument that suggests the solution, probably to intensify the impact on the readers. Finally, conjunctions, particularly additives, have been utilised to show both the sequence of events and the speed at which they occur.

5.2.2 Article 2: لا تستفزوهم /laa tastafizzuuhum/ (Don't Provoke Them)

5.2.2.1 Analysis

The article is an argument against the provocation that occurred against extremist groups during the Special Operations Forces Exhibition and Conference (SOFEX), that was held in Jordan in 2014. Al-Zubi particularly attacks the show in which extremist groups, or terrorists, appeared wearing beards and hijabs, and he argues that this action may intimidate and provoke these extremists, who may consider attacking Jordan in retaliation of this offense. In order to express this idea, the article uses a zigzag format of the argument as follows: we do not need any more headaches like the one we might get after provoking Jordanians, who are mostly Muslims, and even worse extremist groups, such as ISIS, in the SOFEX show. The strange thing is that Jordan offered its services in terror fighting for Europeans to invest in, while the very second day, Jordan was subdued by AlQaeda for a prisoner swap: a terrorist for Jordan's ambassador in Libya. While we had had no other option, we should not have arrogantly challenged these groups at a time when only three members were able to twist the arm of an entire country. The article then wonders what the decision makers are betting at. It, however, acknowledges that we have powerful security forces. Yet, we may not be able to avoid attacks against Jordanians in other countries.

The article employs a variety of cohesive devices that have a multiplicity of functions. One of those roles is involving the readers via the use of *exophoric reference* expressions. The idea behind involving the readers is to make them aware that the danger engulfs all. The article uses a considerable number of inclusive personal pronouns, a total of 22 occurrences, to engage the readers in a variety of arguments, thus convincing them that they are part of all that they are reading about in the article. For example, the instances provided in [5:92] involve the readers in accepting the writer's suggestion not to provoke extremist groups.

[5:92]	وجع الرأس /waja`i rra`s/ the headache	عن ^an/ For	بغنى /bighinaa/ in no need	جميعاً /jami`an/ all	نحن /naHnu/ <i>we</i>	(P1_L1)
	النقطة /annoqTah/ point	هذه /haadhihe/ This	تجاوزنا /tajaawaznaa/ <i>we</i> surpassed	لو /law/ if	حتى /Hattaa/ even	(P3_L1)

The pronoun *we* in (P1_L1) concurs with the L1 expression all, which adds emphasis to the involvement, and it occurs within the emphasis that we should avoid ‘the headache’ of provoking the extremist groups. The second occurrence of *we* (P3_L1) involves the readers in the thought that getting over the Jordanian’s possible irritation over the show does not mean the end of it because there are other parties, mainly extremists, involved with this, which makes everybody subject to danger. It is this very idea that has called for the use of exophoric reference to involve the readers.

Another use of cohesive devices is to add more emphasis to certain details in the argument. One device used to serve this purpose is **construction-based cohesion**. The use of constructions is conspicuous as they tie with most of the major arguments in the article. Following is an illustration of this significant role:

[5:93]	الدبابير /eddabaabiir/ <i>Hornets</i>	عش /^ushsh/ <i>nest</i>	نیش /nabsh/ <i>scratch up</i>	P1_L1
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The construction “to scratch up the hornets’ nest” is cohesive with the idea of provoking extremist groups, which can be found in different parts of the text, such as the one introduced in [5:94] below.

[5:94]	وداعش... /wa daa`ish/ and ISIS...	القاعدة /alqaa`idah/ AlQaeda	إلى... /`ilaa/ to...	الإشارة /al`ishaarah/ pointing	P3_L2
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Apparently, the **construction-based cohesion** introduced in [5:93] and [5:94] is intended to draw the attention to the main idea about the big mistake of provoking extremist groups. Another construction points to provoking the six million Muslims in Jordan with the meant show, again with the aim to put more emphasis on the provocative incident. This construction is introduced in [5:95] below.

[5:95]	للمسلمين /lilmuslimiin/ to Muslims	استفزازية /istifzaaziyyatan/ provocative	وجبة /wajbatan/ a meal	قدم /qaddama/ served	P2_L1
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A part from the provocative incident, constructions are also used to further emphasise the huge capabilities of the extremist groups. The following construction in [5:96] ties with the detail of the prisoner swap that Jordan was forced to do in order to release the country's ambassador in Libya.

[5:96]	كاملة /kamilah/ entire	الدولة /addawlah/ country	ذراع /dhiraa`/ Arm	لي /lay/ twisting	P5_L3
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One last construction can be considered summative as it links to the writer's argument against the idea of the show as a whole. This construction occurs in the last line in the article. This time, these lexical units are considered a construction because they are introduced in colloquial Arabic and cannot be accounted for in the Standard Arabic rules of grammar. The article ends with *ما فيش رؤية* /maa fiish ru'yah/ (P7_L1), meaning there is no vision, in itself an overall statement that links to what has been introduced in the article.

In addition to these roles, cohesive devices have another primary one, which is classification via *hyponymy*. Through this tool, one major classification has been made between the two conflicting parties introduced in the article. The two groupings are based on the hyponyms group/organisation and person. The classification of these two is vital to the theme of the article since it argues that extremist groups are a huge threat on people, which is why the country should not provoke them. Figure 5.9 shows how this substantial classification is made:

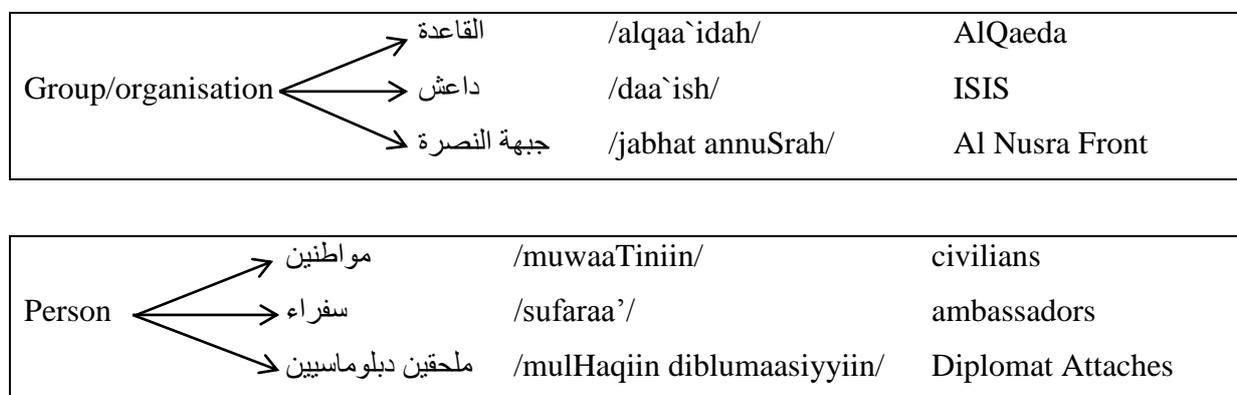


Figure 5.9: Hyponymy of *Group* and *Person*

A quick look at the *hyponymy* of organisation and that of person reveals much about who is more powerful and who is going to cause much harm to the other. Therefore, the *hyponymy* ties make the necessary classifications to get this meaning across.

Furthermore, cohesive devices are the linguistic tools that build the argument format of the article. As stated earlier, this article has a zigzag format, and this structure is built by the interplay of a variety of cohesive tools, namely *repetition*, *synonymy/antonymy*, *parallel structures* and *conjunctions*. Starting with the two lexical cohesive devices, *repetition* and *synonymy/antonymy*, it can be realised that the reiterated lexical items reflect the zigzag format of the argument. In order to realise how these cohesive tools build the ‘wavy’ structure, it is instructive to follow the lexical items that are related to terrorism and challenging it. The list of these items are provided below in [5:97], followed by in-depth analysis of how these occurrences can be read in light of the structure.

[5:97]	Terrorism-related occurrences			
الدبابير	/addabaabiir/	Hornets	(P1_L1; P3_L3)	
الإرهاب	/al'irhaab/	Terrorism	(P2_L2×2; P4_L2; P6_L2)	
القاعدة	/alqaa'idah/	AlQaeda	(P3_L2; P4_L5; P6_L2)	
داعش	/daa'ish/	ISIS	(P3_L2)	
جبهة النصرة	/jabhat annuSrah/	Al Nusrah Front	(P3_L2)	
عدو	/adoww/	Enemy	(P3_L4)	
Challenge-related occurrences				
نتباهي	/natabaahaa/	Brag	(P1_L2)	
استفزاز	/istifzaaz/	provocation	(P2_L1; P6_L2; P6_L4)	
تحدي	/taHaddii/	Challenge	(P3_L4; P5_L2; P6_L2)	
الخيلاء	/alkhuyalaa/	show off	(P5_L2)	
الغرور	/alghuruur/	Arrogance	(P5_L2)	
نشطح	/nishtaH/	go beyond	(P5_L2)	

The occurrences above can be read in line with the zigzag structure discussed in the introduction of this section. Following is the interpretation: decision makers and politicians are bragging about their experience in fighting terrorism, and showed that in the SOFEX exhibition, but in a provocative manner that will outrage the hornets, or terrorists, who will think of revenge. Politicians, or decision makers, pose challenges in an arrogant, show-off way to the extent that they go beyond their capabilities, as expressed by نشطح /nishtaH/, by offering to help America and Europe eliminate the terrorists, at a time when three men of

AlQaeda Organisation twist the country's arm in the prisoner swap deal. The article then asserts that we provoke these groups, but they make us pay for it.

Parallel structures are also used to set the zigzag format. The structure meant here is the following:

[5:98]	...لكن	...لدينا	...صحيح	P5_L1 & P6_L2-L3
	laakin	Ladaynaa	SaHiiHun	
	yet...	we have...	true...	

This structure occurs twice distantly and in both cases it reflects a zigzag. In the occurrence of (P5_L1), the author argues that it is true that we (Jordanians) had no choice in the prisoner swap deal, yet they did not have to voice their provocative challenge to AlQaeda. In the second occurrence of this structure (P6_L2-L3) the zigzag also occurs as the article argues that it is true we, Jordanians, have powerful security forces, yet Jordanians who live in other countries will be at risk of retaliation attacks.

The last cohesive device used to reflect the article's "wavy" ideas is *conjunctions*, particularly adversatives, which belong to the category of additives, and dismissives, which belong to the category of clarification. The only adversative *conjunction* that shows a zigzag argument is *لكن*/laakin/ (P5_L1; P6_L3), meaning yet. These occurrences of *yet* have been referred to in the discussion of parallelism introduced previously in [5:98]. The other conjunction is *حتى لو*/Hattaa law/ (P3_L1), meaning even if, a dismissive tool that links two contrastive ideas, the first being the Jordanians throwing the offence of the SOFEX show behind their backs, and the other highlighting the dangerous impact of the offence as extremist groups will not 'let it pass'.

One more use of cohesive devices is to support main arguments in the article via *collocation*. It is patent that one of the main arguments is terrorism and whether it was right to challenge it or not. And it is equally obvious that the article does not side with such challenges that are fueled by mere provocations. One way the author relies on to support his opinion is the use of *collocations* within an ironic, or even mockery style of such provocative challenges. Consider the following examples of collocations:

[5:99]	الإرهاب /al'irhaab/ terrorism	مكافحة /mukaafaHat/ fighting	(P2_L2; P4_L2; P6_L1-L2)
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As shown in [5:99], the *collocation* *fighting terrorism* occurs three times in text. In the first instance (P2_L2), criticises the show satirically, elucidating that it was إساءة ما بعدها إساءة /'isaa'ah maa ba`dahaa 'isaa'ah/ (P2_L30, meaning the insult of insults, and further mocking the initiator of the show's idea by ironically describing him as العبقري /al`abqariyy/, meaning the genius, apparently gesticulating to the opposite. The second occurrence of fighting terrorism (P4_L2) mocks the Jordanian Interior Minister's proposal to the European countries of الاستثمار /alistithmaar/ (P4_L2), meaning investing, in Jordan's experience in fighting terrorism, and placing the word investing between brackets to mock the proposal. The basis of this ironic usage of the collocation is that Jordan had to comply to the demands of three AlQaeda members and agree on a prisoner swap deal. The third occurrence of this *collocation* (P6_L1-L2) describes it as الترويج المبالغ فيه /attarwiiij almubaalagh fiih/ (P6_L1), meaning exaggerated, or unrealistic promotion.

Another *collocation* that supports the author's argument in the same issue, also ironically, is introduced in [5:100].

[5:100]	للمسلمين /lilmuslimiin/ to Muslims	استفزازية /istifzaziyyatan/ provocative	وجبة /wajbatan/ a meal	قَدَم /qaddama/ served	(P2_L1)
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In the above example the author use the *collocation* *served a meal* ironically to support his argument against the provocative show.

5.2.2.2 Cohesive Ties Patterns

The analysis of cohesive devices in Article 2 reveals that they have a number of roles that are related to the organisation, the argument, the details and even the readers of the text. The first one of these roles is involving the readers in various parts of the text via the use of exophoric reference. Apropos the details provided in the text, they have been emphasised in a number of occasions through construction-based cohesion. A conspicuous pattern of this usage in the article is that all the constructions have been used ironically to support the author's overall point of view against what was presented in the show. Another major use of cohesion

involves classifying and grouping the main parties present in the text through the use of hyponymy. While the previous three roles involve one cohesive device at a time, the role of determining the argument format, or zigzag structure, has relied on the employment of a host of those linguistic devices, namely repetition, synonymy/antonymy, parallel structures and conjunctions. The last role of cohesive devices in the article is supporting the argument through the use of collocations. These have been used intensively in various parts of the article in ironic contexts to support the author's opinion.

5.2.3 Article 3: لأنه يشبه هتلر /li'nnahu yushbihi hitlar/ (Because it Looks Like Hitler)

5.2.3.1 Analysis

This article satirically discusses the cruelty and violence perpetrated against a cat only because it looked like Hitler. The article takes the format of problem-refutation as it introduces the issue, condemns it and provides a satiric logical explanation why brutality against the 'Hitler cat' was unjustifiable. As has been the norm so far, this section focuses on the various roles played by cohesive devices at the levels of structure, theme and style.

One of the most prominent roles of cohesive devices involves the intensive employment of a variety of cohesive ties in order to win the readers' sympathy with the cause raised by the author. One cohesive device that serves this purpose is *repetition*. It is obvious that the entire argument is built on brutality against the "Hitler cat", and therefore, the lexical item قَط (qiTT), meaning cat, has been repeated seven times (P2_L1; P2_L5; P2_L6; P4_L1×2; P4_L4; P5_L1). In four occurrences of those, the cat is mentioned as subject for aggression, which in itself is an embedded call to sympathise with it. By way of elaboration, within the immediate co-text of this lexical item, aggression-signaling words are always present as shown in the following excerpts:

[5:101]	رمي /ramy/ throwing	تعذيب /ta`dhiib/ torture	ركل /rakl/ kicking	(P2_L1)
	فقدان عين /fuqdaan `ayn/ eye loss	الركل /arrakl/ the kicking	التعذيب /atta`dhiib/ the torture	(P2_L5)

Clearly, the lexical item under discussion, cat, is intentionally placed in a co-text that calls for sympathy. The other two occurrences of cat are also used in a similar way as the one of them (P2_L6) is preceded by the word انتقام /intiqaam/, meaning revenge, and the other (P5_L1) concurs with similar expressions as follows:

[5:102]	همجي hamajiy barbarian	تصرف taSarruf action	القط alqiTT the cat	على `alaa Against	اعتداء i`tidaa' assault
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Repetition is not the only lexical cohesive device employed for the purpose of winning a sympathising reader. The article also utilises **synonymy/antonymy** through including several cat-related instances of this tie. Some examples include, but are not limited to, قط /qiTT/ (P2_L5) and هرّ /hirr/ (P3_L4), both meaning cat; and اعتداء /i`tidaa' (P5_L1) and تصرف همجي /taSarruf hamajiy/ (P5_L1), both meaning assault. The text also touches on readers' emotions through the use of **meronymy**. The illustration in Figure 5.10 depicts this part-whole relationship as it appears in the text.

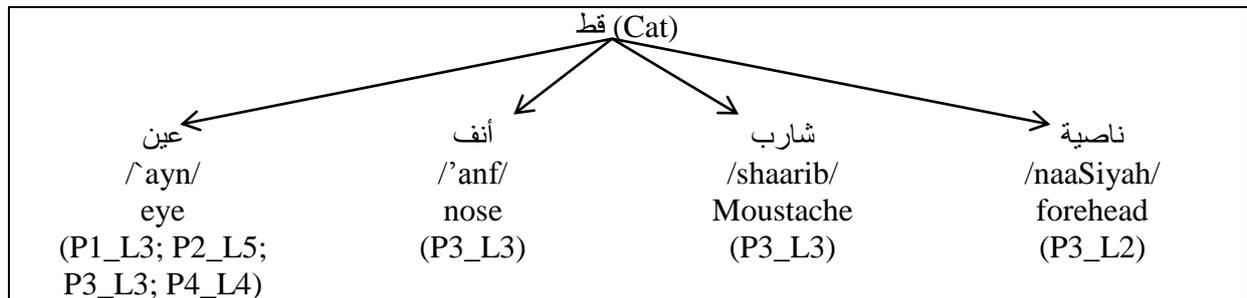


Figure 5.10: Meronymy of *Cat*

The **meronymy** relationship is vital in attaining the purpose of winning the readers' sympathy as every part of the whole, cat, involves a reminder of a creature whose appearances make it a close reflection of Hitler, the very reason because of which it was tortured brutally. Particularly, the 'eye' is a strong reminder as it is not only a sign of resemblance between the cat and Hitler, but it is also the emblem of torture as the cat ultimately lost its eye.

In addition to these, **hyponymy** served the same purpose via setting ties between كائن حيّ /kaa'in Hayy/ (P5_L2), meaning living creature, and قط /qiTT/ (P2_L5), meaning cat, with the former being a hyponym of the latter. With this tie, Al-Zubi wants the readers 'to shed tears' on a living creature that was tortured. Another 'touching' **hyponymy** relationship is that

which ties between تعذيب /ta`dhiib/ (P2_L1), meaning torture, and the subclasses of ركل /rakl/ (P2_L1), meaning kicking, and رمي /ramy/ (P2_L1), meaning throwing, as the cat was kicked and thrown in the trash bin. Moreover, the *collocation* الواقعة /alwaaqi`ah/ (P2_L4), meaning the big incident, and حدثت /Hadathat/ (P2_L4), meaning took place, serves as a reminder of the torture as something big.

The readers also have been kept reminded about the incident by using anaphoric reference intensively, 16 expressions in total, with the cat being the antecedent. Examples of this cohesive tie are listed in [5:103] below.

[5:103]	kicking it	/raklih/	ركله	(P2_L1)
	torturing it	/ta`dhiibih/	تعذيبه	(P2_L1)
	throwing it	/ramyih/	رميه	(P2_L1)
	because it	/li`annahu/	لأنه	(P2_L2; P3_L5)
	its loss	/fuqdanih/	فقدانه	(P2_L5)
	its eye	/^aynah/	عينه	(P2_L5; P4_L4)
	from it	/minh/	منه	(P2_L5)
	its fault	/dhanguh/	ذنبه	(P3_L1)
	its pictures	/Suwarah/	صوره	(P3_L1)
	that it	/`annahu/	أنه	(P3_L1)
	its forehead	/naaSiyatih/	ناصيته	(P3_L2)
	its nose	/^anfih/	أنفه	(P3_L3)
	makes it	/taj`aluh/	تجعله	(P3_L3)
	for it	/lahu/	له	(P4_L4)

Using 16 anaphoric expressions to refer to the cat is likely done to get it under focus, and to keep reminding the readers with the sad occurrence around which the argument revolves.

Ellipsis is another grammatical cohesive device that has also been used in connection to the cat. The following excerpt from the text displays this tie:

[5:104]	فيها	يشارك	لم	(P2_L6)
	/fiihaa/	/yushaarik/	/lam/	
	in it	participate	didn't	

The functional-equivalence translation for the excerpt of [5:104] is *it didn't participate in it*, thus adding the subject *it*, which does not exist in the Arabic text since Arabic is a pro-drop language as discussed earlier in the conceptual framework section. Hence, this example of *nominal ellipsis* can also be viewed in terms of the same argument that the host of cohesive

devices employed to refer to the cat aims to win the readers' sympathy by making the cat the centre of attention. Particularly, the example introduced in [5:104] stresses the point that the cat was punished for a crime it didn't take part in.

The readers also find themselves as part of the discussion because Al-Zubi uses a number of *exophoric reference* expressions, where personal pronouns refer outside the text to either the readers alone, or both the author and the readers. The very opening clauses of the article address the readers several times, via the pronoun **ك**, which is equivalent to the inclusive pronoun *you*. The instances where this exophoric expression is used in the introduction are **يكسبك** /yuksibuka/ (P1_L1), meaning make you win, and **منك** /minka/ (P1_L2), meaning from you. The occurrences of these two personals aim to pave the way for the readers in order to get the 'flavour' of what the topic is going to be about, since the first lines directly tell the readers how they will win people's love and their desire to get close to them only if it happens that they look like an admired celebrity. The article continues addressing the readers by confirming that if they look like a controversial celebrity, the following scenario becomes possible:

[5:105]	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>عينك</td> <td>تفقد</td> <td>أو</td> <td>حياتك...</td> <td>قد تخسر</td> <td>فإنك</td> <td style="text-align: right;">(P1_L3)</td> </tr> <tr> <td>/^aynak/</td> <td>/tafqid/</td> <td>/'aw/</td> <td>/Hayaatak/</td> <td>/qad takhsar/</td> <td>/fa'innaka/</td> <td></td> </tr> <tr> <td>your eye</td> <td>lose</td> <td>or</td> <td>your life...</td> <td>may lose</td> <td>so you</td> <td></td> </tr> </table>	عينك	تفقد	أو	حياتك...	قد تخسر	فإنك	(P1_L3)	/^aynak/	/tafqid/	/'aw/	/Hayaatak/	/qad takhsar/	/fa'innaka/		your eye	lose	or	your life...	may lose	so you	
عينك	تفقد	أو	حياتك...	قد تخسر	فإنك	(P1_L3)																
/^aynak/	/tafqid/	/'aw/	/Hayaatak/	/qad takhsar/	/fa'innaka/																	
your eye	lose	or	your life...	may lose	so you																	

The suggestion of losing the eye, in fact, can be viewed in terms of leading the readers to 'put themselves in the cat's shoes'. Readers also find themselves involved in sharing the author's wondering/surprise of the news of the cat's story as shown in [5:106].

[5:106]	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>استغربتها</td> <td>مثلكم</td> <td>وأنا</td> <td style="text-align: right;">(P2_L2)</td> </tr> <tr> <td>/istaghrabtuhaa/</td> <td>/methlukum/</td> <td>/wa 'ana/</td> <td></td> </tr> <tr> <td>surprised</td> <td>like you</td> <td>and I</td> <td></td> </tr> </table>	استغربتها	مثلكم	وأنا	(P2_L2)	/istaghrabtuhaa/	/methlukum/	/wa 'ana/		surprised	like you	and I	
استغربتها	مثلكم	وأنا	(P2_L2)										
/istaghrabtuhaa/	/methlukum/	/wa 'ana/											
surprised	like you	and I											

Through *exophoric reference*, the readers find themselves once again involved, yet in a political satire this time. In the concluding paragraph Al-Zubi says that if everyone had taken revenge from a living creature/being that looks like a political character they hate, the conclusion would have been as follows:

[5:107]	طويل	زمن	منذ	الأرانب	لقضينا...	(P5_L2-L3)
	Tawiil	zamanin	mundhu	al'raanibi	laqaDaynaa	
	long	time	since	the rabbits	we'd have killed...	

In this excerpt, *we* refers to the author and readers in an anticipatory situation where the author is telling the readers that he supposes that, like him, they are dissatisfied with their politicians. *Wiping off all the rabbits* is a **homophoric reference** that also involves the readers, since it has cultural connotations. In the Jordanian culture a rabbit signals cowardice, and this is left to the readers to figure out by linking this referring item to their own culture. Another example of **homophoric reference** that involves the readers is the reference to Hitler as أخونا /'akhuunaa/ (P4_L2), meaning our brother, since this lexical unit usually means someone who did something we did not like. Also, associative reference used in the article calls for a readers' role in making the necessary links to get the idea that the writer was reading something in an online newspaper. The links that need to be made here involve the lexical items أتصفح /'taSaffaH/ (P2_L3), meaning flipping through the pages, السكرول /alscrol/ (P2_L3), meaning scroll, and صحيفة /SaHiifah/ (P2_L4), meaning newspaper.

One more role of cohesive devices is to add emphasis to certain details that are essential to the argument. One of the important details, for example, is the cat's likeness to Adolph Hitler. This has been emphasised via a number of cohesive devices, the most patent of which is **repetition**. As noted earlier, the word قط /qiTT/, meaning cat has been repeated seven times, While the word هتلر /hitlar/, meaning Hitler, is reiterated 3 times (P2_L2; P2_L5; P3_L2) and ادولف /'adolf/, meaning Adolph, which is his first name, two times (P3_L1; P3_L6). As for the word شبه /shabah/, meaning likeness, it has been repeated 7 times (P1_L1; P1_L2; P2_L2; P3_L3; P3_L6; P4_L1; P5_L2) in a variety of forms as nouns and verbs. The detail of the likeness is also emphasised by close **synonymy/antonymy**, with lexical units such as نفس المواصفات /nafs almuwaaSafaat/ (P4_L4), meaning the same features, and lexical items referring to Hitler, such as الزعيم /azza`iim/, meaning leader.

This specific detail, being the core of the argument, is further emphasised by another cohesive device, which is parallelism. The structure that is involved in this relationship is the following:

[5:108]	المشاهير	من	أحدًا	تشبه	أن	(P1_L1-L2)
	/almashaahiir/	/min/	/'aHadan/	/tushbiha/	/'an/	
	the celebrities	of	one	look like	-ing	

The author also employs *construction-based cohesion* to add emphasis to important details. For example, the construction in [5:109] aims to emphasise the point that the cat is a victimised creature.

[5:109]	الله	باب	على	هرّ	(P3_L4)
	/allaah/	/baab/	^alaa/	/hirr/	
	God	door	at	a cat	

The construction “ a cat at God’s door” means “poor cat” and can be said to be cohesive with the idea that the cat went through a series of punishments without any fault, a detail that is reiterated, and therefore, emphasised via the construction shown in [5:109]. Another construction is used ironically to condemn dumping the cat after torturing it. The use of مزبلة التاريخ /mazbalat attaariikh/ (P2_L7), meaning the dustbin of history, aims to criticise throwing the cat in the dustbin instead of the ones who really deserve this punishment.

Moreover, cohesive devices serve to illustrate main ideas by adding explanatory subclasses in *hyponymy* linguistic associations. One main idea, for example, is that in which Al-Zubi ‘makes fun of’ taking revenge upon the cat by stating that this creature did not hold any significant, political post during Hitler’s time to be punished like that! This idea is illustrated through the hyponym منصب /manSib/ (P2_L6), meaning post, and its set of subclasses, which are وزير دفاع /waziir difaa`/ (P2_L6), meaning Defense Minister, وزير الخارجية /waziir alkhaarijiyyah/ (P2_L6), meaning Secretary of State, and قائد القوة البرية /qaa'id alquwwah albarriyyah/ (P2_L6-L7), meaning ground forces commander. By adding more illustration of this kind, the author aims to enhance his mockery of the people involved in the torture incident.

5.2.3.2 Cohesive Ties Patterns

This article has displayed four role-related patterns of cohesive devices. The first of those is winning the readers’ sympathy to the cause raised in the article. To serve this purpose, a considerable number of cohesive devices have been ‘rallied’ in the text. All types of lexical ties, repetition, synonymy/antonymy, meronymy, hyponymy and collocation have all been

used. These devices have also been accompanied by the intensive use of anaphoric reference with 16 occurrences referring to the ‘victimised’ cat in addition to nominal ellipsis. The second set of cohesive devices has been employed to involve the readers in the discussion via the use of 1) exophoric reference (you and we), 2) homophoric reference, where cultural particularities have been crucially significant to decode certain lexical items, such as rabbits, and 3) associative reference that involves the readers’ background knowledge in online browsing. Furthermore, cohesive tools have been used to add emphasis to certain details that are focal to the text’s argument via repetition, synonymy/antonymy and parallel structures. The fourth usage of cohesive devices has involved hyponymy to illustrate main ideas.

5.2.4 Article 4: ليسن تو مي أوباما /lisin tu mii obaamaa/ (Listen to me, Obama)

5.2.4.1 Analysis

This article generally argues that in America people have open access to their president, whereas the situation is not the same in the Arab world. In order to get this idea across, the author relies on two stories, one from his own home, and the other from America before he reaches into the conclusion that it is a very hard endeavour to reach the people who are close to the ruler, let apart the ruler himself, in the Arabic context. To build its argument, the article employs two stories, the one from the writer’s home describes how his children find it hard to access/reach to their father to communicate their demand, a microcosmic representation of the situation in the Arab World, according to Al-Zubi. The other story tells how a normal American citizen, a divorced lady, could reach to the president of the United States and eventually meet him by sending an email. As a whole, the article represents a broad zigzag, where it starts with the Arab context and moves to the American, before it bounces back to the Arab context again. This format of a broad zigzag can be seen in the use of cohesive devices.

Associations of lexical items through *repetition* are one tool to build the argument’s format. Since the argument focuses on accessibility/reachability to the person in charge, investigating the occurrences of access/reach-related lexical items is a case in point. The items connected with the concept of accessibility/reachability via direct *repetition* have five occurrences in the text as follows:

[5:110]	to reach me	/litaSilanii/	لتصلي	P1_L3
	reached (masculine)	/waSala/	وصل	P2_L1
	reached (famine)	/waSalat/	وصلت	P3_L3
	accessing/reaching	/alwuSuul/	الوصول	P5_L1×2

In the first occurrence, the word *لتصلي* apparently appears within a context of refusal, since the father talks about his sons trying to communicate something to him, but refraining from that when they see him busy with writing. The writer, and the father in this case, tells the readers that he slows down with his work so that the anticipated problems or complaints of his sons will not reach him. The zigzag shape starts with the second and third occurrences *وصل* /waSala/ and *وصلت* /waSalat/, which describe how someone reached to university level and how his mother's message reached the person on charge, President Obama. The zigzag is complete with the argument turning back to the starting point by having the double occurrence of the word *الوصول* /alwuSuul/ confirming how difficult it is to reach a person in charge in the Arabic context. Therefore, repeating the words that are linked with accessing or reaching the person in charge reveals the zigzag format since the first occurrence entails a 'no access' situation, the second and third 'accessibility' and the fourth and fifth another 'no access'. What enhances the role of *repetition* in building the argument's format is the occurrences of lexical items referring to the ruler's meeting with those who need him and referring to those using *anaphoric reference*. Items related to this concept occur twice: *مقابلتها* /muqaabalatahaa/ (P3_L4), and *قابلها* /qaabalaha/ (P3_L4), both referring to Obama's meeting the woman, and therefore to the ruler's interest in normal people's complaints, yet with both absent from the texts that talk about the Arabic context.

Cohesive devices also play a major role in sequencing and identifying the pace of events, which is a pivotal role in this article, which relies on a narrative way of presentation. This role has been fulfilled primarily via the use of *conjunctions*. Examples of these tools include *عندما* /indamaa/ (P1_L1), meaning when, *بعد* /ba`da/ (P1_L2; P2_L2; P3_L2; P3_L5), meaning after, *ثم* /thumma/ (P1_L2), meaning then, and *ف* /fa/ (P1_L2), meaning immediately then. The importance of these linguistic tools lies in that they highlight not only the order of the events, via conjunctions like *when* and *after*, but also the pace at which they occur, via the use of *ثم* (then) and *ف* (immediately then). These occurrences are pivotal to the meaning as they indicate that the children waited a while before they left, hence *ثم يغادر* /thumma yughaadir/, meaning then he leaves, after getting no immediate response from his father; and they also indicate that the father did not take time to know that his children needed something

important, hence فأعرف /fa'a`rif/, meaning immediately then I know, before he decided not to ignore them.

Apart from the organisation and format of the text, cohesive devices play a major role in adding emphasis to important details. One detail describes the writer's response to his sons' attempts to reach him. This detail is important because the writer's negative, passive response can be viewed as a microcosmic reflection of the broader Arab context. A number of cohesive devices are used to further emphasise this detail about the father's response. One cohesive tool is *synonymy/antonymy*. The end to the sons' attempts approaching their father is described with the synonyms يخرج /yakhruj/ (P1_L1) and يغادر /yughaadir/ (P1_L2), both meaning leave, referring to the sons leaving without the least communication with their parent. Antonyms are also used to describe the process and how it went. The words يفتح /yaftaH/ (P1_L1; P1_L2), meaning opens, and يغلق /yughliq/ (P1_L1), meaning shuts, are used to depict what happened as merely an opening and closing of the door, but almost nothing in between. *Repetition* is also used to further emphasise this detail through reiterating the word باب /baab/ (P1_L1×2; P1_L2), meaning door. The three occurrences of this item aim to confirm that the access point of the children, which is the door, ends up with being shut.

To add more and more emphasis to this substantial detail, the article also employs parallel structures. This cohesive tie shows that the lack of access is deliberate from the father's side. The writer explains why he slows down in his work by using the following parallel structures:

[5:111]	أن يشكو /'an yashkuu/ to complain	الفرصة /alfurSat/ opportunity	لهم /lahum/ to them	تسبح /tasnaH/ Arises	لا /laa/ not	كي /kay/ so	(P1_L4-L5)
	أن أسمع 'an 'asma` to listen	الفرصة /alfurSat/ opportunity	لي /lii/ to me	تسبح /tasnaH/ Arises	لا /laa/ not	كي /kay/ so	(P1_L5)

The structures provided in [5:111] elucidate that the father slows down so that the children will not have the opportunity to deliver their complaints, or demands, and so that the father will not have the opportunity to listen to them.

Repetition and *synonymy/antonymy* have also been employed to further emphasise the contrastive detail depicting the woman's letter to the American president and the meeting,

hence accessibility. A patent example of the former involves reiterating the word رسالة (risaalah) (P2_L3; P2_L6; P3_L3). The R1 concordance of this lexical item reveals how this instance of reiteration adds emphasis to the detail of accessing the ruler. Following is the R1 concordance of رسالة:

[5:112]	رسالة /risaalah/ a letter	تكتب /taktuba/ (she) writes	(P2_L3)
	رسالتها /risaalatihaa/ her letter	خلال /khilaala/ through	(P2_L6)
	الرسالة /arrisaalah/ the letter	وصلت /waSalat/ arrived/reached	(P3_L3)

By looking at the concordances provided in [5:112], it becomes instantly clear that the person in charge is accessible. To illustrate, the woman writes a letter, through which she expresses her suffering, and the letter reaches its destination. Still, the accessibility detail is emphasised even more with the *synonymy/antonymy* between مقابلة /muqaabalah/ (P3_L4; P3_L5) and لقاء /liqaa'/ (P4_L1), both meaning meeting. The combination of these devices simply makes the following point: the lady sent a letter, and the President responded by meeting her. In fact, the synonymous occurrence of مقابلة /muqaabalah/ through the word لقاء /liqaa'/ points to a wider meeting with all those who communicated with the president.

Adding emphasis to certain details is also done through *collocation*. In this case, the means of communication are highlighted. The co-occurrences meant in this regard are those between رسالة /risaalah/ (P2_L3), meaning letter, and بعثتها /ba`athathaa/ (P2_L4), meaning sent it, referring to the means the woman resorted to communicate with the president. The other collocation used within the other context involves الباب /albaab/ (P1_L1), meaning door, and يفتح/يغلق /yaftaH/yughliq/ (P1_L1), meaning opens/closes. These co-occurrences again emphasise the detail of accessibility.

Another function in which cohesive devices are part of is involving the readers in the discussion. In this article, readers get involved in decoding the meaning of *associative reference* expressions via making the necessary links between a number of lexical items. Those include كتبت /katabat/ (P2_L3), meaning she wrote, رسالة /risaalah/ (P2_L3), meaning letter, and البريد الشخصي /albariid ashshakhSii/ (P3_L3), meaning personal email. These items

alone do not exclude the possibility of having the letter written on paper and sent via one of the post offices. However, readers need to make the necessary associations with other items, the most prominent of which is بريده الإلكتروني /bariidihi aliliktronii/, meaning email, in order to decode the real process, which is that sending the letter was an online activity, rather than a hard-copy one. Another way readers get involved is via the use of *construction-based cohesion* within the same letter-sending context. The meant construction is shown in [5:113] below.

[5:113]	لزق /laziq/ gluing/sticking	خبط /khabiT/ Banging	(P2_L4)
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The construction *خبط لزق* /khabiT laziq/ provided above is cohesive with the idea of sending the letter directly to the American President without fear. In order to decode this meaning, readers need to rely on their background knowledge of such idioms, especially that the individual constituents of the idiom, *banging* and *gluing*, have nothing whatsoever to do with its meaning.

Cohesive devices are also significant in highlighting substantial juxtapositions in the article, since the argument is presented in a comparative way between two contexts. The first method to underpin these juxtapositions is *synonymy/antonymy*. To illustrate, within the Arabic context, this relationship is present only to delineate the problem through the usage of synonyms like شكوى /shakwaa/ (P1_L3) and تذمر /tadhammur/ (P1_L3), both meaning complain/whine, whereas in the American context, the same relationship is used to refer to the solution only, with antonyms like مشاكل /mashaakil/ (P3_L6), meaning problems, and حلول /Huluul/ (P2_L3), meaning solutions. Another device used for juxtaposition purposes is *meronymy*. While the *meronymy* relationship between بيت /bayt/ (P1_L6), meaning house, and باب /baab/ (P1_L1), meaning door, aims to point to the barriers between the two sons and their father – a microcosm for people and ruler – in the Arabic context, the *meronymy* between ربطة العنق الرسمية /almalaabis arrasmiyyah/ (P3_L6), meaning formal suit, and ربطته العنق /rabTat al`unuq/ (P3_L5-L6) aims to point at removing the barriers between the President and his people since the text states that the President preferred not to wear them during his meeting with these individuals.

In addition to these roles, cohesive devices are important for illustrating the main ideas presented in the article. Through *hyponymy*, Al-Zubi illustrates a number of ideas, one of which is the difficulty of accessing the person in charge within the Arabic context. To support, within the article's argument around this idea a number of subclasses to the hyponym أشخاص /'ashkhaaS/, meaning people/individuals, who are for the article's purposes related, or working for the ruler, only to argue that it is even difficult to reach to these people, let a part the person who they work for, or the ruler. This *hyponymy* relationship is introduced in (P5_L1-L2), the concluding paragraph of the article, and is represented in Figure 5.11.



Figure 5.11: Hyponymy of *Individuals*

What provides the above associations with more impact as an illustration tool is that all the subclasses are all introduced in a sequential way, i.e. they can be read as *the secretary of the director of office of the escort of the vice laundry man of the body gourd of the barber of the ruler*. The sequencing of these subclasses makes the *hyponymy* relationship ironic on the one hand and more impactful as an illustration tool on the other hand.

Additionally, there is an instance of construction-based cohesion that aims to illustrate main ideas. Consider the following excerpt:

[5:114]	العائلي	بالحجم	تذمر	(P1_L3)
	/al'aa'ilii/	/bilHajm/	/tadhammur/	
	family	Size	whining	

The construction in [5:114] describes the children's 'anticipated' whining with being 'family size', which illustrates the idea that the father is not willing to listen to them since their complaints are going to be so big just like family size meals.

5.2.4.2 Cohesive Ties Patterns

Cohesive devices have shown a number of patterns related to their roles in *Listen to me, Obama*. One of those is reflecting the zigzag format of the argument. This role has been fulfilled through the employment of repetition of a variety of lexical items in addition to anaphoric reference. Cohesive tools also have the essential function of highlighting the sequence and the pace of the events referred to in the article. This role is highly significant as the article relies heavily on the narrative form, which lends itself to sequencing of events. Another role of those devices is that of adding emphasis to certain details related to “access/no-access” divide. To fulfil this role, the article has employed a host of cohesive devices, including synonymy/antonymy, repetition, parallel structures and collocation. In addition to these devices, associative reference and construction-based cohesion played a primary role in involving the readers in the discussion. In both of these devices, without the readers’ background knowledge about emails and idiomatic, language-specific expressions the sending-the-letter detail becomes next to meaningless. Furthermore, the lexical associations of synonymy/antonymy and meronymy have the major function of highlighting substantial juxtapositions in the article, which has much relied on comparisons between two contexts. Finally, cohesive devices have also contributed to illustrating main ideas via the utilisation of hyponymy and construction-based cohesion.

5.2.5 Article 5: الكائن الصغير /alkaa’in aSSaghiir/ (The Little Creature)

5.2.5.1 Analysis

The article is centred on an incident where a squirrel was kicked off a cliff in the Grand Canyon. An organisation called People for the Ethical Treatment of Animals (PETA) offered a reward of \$17,000 for anyone who provides information about the squirrel-kicker, described in the article as a thug. The author shows sympathy with the squirrel, and in a dramatic shift moves to another context, the Middle East, where people have been ‘kicked’ for decades. The identity of the little creature kicker is then identified by the author implicitly. Obviously, the article espouses a one-sided argument format as the author uses the real event of squirrel-kick and projects it on the situation in the Middle East. A host of cohesive devices has been used with a diversity of roles.

One of the primary purposes achieved by cohesive devices is highlighting significant juxtapositions through setting a network of **hyponymy** relationships. The reason why highlighting juxtapositions is important lies in that the argument is built on a comparison between two concurrent stories that involve kicking. One of the associations established via hyponymy involves the subclasses of *squirrel* and *baby* (Figure 5.12).

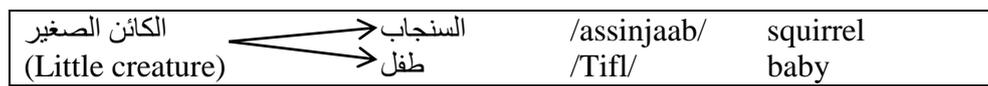


Figure 5.12: Hyponymy of *Little Creature*

The above instance of **hyponymy**, which occurs in (P6_L4) displays one of the most coral juxtapositions between two ‘kicked’ creatures. The significance of this juxtaposition is also reflected in another cohesive device, which is **meronymy**. This relation involves the two little creatures. The first pair of meronyms is فرو /farw/ (P6_L4), meaning fur, and السنجاب /assinjaab/ (P6_L4), meaning squirrel, and the second one is شفة /shiffah/ (P6_L4), meaning lip, and طفل /Tifl/, meaning baby. These two parts, *fur* and *lip*, put the two little creatures in a juxtaposing situation to indicate that both are soft, little creatures that deserve sympathy.

One more instance of **hyponymy** that establishes important juxtapositions is that which involves the two major areas presented in the article, with the hyponym being *map*. The subclasses introduced for this hyponym are *The Grand Canyon, Arizona, Middle East, The Yellow Continent, West Asia, The Mediterranean Sea* and *the Red Sea*. Those areas are in conspicuous juxtaposition since both share a similar incident, a creature being kicked. However, the juxtaposition also houses a big difference between the two areas with regard to the same event, since in one area, America, the little creature is sympathised with, while in the other area, the Middle East, the little creature does not get that sympathy. These juxtapositions have been made obvious through **hyponymy**.

Another device that serves to sit such juxtapositions is **synonymy/antonymy**. This tool juxtaposes the kicker with PETA organisation. By way of illustration, the former is described of being متحجر القلب /mutaHajjir alqalb/ (P2_L3), meaning stone-hearted, while the latter is depicted as الرقيقة /arraqqiqah/ (P3_L1), meaning soft/kind. Another juxtaposition made through this relationship is between الحيوانات /alHayawaanaat/ (P2_L1), meaning animals, and الإنسان /alinsaana/ (P4_L1), meaning Man. In this instance, the juxtaposition lends itself to a

call for copying PETA by establishing a similar organisation for ethical treatment for humans.

Since sympathy is one integral theme of the argument, the article has employed a considerable number of cohesive devices to win the readers' sympathy. **Repetition** is one of the tools employed to serve this purpose. The two main pillars of the argument, the two little creatures, have been part of an interplay that involves reiteration. To elaborate, while the word سنجاب /sinjaab/, meaning squirrel, has been repeated three times (P1_L2; P3_L3; P5_L3), the word طفل /Tifl/, meaning baby, occurs only once in the text (P6_L4). This interplay partly aims to consolidate the idea that the squirrel has gained more sympathy than the baby, hence a call for the readers to sympathise with the baby as well. In addition, the two creatures are involved in several **hyponymy** relationships, such as the one discussed earlier where the two lexical items are subclasses of *the little creature*. In addition to this one, سنجاب /sinjaab/ is also a subclass of حيوان /Hayawaan/ (P1_L1), meaning animal, and طفل /Tifl/ is a subclass of إنسان /'insaan/ (P4_L1), meaning human being. In fact, the lexical items that represent the hyponyms of these subclasses are also repeated again with a similar interplay, with the word حيوان /Hayawaan/ repeated twice (P1_L1; P2_L1), الكائن الصغير /alkaa'in assaghiir/ also twice (P6_L1; P7_L1) and انسان /'insaan/ only once.

In order to investigate how these occurrences aim to win the readers' sympathy, following are the concordances of some of their occurrences. For all the instances, the R2, L2 concordance is provided.

ليهوي /liyahwii/ to fall	بقوة /biquwwatin/ Hard	سنجاباً /sinjaaban/ Squirrel	ركل /rakala/ kicked	الذي /alladhii/ who
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The above occurrence of squirrel shows clearly a situation where sympathy is called for. A similar call is made with the concordance of طفل /Tifl/ as shown below:

استشهد /istashhada/ Martyred	رضيع /raDii'/ Infant	طفل /Tifl/ Baby	شفة /shifatu/ lip	إنها /'innahaa/ it is
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Another device used to win the readers' sympathy involves part-whole relationships through **meronymy**. Apart from the part-whole relationship linked to the two little creatures that has

been discussed earlier, there are relationships that involve people and that ask the readers directly to sympathise. The meronymy relationship involved here is shown in Figure 5.13.

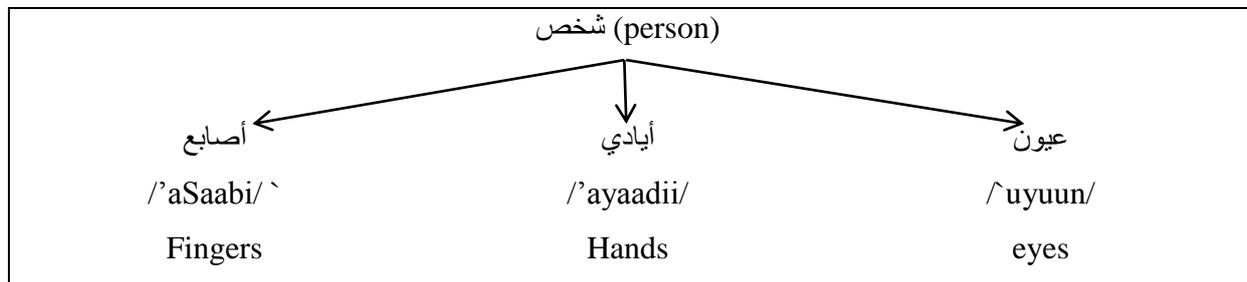


Figure 5.13: Meronymy of *Person*

The above relationship invites readers to use their sense to go through the world map, where they can feel the softness of the little baby's lip. This part of the text is highly emotional as it ends up with touching the lip of the martyr infant, who was killed by a bullet. Another instance of *meronymy* calls for sympathy with the squirrel. It is between رَجُل /rajul/ (P3_L1), meaning man, and رِجْل /rijl/ (P3_L1), meaning foot, with the latter being the part that kicked the squirrel off the cliff. This lexical item also ties through *collocation* with رَكْل /rakl/ (P1_L2), meaning kicking, again to arouse sympathy, yet this time not only with the squirrel, but also with the Middle East people who have been أمة مركولة /'ummatun markuulat/ (P3_L3-L4), meaning a 'kicked people', for decades. Sympathy arousing also occurs through another lexical cohesive device, which is *synonymy/antonymy*. This is basically done by providing synonymous adjectives that describe the actions against people and animals. Examples of these include بقوة /biquwwah/ (P1_L2), الشراسة /ashsharaasah/ (P4_L2), and القاسي /alqaasii/ (P5_L1), with all meaning violent.

Additionally, the article involves the readers at different levels in the discussion via the utilisation of a number of cohesive devices. The most patent linguistic tool that involves the readers is *exophoric reference* expressions that address them directly. By using this tool, the writer opens a dialogue with the readers and requires them to perform a number of actions that will enable them to gain more understanding of what the author is talking about. Consider the following instances from the text:

[5:115]	would you like	/ʔaturiduun/	أتريدون	(P6_L1)
	you know	/taʔrifuu/	تعرفوا	(P6_L1)
	you close	/ʔaghmiDuu/	أغمضوا	(P6_L1)
	your eyes	/ʔuyuunakum/	عيونكم	(P6_L1)
	you circulate	/Dawwiruu/	دوروا	(P6_L1)
	in front of you	/ʔamaamakum/	أمامكم	(P6_L2)
	your hands	/ʔayaadiikum/	أيديكم	(P6_L2)
	you move it	/Harrikuuhaa/	حرّكها	(P6_L2)
	you get (sth) closer	/Qarribuu/	قرّبوا	(P6_L3)
	your fingers	/ʔaSaabi`akum/	أصابعكم	(P6_L3)
	you will touch	/Satalmisuun/	ستلمسون	(P6_L4)
	will you	/hal lakum/	هل لكم	(P7_L1)
	you sympathise	/tataDaamanuu/	تتضامنوا	(P7_L1)

In all the examples in [5:115] the readers are directly addressed and asked to perform things that will eventually lead to an integral part played by the readers themselves in the article. In these exophoric occurrences, Al-Zubi opens a dialogue with the readers by asking: Would you like to know who kicked the little creature? And then, he directs the readers to do a series of actions to figure out the answer. He asks them to touch the globe, round it until their hands come across the Middle East and until their fingertips come to feel softness of an infant's lip who was killed by a bullet. In doing so, Al-Zubi is involving the readers in reaching out to answers by themselves.

Involving the readers via exophora also occurs in three more instances, but this time through considering them as part of the status-quo in the Middle East. Consider the following occurrence of the personal نحن:

[5:116]	مركولة	أمة	نحن	(P3_L3-L4)
	/markuulah/	/ʔummatun/	/naHnu/	
	kicked	people	We	

Apparently, the readers find themselves automatically involved as they become part of 'kicked'. The other two occurrences take the readers one level up by the writer's wish that kicking had been the only tough behaviour نتلقاه /natalaqqaaah/ (P5_L1), meaning we receive, and continues to explain that لدينا /ladaynaa/ (P5_L1), meaning we have, bulky bodies that have made kicking some sort of routine to us, gesticulation that the readers and the author have been subject to tougher measures.

Another level at which readers get involved is occurrences where they have to make cultural links in order to get the full picture of what the author is saying. In this case, *homophoric reference* is the linguistic tool used for this purpose. Following is the excerpt that harbours this kind of reference:

[5:117]	زرع	غير ذي	وادي	في	(P3_L4)
	/zar`/	/ghayri Dhii/	/waadin/	/fii/	
	cultivation	without	valley	In	

The expression “valley without cultivation” is a *homophoric reference* to Prophet Abraham’s story mentioned in the Holy Qur’an, particularly Surah Ibrahim, Chapter 14, Verse 37 where Abraham says, “O our Lord! I have made some of my offspring to dwell in a valley without cultivation...”. Only by being able to figure out the link between the *homophoric reference* expression in [5:117] and this verse can the readers get the meaning behind this expression. Obviously, by saying that we are a nation kicked in a valley without cultivation, the author wants to say that we are being abandoned and, like Abraham’s offspring, only God will take care of us.

One more cohesive device that involves the readers is the use of *associative reference*, which depends on the readers’ background to make the necessary links between a number of lexical units. These include شريط مصور /shariiT muSawwar/ (P1_L1), meaning video, تسجيل /tasjiil/ (P1_L3), meaning recording, المقطع القصير المصور /almaqTa` alQaSiir almuSawwar/ (P2_L3), meaning the short episode, الإنترنت /al`intarnit/ (P1_L3), meaning the internet, and يوتيوب /yuutyuub/ (P1_L1), meaning YouTube. In these examples, readers need to have a background in online video sharing information in order to be able to understand how the incident described in the article has reached the public.

Cohesive devices are also used to emphasise pivotal details. One of the tools used for this purpose is *parallelism*. The article uses an adjacent question-form structure in a parallel way to add emphasis to the detail that the human being in the Middle East needs more attention. The first question wonders when the Western World will start paying attention to the ‘kicked’ people in the Middle East, and the second question wonders when they are going to establish People for an Ethical Treatment for Man that will observe the ‘shameful’ actions perpetrated in the Middle East against human beings. This structure is introduced in [5:118] below:

[5:118]	ويلتفتون...؟ /wa yaltafituun/ and turn to	سينشغل... /sayanshaghil/ will pay attention	متى /mataa/ When	(P3_L2-L4)
	مجموعة...؟ /majmuu`ah/ a group	سينشئون /sayunshi`uun/ will create	متى /mataa/ When	(P4_L1-L2)

One more *parallel structure* is used both adjacently and distantly and takes the form of instructions to the readers. This structure aims to emphasise the detail of having little creatures who are still unnoticed by asking the readers to notice them by following the parallel instructions. This structure appears in the following lexical units: أغمضوا /'aghmiDuu/ (P6_L1), meaning you close, دَوِّروا /dawwiruu/ (P6_L1), meaning circulate, حرِّكوا /Harrikuu/ (P6_L2), meaning stir/move, and قَرِّبوا /qarribuu/ (P6_L3), meaning get something close.

Additionally, *construction-based cohesion* has been used to emphasise certain details. To emphasise the detail of people being oppressed in the Middle East, the article employs the following construction:

[5:119]	والركل /warrakl/ kicking	الصفع /aSSaf`a/ slapping	أدمنت /`admanat/ became addicted	(P5_L2)
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This construction is cohesive with the statement (P5_L3), which indicates that these actions, slapping and kicking, are considered a mere routine. One more device used to emphasise major ideas and details is *repetition*. For example, the idea of mistreating little creatures is emphasised by repeating ركل /rakl/, meaning kicking, 8 times in different forms: twice as a past simple verb (P1_L2; P6_L1), twice as an adjective (P3_L3; P3_L4) and four times as a noun (P3_L2; P5_L1; P5_L2×2). The action of mistreatment is also emphasised by repeating adjectives like مشين /mushiin/ (P2_L2; P4_L1; P5_L3), meaning shameful, to describe it.

5.2.5.2 Cohesive Ties Patterns

This article includes a wide variety of cohesive devices used for different purposes. One usage of these tools involves utilising hyponymy, meronymy and synonymy/meronymy to highlight major juxtapositions that are significant in building up the argument's comparative structure. In line with other previously discussed articles, cohesive devices here also play a major role in winning the readers' sympathy by employing all types of lexical cohesive

devices: repetition, hyponymy, meronymy, collocation, synonymy/antonymy. Furthermore, cohesive devices have contributed to involving the readers at different levels of the discussion. One level is addressing the readers directly through dialoguing with them and asking them to perform some actions to get a sense of what certain parts of the argument really mean (e.g. the globe instance) via exophoric reference. Another reader-involvement strategy used in the article is through homophoric reference, where the readers have to make cultural links to get what the author means. In addition, associative reference used in the article lends itself to readers' involvement since they need some degree of 'digital' awareness in order to make the necessary links between certain lexical units relating to the digital world. Finally, cohesive devices served as tools used to emphasise significant details via parallelism, construction-based cohesion and repetition.

5.2.6 Article 6: شكراً غزة /shukran ghazzah/ (Thank you, Gaza)

5.2.6.1 Analysis

The article can be viewed as a problem-refutation-solution type of argument, except that it is only problem-refutation, whereas the solution can be implicitly inferred. Al-Zubi introduces the problem as being the Arabs' belief that the Israeli army cannot be defeated. The other part of the article can be generally seen as a refutation to this well-established belief as the author argues that the Gaza war, unlike all Arab wars with Israel, proves that the Israeli Army can be defeated. Eventually, he thanks Gaza for the accomplishment achieved in the war. It is immediately clear that the article is replete with cohesive devices that serve a variety of purposes.

The first of those is clarifying the problem-refutation-solution divide of the argument via the use of *conjunctions*. Since the article espouses a problem-refutation type of argument, the article has used the adversative لكن /laakin/ (P2_L2; P3_L2), meaning but, to shift from the problem's depiction to the refutation's presentation. The two instances of refutation refer the readers to one single argument, which is the Gaza war in the following way: the problem is that ثمة جيش لا يُقهر /thammata jayshin laa yuqhar/ (P2_L1), meaning that there is an invincible army, and the refutation is لكننا تعلمنا أمس أن الجيش الأسطوري يُقهر ويُقهر ويُقهر /laakinnanaa ta'allamnaa bil'ams 'anna aljaysha al'usToriyya yuqhar wa yuqhar wa yuqhar/ (P2_L2), meaning but we learned yesterday that the legendary army can be defeated, and defeated and

defeated. The second occurrence also makes a shift between the problem of many Arabs ending to be refugees after the Arab-Israel wars to the refutation expressed with لكن حرب غزة /laakinna Harb ghazzah al'akhiirah qalabat al'aayah/ (P3_L2-L3), meaning but Gaza's last war has turned the tables.

The second purpose of cohesive devices is involving the readers in the discussion by making them an integral part of the argument's theme. The major device used to attain this purpose is *exophoric reference*. The article employs personal *exophora* exclusively in the parts that depict the problem in order to make the readers get a strong feeling of it. By way of elaboration, the personal pronoun *we* has been used repeatedly in the article to put the readers in a situation where they become inevitably involved in the discussion. Following are the occurrences of this pronoun:

[5:120]	we have been used to	/ta`awwadnaa/	تَعَوَّدْنَا	(P1_L1; P2_L1; P3_L1)
	we were/did	/kunnaa/	كُنَّا	(P1_L1)
	but we	/laakinnanaa/	لَكِنَّا	(P2_L2)
	we learnt	/ta`allamnaa/	تَعَلَّمْنَا	(P2_L2)

The personal pronoun *we* is also embedded in a number of expressions that seek to engage the readers; most of the time, the letters ن /na/ and ن /nu/ in the beginning of present tense verbs in Arabic signal the pronoun *we* without having it written before or after the verb. In the article, this linguistic technique can be found in several occurrences again to attain readers' involvement. Following are the concerned occurrences of the embedded *we*:

[5:121]	(we) count	/na`udda/	نَعُدّ	(P1_L1)
	(we) borrow	/nastaqriDa/	نَسْتَقْرِضُ	(P1_L1)
	(we) hear	/nasma`a/	نَسْمَعُ	(P1_L2)
	(we) see	/nushaahida/	نُشَاهِدُ	(P1_L3)
	(we) follow	/nutaabi`a/	نَتَّابِعُ	(P1_L3)

Another technique employed to involve the readers is the use of *homophoric reference* that requires the readers to make the necessary cultural links in order to be able to decode what the author exactly means. The expression in [5:122] can hardly be explained unless the readers make appropriate culturally-related inferences.

[5:122]	يوماً	اليمنى	الرجل	أصابع	من	نستقرض	(P1_L
	/yawman/	/alyumnaa/	/arrijl/	/`aSaabi`i/	/min/	/nastaqriDa/	1-L2)
	a day	Right	foot	Toes	from	(we) borrow	

Understanding the reference in [5:122] lends itself to cultural background since using the right foot's toes to count was a means taught to small children to use when they face a situation where they need to count above ten, i.e. above the number they can reach using both of their hands. Therefore, through employing *homophoric reference*, the author wants the readers to make these cultural connections in order to figure out the overall meaning of what he points to, which is, given the explanation above, that Arabs' armies could not survive in wars against Israel for more than what a child can reach in counting using both of his/her hands and few toes of his/her right foot, i.e. no more than fifteen days at best.

The readers are also required to make links with the outer context one more time through *exophora*. The concerned lexical unit here is الضيف /aDDayf/ (P4_L5), literally meaning the guest. However, this unit refers exophorically to one of Hamas leaders whose family name is الضيف, not to some kind of guest. Therefore, the readers once more find themselves involved in the text since the antecedent of this lexical item is not present anywhere in the article.

One more prominent role of cohesive devices is adding emphasis to specific details in the argument. One of the important ideas in the article is that Gaza's victory is blended with sacrifice. This detail has been emphasised via the use of *construction-based cohesion*. The construction presented in [5:123] illustrates this usage.

[5:123]	الموت	بصافح	مكانه	في	واقفاً	(P3_L4)
	/almawt/	/yuSaafiHu/	/makaanihi/	/fii/	/waaqifan/	
	death	shaking hands	his place	In	standing	

The expression *shaking hands with death* is cohesive with الإرادة والشهادة /al'iraadah wa ashshahaadah/ (P4_L5), meaning strong will and martyrdom, and is, therefore, a symbol of sacrifice.

Another detail emphasised by *construction-based cohesion* is that which depicts the speeches that follow every defeat in wars against Israel. These speeches are described of being throaty and justificatory. The construction that emphasises the author's discontent with these speeches is the following:

[5:124]	التبرير /attabriir/ Justification	زكام /zukaam/ Cold	(P1_L3-L4)
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In the above construction the speeches are given the attribute of someone who has got cold and whose voice will be throaty accordingly.

The idea about Arabs' wars against Israel being very short is also emphasised by the construction نستقرض... يوماً أو يومين /nastaqriDa... yawman 'aw yawmayn/ (P1_L1-L2), meaning to borrow a day or two, indicating as discussed earlier that if we even add a couple of days to the duration of Arab-Israeli wars, it will not exceed 15 in total at best.

Another major tool used to add emphasis to substantial details is *parallelism*. For example, the idea that being defeated in front of Israel has become a habit has been emphasised by distant parallel structures that repeat the same wording in three occurrences (P1_L1; P2_L1; P3_L1). The repeated structure is تعودنا... أن /ta`awwadnaa... 'an/, meaning we've been used...to). This structure emphasises the idea of defeat in the following way. Firstly, the two parts of the structure "we've been used" and "to" are mediated by the same five words in the three occurrences. The five words في الحروب العربية مع إسرائيل /fii alHuruub al`arabiyyat ma`a 'israa'iil/ can be rendered as the Arabs wars against Israel. Secondly, the three occurrences of these structures are followed by signs of defeat. The following excerpts elucidate what follows *to* in the three occurrences of this structure:

[5:125]	اليَد /alyad/ hand	أصابع /`aSaabi`i/ Fingers	على /^ alaa/ on	القتال /alqitaal/ Fighting	أيام /`ayyama/ days	نعدّ /na`udda/ (we) count	(P1_L1)
			يُقهَر /yuqhar/ defeated	لا /laa/ No	جيش /jayshin/ army	ثمة /thammata/ there is	(P2_L1)
					الملاجئ /almalaaji`/ shelters	تُفتَح /tuftaH/ opened	(P3_L1)

A quick look at the examples above reveals that the parallel structure is there to emphasise the idea that Arab wars came up with defeat. To enhance this detail, the first occurrence of the parallel structures state that these wars lasted for only few days that ended up with defeat,

the second states that the result of the war is a claim that Israel’s army is invincible, and the third occurrence points to what happens during the war as shelters start housing people.

One more parallel structure supports the idea that what Gaza did in its war against Israel is appreciated by many. This structure can be looked at as the hub of the article as it is repeated 11 times in the following way:

[5:126]	غزة /ghazzah/ Gaza	شكراً /shukran/ thank you	باسم... /bismi.../ on behalf of...	(P4_L1-P5-L1)
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Emphasising ideas also occurs through *repetition*. For example, the idea of appreciating what Gaza did has been consolidated with the reiteration of شكراً /shukran/, meaning thank you, as this expression has been repeated 9 times in the text, with all of them addressing Gaza.

Furthermore, highlighting important juxtapositions which are the skeleton of the article’s argument has been done via the interplay of a number of cohesive devices. *Synonymy/antonymy* is used to highlight the juxtapositions pertaining to martyrdom. Through the use of the antonyms الحياة /alHayaat/ (P4_L5; P5_L1), meaning life, and الموت /almawt/ (P4_L4; P5_L1), meaning death, a complementary juxtaposition between the two is created to indicate that death in battles actually is the beginning of life, not the end of it. This meaning is signaled by another antonym, which is تبذر /tabdhur/ (P5_L1), meaning seed, and /taHSud/ (P5_L1), meaning reap, with the former followed by *death* and the latter *life*. In fact, this juxtaposition has some religious backgrounding, which is why readers may find themselves engaged in a deeper analysis when they come across the *homophoric reference* that involves life and death (P5_L1). The Qur’anic verse relating to this is “*Think not of those who are slain in Allah’s way as dead. Nay, they live, finding their sustenance in the presence of their Lord*” (Chapter 3, Verse 169). The concept here is that death leads to eternal life, an idea that has been mirrored in the article through juxtaposing life and death.

Juxtapositions have also been highlighted in the article through *hyponymy*. These are basically built through the subclasses of سلاح /silaaH/ (P2_L3), meaning weapon. Figure 5.14 is a representation of this relationship.

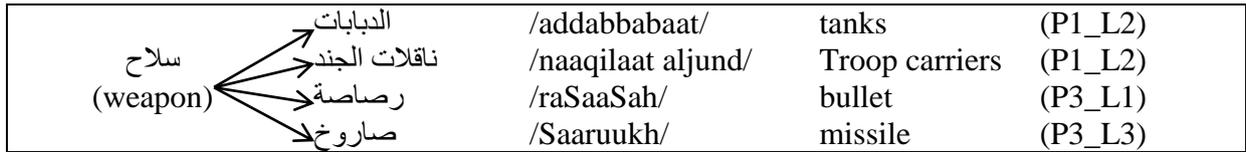


Figure 5.14: Hyponymy of *Weapon*

The *hyponymy* of *weapon* highlights a clear juxtaposition between the impact of Arabs' weapons and Gaza's weapons in their wars with Israel. To illustrate, the first two subclasses, tanks and troop carriers are mentioned in the text as being Arab weapons. A quick look at the L1 concordance of these two subclasses reveal how they represent the Arabs' defeat and inefficacy of their weapons any more. The respective L1 concordances of the first two items are المصابة /almuSaabah/, meaning hit, and الفارغة /alfaarighah/, meaning empty. With hit tanks and empty troop carriers, the Arabs' weapons are introduced to be next to useless. The third subclass, bullet, refers to the Israeli first bullet, which would usually result in Arabs being asked to hide in shelters and get their refugee tents, again, a signal of the effectiveness of the Israeli weapons in their wars against Arabs. The fourth subclass, missile, refers to Gaza's missiles, which led the Israelis to hide in shelters and to immigrate to other countries, a sign of victory. Hence, the above *hyponymy* relationship mirrors a major juxtaposition that is substantial to the argument as a whole.

Cohesive devices are also used to expand certain ideas. One tool utilised for this purpose is *collocation*. Examples on this lexical cohesive device include زرقاء/السماء /zurqat/assamaa'/(P4_L1), meaning blue/sky, النوارس/تحليق /annawaaris/taHliiq/ (P4_L1-L2), meaning seagulls/soaring, ذرف/الدمع /dharaf/addam'/(P4_L3; P4_L6), meaning tears/shedding, and فستان/الفرح /fustaan/alfaraH/ (P4_L4), meaning wedding/dress. All of these collocating expressions are used to expand on the idea of thanking Gaza as they occur within categories of beings that the author introduces as being thankful to Gaza. This idea is also expanded via *meronymy*, represented in البحر /albaHr/ (P4_L1), meaning sea, and الشواطئ /ashshawaati'/(P4_L2), meaning beaches, as these two are also introduces as categories that would thank Gaza, according to the article.

In addition to these two, *hyponymy* has used to expand certain ideas. In this case, it is the subclasses of the human body that does the job. The following set of lexical units, all relating to body parts, have been used in the article:

fingers	/’aSaabi`/	أصابع	(P1_L1)
hand	/alyad/	اليد	(P1_L1)
foot	/arrijl/	الرجل	(P1_L2)
palm	/alkaff/	الكف	(P2_L1)
chest	/Sadr/	صدر	(P3_L4)
head	/arra’s/	الرأس	(P4_L3)

The first three subclasses, fingers, hand and foot are introduced to expand on the idea that Arabs’ wars against Israel did not last long. The fourth subclass, palm, is used to expand on the idea as to whether the Israeli army is really invincible by drawing on the simile of the palm resisting an awl. The fifth lexical item, chest, expands the idea of a Gazan fighter being brave, fighting with his chest armored with his faith, and finally the sixth subclass, head, expands on the idea that Gaza deserves to be thanked because it took revenge for the dolls whose heads have been cut off.

5.2.6.2 Cohesive Ties Patterns

This article houses a number of cohesive devices that play a diversified number of roles. The first of these roles is clarifying the problem-refutation-solution divide of the argument via the use of conjunctions. Another role is involving the readers in the discussion via exophoric reference and homophoric reference. A previous pattern apropos this role has been that exophora gets the readers involved by reflecting on being part of the events described in the article, while homophoric reference involves them in making the necessary connections in order to understand certain culturally-oriented expressions. This article, however, has witnessed a scanty deviance of the norm with exophora also employed to engage the readers in making connections that are necessary to understand what certain lexical items really mean, hence the example of الضيف /aDDayf/ discussed in the previous section. Additionally, cohesive devices play a substantial role in adding emphasis to specific details. The tools that serve this purpose are construction-based cohesion, parallel structures and repetition. A third pattern of role-linked purposes of cohesive devices is their use to highlight major juxtapositions via synonymy/antonymy and hyponymy. Finally, cohesive devices also expand ideas through collocation, meronymy and hyponymy.

5.2.7 Article 7: إيبولا خاصتنا /iibolaa khaaSSatunaa/ (Our Own Ebola)

5.2.7.1 Analysis

The article argues that although people’ fear from Ebola virus is justified, there are many other threats to their health that they have to face every day and that could be more threatening and much more dangerous than Ebola. The argument fall within a problem-refutation-solution format since the problem is identified as people’s fear from Ebola, the refutation being there are more dangerous food-related threats that people should fear, particularly food served in various restaurants, and the solution being returning to home-made food. The author employs a broad variety of cohesive devices that serve a number of purposes.

One of the textual contributions of cohesive devices is highlighting significant juxtapositions that build up the various comparisons in the article. One cohesive tool used for this end is *hyponymy*. This relationship is conspicuously built via the subclasses of *غذاء* /ghidhaa’/ (P3_L1), meaning food. To elaborate, the article states a number of subclasses that fall under the ‘food’ hyponym, and they build the juxtaposition between restaurant food and home food as shown in Figure 5.15.

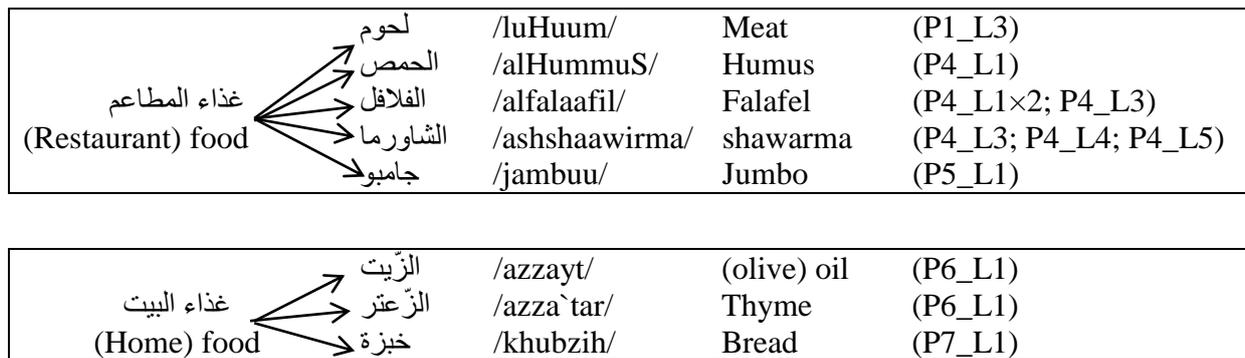


Figure 5.15: Hyponymy of *Restaurant Food* and *Home Food*

In order to understand how the above subclasses of *food* build a pivotal juxtaposition in the article, the co-text in which they occur has to be considered. Starting with *meat*, it concords with an L2 *منتھية الصلاحية* /muntahiyat aSSalaaHiyyah/, meaning expired, and it is introduced to be the cause of death for two Jordanian family members, who had it at a famous hotel restaurant. *Humus* and *falafel*, the second and third on the restaurant food hyponymy list, are used within the author’s own experience when who saw the ‘falafel boy’ spitting a piece of

plastic into the falafel frying pan. *Shawarma* is described within the context of a picture that was leaked by social media and that shows a rat climbing a shawarma spit in one of the restaurants. The last subclass of restaurant foods is *jumbo*, which is ironically used to concord an R1 *Ebola*, in a gesticulation that such meals are as dangerous as the virus that people fear. Conversely, the home food related subclasses, which are olive oil, thyme and bread are all introduced to suggest that they are much better and healthier than food made at restaurants. While the first two are mentioned in an exclamatory question that wonders why people would not return to home food, the third item, a piece of bread had at home, is asserted to be much better than a lamb eaten at a restaurant.

Hyponymy is also used to juxtapose customers and the people in the food industry. To serve this purpose, the article provides the lexical units of *زبون* /zubuun/ (P2_L2), meaning customer, *المستهلكين* /almustahliiin/ (P3_L4), meaning consumers, *أحد صبيان صاج الفلافل* /'aHad Sibyan Saaj alfalaafil/ (P4_L1), meaning the falafel frying pan boy, *عمال* /'ummaal/ (P4_L6), meaning workers, and *أصحاب المصالح* /'aSHaab almaSaaliH/ (P4_L6), meaning employers, as subclasses of the hyponym *مواطن* /muwaaTin/ (P1_L1), meaning citizen. The juxtaposition this hyponymy relationship displays entails that the customers and the consumers are in a bad situation, with the former being not allowed to see what happens in the restaurant's kitchen and the latter being forced to deal with public cafeterias that are spread in their neighbourhoods. The other subclasses are presented to be the 'victimiser'. The falafel frying pan boy has been seen by the author chewing a piece of plastic then spitting it into the frying pan where falafel is prepared. The subclass of workers is mentioned to say that they were absent when the rat climbed the shawarma spit. And, the worst of all, the employers are introduced to have dead consciences.

One more device employed for the sake of juxtaposition is *synonymy/antonymy*. The two sides of the juxtaposition that is highlighted via the use of synonyms are Ebola and restaurant foods. The two items that are involved in this linguistic relation and that are linked to Ebola are *نخشى* /nakhshaa/ (P3_L1), and *نخاف* /kakhaaf/ (P5_L1), both meaning (we) fear. The indication here is that fear from Ebola is justified. However, a higher degree of fear is expressed via the synonym *مفزِع* /mufzi`/ (P1_L2), meaning terrifying, which is linked to restaurant food. Therefore, it can be inferred that *synonymy/antonymy* is has been used to highlight a juxtaposition that is pivotal to the theme of the article, which in part argues that people should fear food from restaurants the most.

In addition to highlighting significant juxtapositions, cohesive devices involve the readers by employing a plethora of *exophoric reference* expressions. To illustrate, the personal pronouns *we* and *us* have been used repeatedly in the article whether explicitly or implicitly to put the readers in a situation where they become inevitably involved in the discussion. In [5:127] below, where the personal pronoun *we* is written between brackets, it means that it is not written in the Arabic text, but can be understood by Arabic native speakers by virtue of the letters ن (na) and ن (nu), which signal the pronoun *we* when they occur at the beginning of a present tense verb.

[5:127]	(we) fear	/nakhshaa/	نخشى	(P3_L1)
	to us	/'ilaynaa/	إلينا	(P3_L1)
	(we) know	/na`rif/	نعرف	(P3_L1)
	(we) say	/naquul/	نقول	(P3_L3)
	(we) fear	/nakhaaf/	نخاف	(P5_L1)
	we	/naHnu/	نحن	(P5_L1)
	(we) have a morning appointment with	/najaSabbaH/	نتصبح	(P5_L1)
	(we) have an evening appointment with	/natamassaa/	نتمسى	(P5_L1)
	(we) order	/nuuSii/	نوصي	(P5_L1)
	let us return	/falna`ud/	فلنعد	(P6_L1)
	(we) were	/kunna/	كنا	(P6_L1)

In seven of the above occurrences (P3_L1×2; P5_L1×5), the readers are engaged in thinking about what is dangerous, Ebola, and what is more dangerous, food from restaurants. Two of them (P3_L1; P3_L3) arouse fears from restaurants, while the remaining two (P6_L1×2) engage the readers in thinking about returning to home-made food.

One more role of cohesive devices is that they add emphasis to specific details. To attain this purpose, the article has employed a plethora of cohesive devices expressions. One detail in the argument is that which identifies the danger of restaurant food. In order to add emphasis to the detrimental impact of these types of cuisines, the article uses *construction-based cohesion*. Consider the following excerpt from the text:

[5:128]	وَألم	وجع	من	طبق	على	(P3_L1)
	/wa `alam/	/waja`in/	/min/	/Tabaqin/	^alaa/	
	and pain	Grief	of	dish	on	

The construction in [5:128] is an indication that the meals on dishes served at restaurants are in fact causes of grief and pain. This construction is cohesive with the story of the family who lost two of its members after eating expired meat at a hotel's restaurant. Another construction that is strongly tied with the same detail is that which refers to the indifference of the restaurant owners towards the suffering of people. The construction employed to denote this meaning is الضمائر المخدّرة /aDDamaa'ir almukhaddarah/ (P4_L6), meaning anesthetised consciences, which is cohesive with the statement لا توقظها وخزة تأنيب واحدة /laa tuuqidhuhaa wakhzatu ta'niibin waHidatun/ (P4_L7), meaning something that cannot be awakened by the least blame.

The detail about food from restaurants being as dangerous as Ebola is emphasised by adjacent *parallel structures*. The structure that has been repeated involves the use of the present tense with the meaning that what the statement points to has become a dangerous habit. The excerpts below elucidate the meant structure:

[5:129]	اييولا	ب	نتصبح	(P5_L1)
	/iibolaa/	/bi/	/nataSabbaH/	
	Ebola	with	(we) have a morning appointment	
	اييولا	ب	نتمسى	(P5_L1)
	/iibolaa/	/bi/	/natamassaa/	
	Ebola	with	(we) have an evening appointment	
	اييولا	وجبة	نوصي	(P5_L1)
	/iibolaa/	/wajbat/	/nuuSii/	
	Ebola	meal	(we) order	
		على		
		^alaa/		
		on		

The *parallel structures* shown in [5:129] not only stress that food from restaurants is perilous, but they also emphasise that their danger is recurrent because people are used to eat in the restaurants in mornings and evenings, and that they are used to ordering meals that are as detrimental as Ebola.

Another piece that accounts for the story of the family who lost two members because of eating expired food at a restaurant is emphasised by distant *parallel structures* represented in the expressions من المومع حقاً أن /min almuuji`i Haqqan `an/ (P1_L1), meaning it is really painful that, and من المفزع حقاً أن /min almufzi`i Haqqan `an/, meaning it is really terrifying that. These two parallel statements emphasise two facts related to the family's story. The first structure indicates that losing two members of the family is something painful, and the

second voices how it is terrifying to hear about restaurants being closed every now and then for health considerations.

One more major tool used to emphasise certain details is the twinning between *repetition* and *anaphoric reference*. The most obvious case of repetition in the article is that of مطعم /maT`am/, meaning restaurant and its close synonym كافيتيريا /kafitiirya/, meaning cafeteria. In order to understand how reiterating these lexical units emphasise the detail that restaurant food is harmful, the co-texts of their occurrences have to be considered. For example, in two of the occurrences (P1_L2; P2_L1), the article emphasises that even 5 stars, luxurious restaurants have been closed and red-waxed for health-related issues. The last three occurrences of these lexical units (P4_L2; P4_L4; P4_L6) mention two personal experiences where the author beheld health-destroying incidents in two cafeterias, one being the spitting of a piece of plastic into the falafel frying pan, and the other being the rat climbing the shawarma spit. As a matter of fact, repeating the word restaurant within negative accounts aims to add emphasis to the detail of the detrimental impact of these places on human health. This instance of repetition is accompanied by *anaphoric reference* to further emphasise the harmful impact of eating at restaurants. To support, the total number of anaphoric expressions used in the article is 21. Just below 50% of these expressions refer back to restaurants, whereas the other expressions refer to different antecedents. To elaborate, almost all anaphoric expressions used between (P1_L2) and (P3_L4) refer back to restaurants, except for the demonstrative هذا /haadhaa/ (P3_L2), meaning this, which refers to big pieces of information relating to the miserable situation of restaurants, thus implicitly being connected to the problems that happen because of them. Conversely, the other anaphoric expressions are distributed among a number of antecedents. Consider the following few examples:

[5:130]	<i>his</i> family	/`aa`ilatuh/	عائلته	(P1_L1)
	did <i>it</i>	/qaama bih/	قام به	(P4_L1)
	with <i>it</i>	/bihaa/	بها	(P4_L2)
	<i>its</i> top	/qimmatihaa/	قمتها	(P4_L5)
	awaken <i>them</i>	/tuuqiZuhaa/	توقظها	(P4_L7)

The antecedents of the pronouns given in [5:130] are not the same. *His* refers to citizen, *it* (P4_L1) refers to behaviour, *it* (P4_L2) to a piece of plastic, *its* to the shawarma spit, and *them* to the anesthetised consciences. The point, therefore, is that intensifying the number of

anaphoric reference expressions that refer to restaurant(s) aims to add emphasis to their impact, which is also done via *repetition*.

One more usage of cohesive devices is to expand certain ideas through *collocation* and *meronymy*. An instance of collocation used for this purpose يقضوا-عطلة /yaqDuu-`uTlah (P1_L1), meaning spend a vacation. This occurrence expands on the idea of the citizen who lost his family by adding the detail that the family were on holiday, which calls for more sympathy with them. As far as meronymy is concerned, the lexical units المطاعم /almaTa`im/ (P2_L2), meaning restaurants, and مطابخ /maTaabikh/ (P2_L2), meaning kitchens, are linked together by part-whole relationship. This tie aims to expand the idea of health impacts by stating that kitchens are places of ‘hidden health catastrophes’.

5.2.7.2 Cohesive Ties Patterns

Cohesive devices have shown a number of role-related patterns in *Our Own Ebola*. One of those patterns involves highlighting pivotal juxtapositions. This was done through the use of hyponymy and synonymy/antonymy. While the former has been used to delineate the comparison between food items at home and at restaurants, the latter has been employed to identify the degrees of comparison between Ebola fear and restaurant fear. In addition, cohesive devices are used in the article to get the readers involved at various levels of the discussion via exophoric reference. A more prominent role of cohesive tools has been adding emphasis to specific details by using construction-based cohesion, parallel structures of both types, distant and adjacent, and twinning between repetition and anaphoric reference. Finally, cohesive devices have also been utilised to expand certain ideas through collocation and meronymy.

5.2.8 Article 8 وسط البلد أبعد من باريس /waST albalad `ab`ad min paariis/ (Downtown is Farther than Paris)

5.2.8.1 Analysis

The article is an overall critique of some officials’ stand in the famous case of Charlie Hebdo, the French newspaper some of whose reporters and workers were killed on retaliation of the paper’s abuse of Prophet Mohammad (peace be upon him) through cartoons. The author

critiques the leaders' stand with the newspaper and the French government because none of them thought of joining a demonstration that condemned the cartoons. The article wonders whether Amman downtown was really farther than Paris for the officials. Therefore, the article can be seen as a one-sided argument as the author does not mention the viewpoint of the officials or at least the journalists who sided their participation in the Paris march. Al-Zubi employs a number of cohesive devices to support his point of view so that it finds its way to the readers.

The most patent role of cohesive devices used in this article is that they are used to support the argument. One of the tools employed to serve this purpose is *construction-based cohesion*. This device is used to reflect what the argument suggests about the Arab leaders' participation in the Paris march. The author depicts their stand using the construction هزاً للذنب /hazzan lidhdhanab/ (P1_L2), meaning wagging tails. This construction is cohesive with expressions like يجاملوا /yujaamiluu/ (P2_L4), meaning flattering, and with the entire idea of taking part in an event while ignoring another that they should have taken part in. By using this construction, the author supports his argument that criticises the Arab leaders' participation. One more construction is employed to support the argument by justifying why the author criticises the Arab leaders. Consider the following example:

[5:131]	النائم	الحياء	عرق	يستيقظ	فلم	(P2_L3)
	/annaa'im/	/alHayyaa'/	^irqu/	/yastayqiZ/	/falam/	
	sleeping	shame	vein	wake up	did not	

This construction is cohesive with the expression المخجلة /almukhjilah/ (P1_L1), meaning shameful, and is used to say that Arab leaders did not show any sign of contriteness or feeling shame, while they should have, when more cartoons of insult to Prophet Mohammad were raised above their heads during the rally.

Another technique that seeks to support the argument, which is intensely built on criticising the Arab leaders, is the use of *anaphoric reference*. To support, the article houses 23 occurrences of personal pronouns. Out of these, 17 are used to refer to Arab leaders, or officials, such as ministers. This is not strange since the argument revolves around them and what they did. Following are some examples that delineate how these referring expressions are used in a way that supports the author's argument:

[5:132]	<i>they</i> stand	/yaqifuun/	يقفون	(P1_L1)
	<i>their</i> heads	/ru'uusihim/	رؤوسهم	(P2_L2)
	<i>they</i> preferred	/faDDaluu/	فضّلوا	(P2_L4)

The examples of *anaphora* in [5:132] summarise what the article criticises about the Arab leaders' behaviour. By way of illustration, the first one of these occurrences, *they* (P1_L1), describes the Arab leaders standing together in a row in Paris rally. The second one, *their* (P2_L2), states that during the rally, more cartoons abusing Prophet Mohammad were hovering above the heads of Arab leaders, and the third anaphoric expression, *they* (P2_L4) states that despite the presence of more cartoons humiliating Prophet Mohammad, the Arab leaders preferred to continue with the rally.

Another role of cohesive devices involves the readers at the level of interpreting certain expressions and at visualising the incident as they become part of the discussion. One of the techniques serving the former purpose is the use of *homophoric reference*, where without the readers' having cultural background, interpretation will not be easy to figure out. This type of reference appears in the following excerpt from the article:

[5:133]	العراقية	التشوبي	طريقة	على	(P2_L2)
	/al`iraqiyyah/	/atshobi/	/Tariiqat/	/`alaa/	
	<i>Iraqi</i>	<i>Chobi</i>	way of	on	

The culturally-bound expression *Iraqi Chobi* in [5:133] requires the readers to have some background about the Iraqi dance that requires dancers to link arms and hands together in order to perform it. Another characteristic of this dance is that the performers should stand in a row, not in couples for example, and move together with the music. If the readers have this knowledge about the Iraqi dance mentioned in the text, they will be able to interpret not only the homophoric expression, but also why it has been used, which is to compare the way Arab leaders appeared in Paris rally, and they will be able to discern that the author is making a joke of their participation since the leaders have never been and probably will never be seen dancing the Iraqi Chobi.

Another method used to involve the readers by making them part of the discussion is employing *exophoric reference*, particularly the embedded usage of *we*, which makes the readers inevitably join the writer in what he believes. This type of exophora is used three times in the article, all of which direct acrimonious criticism to Arab leaders. As discussed

earlier, *we* in the Arabic language can be expunged from the text yet remains retrievable by using نَ /na/ and نِ /nu/ in the beginning of present tense verbs. There are three occurrences that involve this structure, and all of them maintain the same negated form of the verb. The meant structure here is لم نَرَ /lam nara/ (P3_L3; P3_L4; P3_L5), meaning (we) did not see. As a matter of fact, the three occurrences of this exophorically referring expression ‘pull the readers’ leg’ to side with the author in his hard criticism of Arab leaders. To illustrate, the first of them involves the readers by stating that *we* (the readers and the author together) did not see Arab officials in the downtown rally denouncing the abusing cartoons, the second stating that *we* did not see their soft feelings and the third stating that nor did *we* see any official making any move against these cartoons. By employing this exophoric expression, the author is involving the readers and making them part of the scene and notably viewing the events through his own lenses.

In addition to these roles, cohesive devices are employed to add emphasis to certain details. A number of *collocations*, for example, has been used to describe the criticised behaviour of the Arab leaders. One of those sets is يستيقظ – النائم /yastayqiZ - annaa'im/ (P2_L3), meaning wake up – sleeper. This collocation depicts the Arab leaders’ consciences and wonders when it is going to wake up from its state of stillness. Two more sets of collocations have been used to describe the leaders’ posture in their support of the newspaper’s cause. These ties are displayed in the following excerpts from the text:

[5:134]	واحداً	صفاً	يقفون	وهم	(P1_L1-L2)
	/waaHidan/	/Saffan/	/yaqifuun/	/wa hum/	
	one	row	stand	and they	
	جنب	إلى	جنباً	ساروا	(P2_L2)
	/janb/	/’ilaa/	/janban/	/saaruu/	
	side	to	side	they walked	

The two sets of *collocation* in [5:134] both say that the Arab leaders were united, standing in a row, side by side, to support the cause they went for. This usage can be taken as ironic given that the writer criticises the same officials for failing to do the same in a rally occurring in their own country.

Another device utilised to add emphasis to the piece that describes the Arab leaders’ attitude is *parallelism*. In this regard, the article employs a number of parallel structures, one of which has been discussed earlier in the section of *exophora*. This instance of distant

parallelism structure is the negative form لم /lam/, meaning not, and the present tense verb نَر /nara/, meaning see, which is used to emphasise what the readers did not see the Arab leaders do what they should have done. Within the same detail, two more adjacent structures are used in a parallel way to emphasise the same idea by listing the things Arab leaders did not do. The first one (P3_L4) is a present tense verb + plural subject pronoun structure that appears in the text as follows: يستنكروا /yastankiruu/, meaning they condemn, يشجبوا /yashjubuu/, meaning they deplore, and يتضامنوا /yataDaamanuu/, meaning they sympathise. This sequence of structures emphasises the detail that the Arab leaders had not sided with the rally that calls for condemning the abusing cartoons. The second instance of adjacent parallel structure (P3_L5) employs negation followed by nouns again to list the things that were not seen to be done by the Arab leaders as follows: لا الإحساس /laa al'iHsaas/, meaning no feeling, لا الأيدي /laa al'ayaadi taHtaDin al'ayaadi/, meaning no hands embracing hands, and لا الدموع /la addumuu`/, meaning no tears.

Emphasis is also drawn on certain details via the use of **repetition**. The following lexical units are central in the argument, and therefore have been emphasised over and over all through the article.

[5:135]	prophet	/arrasuul/	الرسول	(P1_L3; P3_L1; P3_L2)
	pictures	/Suwar/	صور	(P1_L1; P2_L3; P3_L2)
	Muslim	/muslim/	مسلم	(P1_L3; P3_L3; P3_L4)

Through the above instances of direct reiteration, the article emphasises that the pictures, or the cartoons, were insulting not only to the Prophet Mohammad (PBUH), but also to billions of Muslims. To add further emphasis some lexical units have been tied through **synonymy/antonymy** as well, for example, الرسول /arrasuul/ (P1_L3), and النَّبِيّ /annabiyy/ (P2_L3), both meaning prophet. The emphasis basically comes from using negative expressions with pictures, such as مسيئة /musii'ah/ (P2_L3), meaning insulting, and positive expressions with the prophet, such as العظيم /al`aZiim/ (P2_L3), meaning the great.

Furthermore, cohesive devices have been used to expand, or elaborate on main ideas. This role has been played by two lexical cohesive devices, which are **hyponymy** and **meronymy**. Figure 5.16 depicts one instance of **hyponymy** utilised in the article:

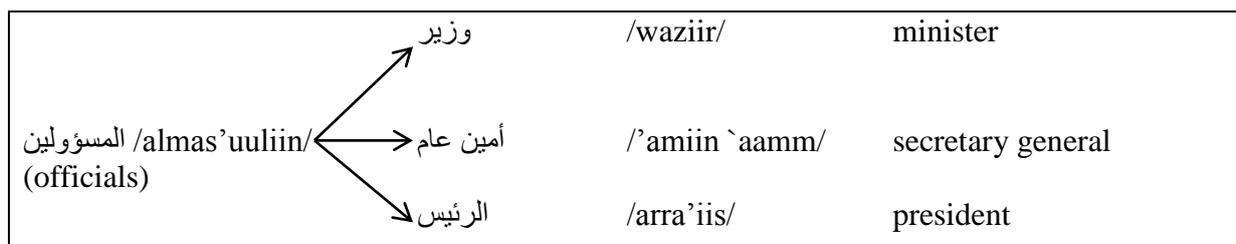


Figure 5.16: Hyponymy of *Officials*

The idea of mentioning officials in the article is pivotal to the argument because it does not criticise normal people who took part in the Paris rally, but officials, and stating examples of officials as subclasses aims to expand the idea of criticising them by making them the centre of attention. This relationship is congruent with meronymy, which is used to expand on the idea of the leaders' denounced behaviour through mentioning body parts such as الأيدي /al'ayaadii/ (P2_L1; P3_L5×2), meaning hands, أذرع /'adhru`/ (P2_L2), meaning arms, عيني /^aynay/ (P2_L1), meaning eyes, and رؤوس /ru'uus/ (P2_L2), meaning heads. Each one of these terms is involved in some sort of expansion. The *hands* and the *arms* are there to elaborate on the idea of cooperating or agreeing to side with the newspaper's cause, the *eyes* to expand the idea of sympathising with the French President through sad looks and the *heads* to signal the Arab leaders' indifference towards the abusing cartoons hovering above their heads.

5.2.8.2 Cohesive Ties Patterns

Although *Downtown is Farther than Paris* is a relatively short article, a plethora of cohesive devices are imbricated within it, and they have served a myriad of purposes. One of the main functions of these tools is supporting the argument by using construction-based cohesion and anaphoric reference. The former has been used in two sequential strategies: the first to describe the Arab leaders' position from the abusing cartoons and the second to justify why the article criticises this position. In tandem with construction-based cohesion, anaphora has also been used to support the argument by referring intensely to the people who have been criticised. Involving the readers via the use of homophoric reference, which involves them in making the necessary cultural interpretations in order to decode certain expressions and to understand the big picture behind them, and exophoric reference, which makes the readers part of the discussion by facilitating their view of things through the author's lenses. One more usage of cohesive devices is to add emphasis to certain details, a purpose primarily

served via the use of collocation, parallel structures, repetition and synonymy/antonymy. In addition to emphasising details, cohesive devices have played a role in expanding and elaborating on main ideas through hyponymy and meronymy.

5.9.2 Article 9 كرة وقضية /kurah wa qaDiyah/ (A Ball and a Cause)

5.9.2.1 Analysis

The article is a one-sided argument that seeks to compare between football and politics. In doing so, it presents a number of elements where the two can be very much similar, such as fighting for winning. *A Ball and a Cause* takes football as a path to discuss the main event that inspired the writing of the article. In the background, Jibril Rajoub, head of the Palestinian Football Association, wished the Iraqi team will beat the Palestinian team in the football match qualifying for the second round in the Asian Cup. This issue becomes the core of this article and is projected on politics. A lot of cohesive devices are imbricated within *A Ball and a Cause*, and they are used for a myriad of purposes.

Since the article is in essence a comparison between politics and sports, cohesive devices have been employed to highlight a number of juxtapositions that build up the comparisons between the two. One of the tools that meets this function is *repetition*. It can be clearly noticed that juxtapositions have been made between sports and politics in a variety of ways through direct reiteration. Both of the lexical items occur six times each. Construing how these occurrences build up a substantial juxtaposition in the article requires a close examination of the occurrences in the text. The following discussion spells out how some of these occurrences build pivotal juxtapositions in the text. The first and the second occurrences of both items take place in the first line of the article (P1_L1). Consider the following excerpts:

[5:136]	سياسة	ليست	الرياضة	أن	قال	من	(P1_L1)
	/siyaasah/	/laysat/	/arriyaaDah/	/’anna/	/qaala/	/man/	
	politics	not	sports	that	said	who	

In their first occurrence, the two items are juxtaposed in a question wondering if there are people who think that sports and politics are two different things. In the first reiteration of both lexical items, which is their second occurrence in the same line, the author confirms that

sports is *النسخة الخضراء* /annuskhah alkhaDraaʾ/, the green version, of politics, indicating that they are very much similar. In the third occurrence of both items, the comparison becomes more intense as they are mutually juxtapositional. Consider how they are repeated and juxtaposed in the following excerpt:

[5:137]	السياسي /assiyaasii/ political	الملعب /almaal`ab/ playground	(P2_L1)
[5:138]	رياضي /riyaaDiyy/ sports	أمن /ʾamn/ security	مجلس /majlis/ council (P1_L3)

The above examples show how sports and politics are exchanging attributes, for the Security Council, which is often linked with politics, is tied to sports, and the same applies to playground, which is linked to politics instead of sports. This reciprocal tie points to the similarity between sports and politics.

Another example of *repetition* that aims to juxtapose sports and politics lies in the reiteration of certain lexical items, such as colour signifying words. The colour *خضراء* /khaDraaʾ/, (P1_L1; P3_L7), meaning green, which is linked with sports and playgrounds is juxtaposed with the colour-signalling item *قطران* /qaTiraan/ (P1_L1; P3_L7), meaning dark colour, which is linked with politics. At the surface level, this comparison between sports and politics looks like a contrast, linking green with sports and dark colour with politics. Nevertheless, the repetitious usage of the two colour-signalling words makes sports and politics very much alike, considering the R1 concordance of *خضراء* /khaDraaʾ/, green, which is *النسخة* /annuskhah/, meaning the version. Hence, the overall meaning is that sports is the green version of the dark-colour politics. Another lexical item repeated for the sake of juxtaposition is *كأس* /kaʾs/ (P6_L1; P7_L3), meaning cup. The juxtaposition becomes immediately clear when considering the L1 concordance of both occurrences. The concordances are *اللقب* /allaqab/, meaning the Title, for the first occurrence and *الوطن* /alwaTan/, meaning Home, for the second occurrence. Once again, *repetition* has been used to create juxtapositions that lead to the conclusion that sports and politics are two sides of the same coin.

One more method used to highlight juxtapositions is *parallel structures*. One patent structure involves the use of the present tense followed by a noun phrase (noun + adjective), since in

Arabic the adjective follows the noun it modifies. This adjacently occurring structure is displayed in [5:139] below.

[5:139]	الأخضر	الملعب	على	ينطبق	(P2_L1)
	/al'akhDar/	/almaḻab/	^alaa/	/yanTabiq/	
	green	playground	to	applies	
	السياسي	الملعب	على	ينطبق	(P2_L1)
	/assiyaasii/	/almaḻab/	^alaa/	/yanTabiq/	
	political	playground	to	applies	

The *parallel structures* above also juxtapose sports with politics by stating that what applies to the green playground is true of the political playground. Another instance of adjacent parallel structures also juxtaposes sports and politics drawing on the Palestinian Football Association's president's statement that he wishes his country's football team to lose in their match against the Iraqi team. This comparison also aims to say the two are similar. For this instance only, the entire excerpt (P5_L1-L2) will be presented, followed by the transliteration and the translation.

[5:140]	من يتمنى الخسارة بمباراة يتمنى الخسارة بمعركة...ومن يتهاون في الدفاع عن "كرة" يتهاون في الدفاع عن قضية...ومن يضحي بالتأهل في الجولة يضحي بتأهل الدولة...
	/man yatamanna alkhasaarah fimubaaraah yatamanna alkhasaarah bima`rakah...wa man yatahaawan fii addifaa` `an kurah yatahaawan fii addifaa` `an qaDiyah...wa man yuDaHHii bitta`ahhul fii aljawlah yuDaHHii bita`ahhul addawlah/
	He who wishes loss in a match wishes loss in a battle, he who concedes in defending a ball conceded in defending a cause, and he who sacrifices qualifying in a round sacrifices qualifying the state.

The *parallel structures* introduced in [5:140] show clearly that the juxtaposition between sports and politics leads to one end, which is that they are the same.

Cohesive devices also support the argument as a whole. The device used to sum up the entire argument is the twinning between *cataphoric reference* and *parallelism*. The meant expression is *المبدأ واحد* /almabda' waaHid/ (P5_L1), meaning the principle is the same. The demonstrative *ال* (the) involves a forward reference to the entire text presented in [5:140] above, which in itself presented in a series of adjacent *parallel structures*. The principle that the author refers to, then, is that intentionally losing a football match is similar to the deliberate loss of a battle, a microcosmic featuring of the likeness between sports and politics.

One more role of cohesive devices is involving the readers in the discussion at a variety of levels. At one level, the readers find themselves within the discussion through the author's use of *exophoric reference* expressions, such as *we* and *us*, or having these embedded through the use of ن /na/, which was discussed in previous sections. The examples that involve the readers via *exophora* are introduced below.

[5:141]	we knew	/^arafnaa/	عرفنا	(P3_L2)
	we remembered	/tadhakkarnaa/	تذكرنا	(P3_L2)
	(we) say	/naqul/	نقل	(P3_L6)
	saddens us	/yuHzinunaa/	يحزننا	(P6_L1)
	suffices us	/yakfiinaa/	يكفينا	(P6_L1)
	that we	/ʔannanaa/	أننا	(P6_L1)
	we swallowed	/tajarra`naa/	تجرّعنا	(P6_L1)

In the two occurrences in (P3_L2), readers are asked to be engaged in knowing and remembering how Rajoub, head of the Palestinian Football Association, has made political and military wishes of losing that are similar to the wish he made of losing in front of the Iraqi team. In the third usage of the embedded *we*, the author indirectly involves the readers in sharing with him the belief that politics and sports are the same. He addresses the readers saying: haven't (we) said in the beginning of the article that sports is the green version of the politics' dark colour? Finally, the last four occurrences involve the readers into the belief that they, too, have been part of swallowing the sadness of the Arabs.

In addition to exophoric reference, homophoric reference is also used to involve the readers yet in a different way. This time, the readers have to rely on their cultural background, particularly the story of Jacob and his sons as stated in the Holy Qur'an. The expression that relates to this story is presented below:

[5:142]	الرّجوب	نفس	في	حاجة	(P3_L6)
	/arrajuub/	/nafs/	/fii/	/Haajatan/	
	Rajoub	soul	in	necessity	

The expression in [5:142] requires the readers to go for a cultural interpretation, as the wording of the expression is similar to the wording used in the Holy Qur'an in Yousef's story. The verse reads: "It was but a necessity of Jacob's soul..." (Chapter 12: Verse 68). In brief, the story in the Holy Qur'an tells that Prophet Jacob gives his sons the following advice when before they leave to Egypt: O my sons! Enter not all by one gate: enter ye by different

gates” (Chapter 12: Verse 67). The reason why Jacob gives this advice is kept secret in Jacob’s soul as Verse 68 states...*but a necessity on Jacob’s soul*. Given the background of the expression in [5:142] it becomes clear that the author wants to say that Rajoub’s wish of his team’s loss in front of the Iraqi team has some secret intention behind it. Without having the necessary cultural background, it will not be possible for the readers to interpret what the expression above means. This expression is cohesive with *تحت الطاولة* /taHt aTTaawilah/ (P2_L2-L3), meaning below the table. This expression is a construction that does not mean literally what the individual words mean, but that refers to things done secretly without the knowledge of others, hence, one more time involving the readers in the interpretation via *construction-based cohesion*.

Cohesive devices are conspicuously used to add more intensity and lay more emphasis on certain ideas and details. One device employed to serve this purpose is the twinning between *repetition* and *synonymy/antonymy*. To support, consider the following list of the lexical items that are simultaneously involved in these two relations and that involve victory and defeat.

[5:143]	win	/yantaSir/	ينتصر	(P2_L2; P2_L3)
	win	/yafuuz/	يفوز	(P2_L2; P3_L1)
	win	/yaZfar/	يظفر	(P7_L3)
	loss	/khasaarah/	خسارة	(P2_L4; P3_L4; P4_L1; P5_L1×2; P6_L1)
	loss	/haziimah/	هزيمة	(P2_L4; P3_L4)

The idea of losing and winning is crucial to the argument, and what the lexical items in [5:143] indicate is that both politics and sports involve losing and winning. For example, the word *خسارة* /khasaarah/, meaning loss, is used twice in (P5_L1), once to refer to the loss *بمباراة* /bimubaraah/, meaning match, and the other to refer to loss *بمعركة* /bima`rakah/, meaning battle.

Another device used for the same purpose is *repetition*. This device has been used to emphasise a number of ideas. One of these ideas is that both politics and sports are about playing games. This detail is intensified through the reiteration of a number of lexical items, such as *مباراة* /mubaaraah/ (P1_L2; P3_L5; P5_L1), meaning match, *كرة* /kurah/ (P1_L2×2; P3_L1; P4_L2×2; P4_L3; P5_L1), meaning ball, and *فريق* /fariiq/ (P2_L5; P3_L1) and *منتخب* /muntakhab/ (P3_L2; P3_L5×2; P3_L6), both meaning team. Apparently, the most reiterated

lexical item is كرة /kurah/ (ball), and looking at some occurrences of this item may help explicate how repetition plays a part in emphasising the idea that politics and sports have much in common. In (P1_L2), for example, the article states that بعض مباريات كرة القدم عبارة عن حروب صغيرة /ba`D mubaarayyat kurat alqadam `ibaarah `an Huruub/, meaning that some football matches are mini wars. In (P4_L2), the author refers to the Palestinian team saying that it ذاق مرارة الاحتلال بحجم الكرة الأرضية /dhaaqa maraarat aliHtilaal biHajm alkurah al`arDiyah/, meaning that it tasted the bitterness of occupation in the size of the globe (in Arabic, the globe is literally represented in two words الكرة الأرضية).

Emphasising certain details has also been achieved by using *construction-based cohesion*. Consider the following construction:

[5:144]	للآخر /lil'aakhar/ to someone else	ويعطيها /wa yu`Tiihaa/ and gives it	الخسارة... Alkhasaarah loss...	يغلف /yughallif/ wraps	(P2_L4)
---------	--	---	--------------------------------------	------------------------------	---------

The above construction *wraps the loss and presents it to someone else* is cohesive with and emphasises the entire idea that Rajoub wishes for his team to lose in order to give this loss as a 'gift' to the Jordanian football team, which will automatically lose its chance to qualify as well.

Finally, cohesive devices are used to expand certain ideas by providing examples. This function is met via the use of *hyponymy* as shown in Figure 5.17.

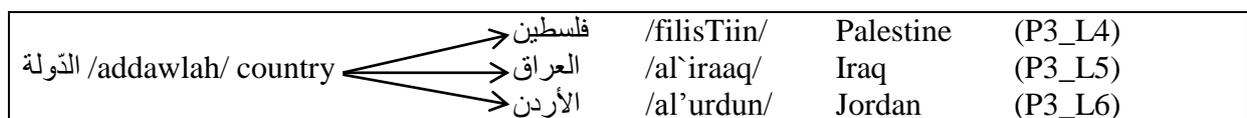


Figure 5.17: Hyponymy of *Country*

The above hyponymy expands a very important detail in the article, which is Rajoub's wish to lose in front of the Iraqi team. Jordan is mentioned here to elaborate on why he could have made such wish, which is, according to the author, the secret that he kept in his soul, as mentioned earlier. The idea is this: if Palestine loses to Iraq, Jordan loses its chance to qualify. This reflects the author's belief that Rajoub wants Jordan to lose.

5.9.2.2 Cohesive Ties Patterns

A Ball and a Cause has employed a number of cohesive devices that have played a variety of roles. The first role-linked pattern is highlighting substantial juxtapositions via repetition and adjacent parallelism. Interestingly, this article houses an instance of reciprocal juxtaposition where the attributes of one lexical item is given to the other and vice versa to emphasise the similarity of the two juxtaposed items. In addition, cohesive tools play a pivotal role in supporting the argument via the twinning between cataphoric reference and parallel structures. In addition to these two roles, cohesive devices have involved the readers at different levels using exophoric reference, homophoric reference and construction-based cohesion. The last two involve the readers profoundly in the interpretation since in this article the homophoric expression and the construction-based expression tie together. A fourth role involves adding more intensity and emphasis to certain details by using a number of cohesive devices. These tools include the twinning between repetition and synonymy/antonymy, repetition and construction-based cohesion. Finally, cohesive tools play a major role in expanding certain ideas via hyponymy.

5.10.2 Article 10: تصفيق بلاستيكي /taSfiiq blaastiikii/ (Plastic Clapping)

5.10.2.1 Analysis

The article generally juxtaposes the double standards that characterise how the world addresses different incidents, arguing that the world has turned from a ‘small village’ into a ‘mean village. The article follows a patent zigzag format as follows: it starts by depicting the positive side of the technological revolution that has changed the world into a ‘small village’, yet moves to describe the ‘other’ facts about the village, that it also contains evil things taking place. Then, the article spells out the situation in one of Syria’s cities, Aleppo, and the big need for wheelchairs and artificial parts, then shifts the focus to Japan where massive funerals have been held for ‘robot dogs’ in Japan and elsewhere. The author then reflects on how the technological revolution honours animals in such countries and compares that to the absence of the freedom revolution and to the oppression practiced against people in other parts of the world.

Since the article's body is made of comparisons, it has employed a number of cohesive devices to highlight substantial juxtapositions. One of the main tools used to serve this purpose is *parallelism*. This device is used in the very beginning of the article to contrast different elements that exist in the village. The structure involved in this relationship consists of a prepositional phrase (preposition + noun) followed by a noun. In English, this structure would look like a fragment. However, in Arabic it is a complete, meaningful, nominal clause. The following excerpt from the text shows the clauses that feature this parallel structure.

[5:145]	إقطاعي	القرية	في	(P1_L3)
	/ʻiqTaa`iyy/	/alqaryati/	/fii/	
	feudal lord	the village	In	
	فلاح	القرية	في	(P1_L3)
	/fallaaH/	/alqaryati/	/fii/	
	peasant	the village	In	
	ذئاب	القرية	في	(P1_L3)
	/dhi`aab/	/alqaryati/	/fii/	
	wolves	the village	In	
	خراف	القرية	في	(P1_L3-L4)
	/khiraaf/	/alqaryati/	/fii/	
	sheep	the village	In	
	رأسمال	القرية	في	(P1_L4)
	/ra`sumaal/	/alqaryati/	/fii/	
	capital	the village	In	
	بؤس	القرية	في	(P1_L4)
	/bu`s/	/alqaryati/	/fii/	
	misery	the village	In	
	سلطة	القرية	في	(P1_L4)
	/SulTah/	/alqaryati/	/fii/	
	authority	the village	In	
	عبودية	القرية	في	(P1_L4)
	/ubuudiyyah/	/alqaryati/	/fii/	
	slavery	the village	In	

The excerpts in [5:145] are examples of adjacent parallel structures that are used intensively in 8 occurrences to highlight the contrasts that exist in the village, thus making it a microcosm of the entire world. The point of these juxtapositions is that the world is not simply a peaceful, perfect place since there are always two parties, an oppressor (feudal lord, wolves, capital, authority) and an oppressed (peasant, sheep, misery, slavery).

Juxtapositions are also highlighted via distant parallel structures, which can be found in على اليمين تقرأ /alaa alyamiini taqra`/ (P3_L1), meaning on the right you read, and على الشمال تقرأ /alaa ashshimaali taqra`/ (P6_L1), meaning on the left you read. This instance of distant

parallelism aims to juxtapose two scripts written on the same page of a newspaper, one that describes the miserable treatment of Syrians and another that depicts a highly descent treatment of robot dogs.

A new pattern regarding juxtaposition reveals that it can be done by combining anaphoric reference and exophoric reference to build the contrast between the ‘two worlds’ described in the article. The juxtaposition here is made by the use of نحن /naHnu/ (P8_L3; P9_L1), meaning we, and هم /hum/ (P8_L2; P9_L1). In other words, the contrast built through the twinning between exophora and anaphora is a contrast between *we* and *they* respectively. The following example from the text elucidates how the two devices are used to set a substantial juxtaposition. For this instance, the functional equivalence translation is provided because the overall meaning of the provided clauses is what matters.

[5:146]	<p>هم /hum/ (they) يعيشون بترف ثورة التكنولوجيا (P8_L3) /ya`iishuuna bitarafin thawrat attiknuluujiah/ they live the technological revolution extravagantly</p>
	<p>نحن /naHnu/ (we) لم نحقق بعد ثورة الحرية (P8_L3) /lam nuHaqqiq ba`d thawrat alHurriyyah/ we have not achieved the revolution of freedom yet</p>

The comparison between *they* and *we* in [5:146] is highly pivotal to the article’s argument because it spots the difference between the ‘two worlds’ that the article describes.

Cohesive devices also aim to involve the readers in the discussion. One of the tools used to do so is *exophora*, which has been represented in the text via the use of the personal نحن /naHnu/ (P8_L3; P9_L1), meaning we. Another personal involving the readers appears with the expression معنا /ma`anaa/ (P9_L2), meaning us. The readers also find themselves part of the discussion when the author addresses them in على اليمين تقرأ /`alaa alyamiini taqra’/ (P3_L1), meaning on the right you read, and على الشمال تقرأ /`alaa ashshimaali taqra’/ (P6_L1), meaning on the left you read, which have been discussed earlier. Additionally, *homophoric reference* is also used to involve the readers in interpreting certain expressions. For example, without the readers’ cultural knowledge of the Arabs’ elections context, particularly the

Syrian one here, it will be hard for them to decode the two expressions introduced in [5:147] below.

[5:147]	الاختراع	صناديق	إلى	يهرعوا	(P10_L1-L2)
	/alikhtiraa`/	/Sanaadiiq/	/`laa/	/yahra`uu/	
	invention	boxes	to	rush	
	99.99%	في	التسعة	ليرموا	(P10_L2)
	99.99%	/fii/	/attis`ata/	/liyarmuu/	
	99.99%	into	nine	to throw	

The boxes of invention and throwing the nine into the 99.99% closely tie together since both are related to presidential elections in many Arab countries. Following the elections, the president usually gets the percentage of 99.99%, which is, according to the author, is made up, as understood by the expression *صناديق الاختراع* /Sanaadiq alikhtira`, meaning boxes of invention”. It should be noted here that the original expression in Arabic is *صناديق الاقتراع* /Sanaadiq aliqtiraa`, meaning voting boxes. Changing only the letter ق /q/ into the letter خ /kh/ has changed *voting* into *invention*. The reason why this expression involves cultural background is that the word *invention* in this context involves the sense of fabrication, thus indicating that the elections’ results are bogus.

In addition to the previous roles, cohesive devices contribute the expansion of certain ideas via the use of *meronymy*. For example, to expand the idea that robot dogs are valuable to the Japanese, the article states the parts of these robots, which are *أسلاك* /`aslaak/ (P9_L1), meaning wires, and *معدن* /ma`dan/ (P9_L1), meaning metal. To expand the idea of the robots’ value, the article states that although they are mere wires and metal, they are still valuable. Another instance of meronymy involves stating the parts of *كائنات* /kaa`inaat/ (P12_L1), meaning living beings. These parts include *يد* /yad/ (P9_L1), meaning hand, *لسان* /lisaan/ (P9_L1), meaning tongue, and *رجل* /rijl/ (P9_L1), meaning leg. This meronymy relationship expands the idea of oppression by stating that anyone who has a different opinion from us will be penalised by cutting off his/her hand, tongue and leg. This is an exaggeration that only aims to elaborate on a previously stated idea.

Finally, cohesive devices also play a major role in emphasising main ideas and details. One major technique used to serve this purpose is *repetition*. The most recurrent lexical item in the text is *قرية* /qaryah/, meaning village. This item occurs 12 times in the text, eight of them used within parallel structures to build juxtapositions between various things that can be

found in the village as discussed earlier. The other four occurrences emphasise the idea that the world is unfair. By way of elaboration, the first occurrence (P1_L1) confirms the fact that the world has become a small village; the second that the word village should be studied from كل زواياها /kulli zawaayaahaa/ (P1_L2-L3), meaning all its angles; the third (P1_L5) to reconfirm the fact that the world is a village, and the fourth, which concludes all the occurrences of this lexical item, to confirm that this village is لئيمة /la'iimah/ (P8_L1), meaning mean. A second instance of *repetition* emphasises the detail that robot dogs are much valued by reiterating the funeral-denoting word in singular and plural forms three times. In order to figure out how this example of repetition emphasises the value of robot dogs, it is sufficient to look at the L1 concordance of each one of these occurrences as shown below:

[5:148]	مهيبة /mahiiabah/ great and massive جماعية /jamaa`iyyah/ group	جناز /janaa`iz/ Funerals جنازة /janaazah/ Funeral	(P7_L1; P8_L1) (P7_L4)
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Holding great and massive funerals is a conspicuous reflection of the value of the robot dogs, a detail emphasised via the *repetition*.

Another device used to emphasise certain ideas is *parallelism*. Adjacent passive voice structures have been used in the article to emphasise the detail about the double suffering of Syrians in Aleppo, particularly those who need medical treatment, and of doctors many of whom found themselves in a situation where they were forced to flee the city. The meant parallel structure states the scenarios that the doctors were subject to as follows:

[5:149]	فرّ الآخرون من المدينة أو هُجِّروا منها أو خُطِّفوا أو قُتلوا /farra al'aakharuun min almadiinat 'aw hujjiruu minhaa 'aw khitufuu 'aw qutiluu/ The rest fled the city, or they were deported, or they were kidnapped, or they were killed.	(P5_L3)
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The structure “or + passive voice verb” is repeated three times to emphasise not only the suffering of the doctors, but also the people who need their help.

5.10.2.2 Cohesive Ties Patterns

One pattern related to the roles of cohesive devices in the article is highlighting substantial juxtapositions via the use of the two types of parallelism: adjacent and distant structures. Another pattern that is peculiar to this article and that serves the same purpose is the twinning between anaphora and exophora to mark the juxtapositions between their world and our world via the use of the anaphoric *they* and the exophoric *we*. Moreover, cohesive devices have been used to involve the readers in the discussion, a function that has been fulfilled by utilising exophoric reference and homophoric reference. Further to these roles, cohesive tools play a primary role in expanding and elaborating on certain ideas. This role has been fulfilled via the use of meronymy. In addition, cohesive devices have been utilised to emphasise main ideas and details via repetition and parallelism.

Following this individual analysis of the functions of cohesive devices in each individual article, the following chapter provides a discussion of the above findings.

Chapter 6: Discussion

This chapter discusses the findings of the previous analysis in three sections. The first one identifies the various roles played by cohesive devices in both languages and then classifies them within six main categories. The second section extracts the patterns involved with each role within the six broad categories. The third section identifies and discusses the cross-language patterns of cohesive devices in the English and Arabic articles. This chapter uses abbreviations of major sets of cohesive devices when it does not lead to any confusion. The abbreviations are as follows: anaphoric reference (AR), cataphoric reference (CR), homophoric reference (HR), Associative reference (AsR), exophoric reference (ER), ellipsis (E), substitution (S), conjunctions (Con), parallelism (P), construction-based cohesion (CBC), repetition (R), synonymy/antonymy (S/A), hyponymy (H), collocation (C), meronymy (M).

6.1 Categorisation of Roles

The analysis of the roles of cohesive devices in the twenty English and Arabic articles shows that these linguistic tools play twenty-six roles. Roughly, these are 1) creating links between the text, the context and the readers; 2) involving the readers; 3) revealing the writer's real standpoint of his suggestions/revealing the author's beliefs about the problem and the solution; 4) reflecting the author's judgment/ view point of what is right and wrong; 5) belittling the target party's strategies; 6) maintaining the logical flow and organisation of specific details; 7) reflecting the writer's confidence/certainty about certain arguments; 8) marking /determining/building/reflecting the argument format; 9) expanding ideas/extending the main idea, or argument; 10) adding emphasis to certain details in the argument/enhancing certain arguments; 11) winning the reader's sympathy; 12) organising the body of the article; 13) illustrating/clarifying the main ideas; 14) delineating the significance of the article's topic; 15) supporting the main argument; 16) classifying; 17) setting the context of the article; 18) raising questions, far-reached solutions, and problematic trends; 19) marking digressions; 20) clarifying the problem-refutation-solution divide of the argument; 21) setting up contrasts between two details; 22) highlighting substantial juxtapositions; 23) building the components of the argument; 24) introducing quotations that highlight concerns; 25) marking questions and answers of major issues; and 26) highlighting the sequence and pace of events.

These roles can be classified under main categories as shown in Table 6.1 below. *R* stands for Role and the number indicates the order of this role in the discussion above. For example, R11 means *Role number 11*, which is *winning the readers' sympathy*, and so on and so forth.

Categorisation of Cohesive Devices Roles	
Main categories	Roles
C1: Meta-textual level	R1: creating links between the text, the context and the readers
	R2: involving the readers
	R11: winning the reader's sympathy
	R17: setting the context of the article
C2: Organisation	R6: maintaining the logical flow and organisation of specific details
	R8: marking/determining/building/reflecting the argument format
	R12: organising the body of the article
	R26: highlighting the sequence and pace of event
C3: Author's interference/ reflection	R3: revealing the writer's real standpoint of his suggestions/revealing the author's beliefs about the problem and the solution
	R4: reflecting the author's judgment/ view point of what is right and wrong
	R7: reflecting the writer's confidence about certain arguments
C4: Ideas and details	R5: belittling the target party's strategies
	R9: expanding ideas/extending the main idea, or argument
	R10: adding emphasis to certain details in the argument
	R13: illustrating/clarifying the main ideas
	R16: classifying
	R21: setting up contrasts between two details
	R22: highlighting substantial juxtapositions
C5: Argument/whole-text level	R14: delineating the significance of the article's topic
	R15: supporting the main argument
	R20: clarifying the problem-refutation-solution divide of the argument
	R23: building the components of the argument
C6: Special functions/ development	R18: raising questions, far-reached solutions, and problematic trends
	R19: marking digressions
	R24: introducing quotations that highlight concerns;
	R25: marking questions and answers of major issues

Table 6.1: Categories of Cohesive Devices' Roles

The basis for creating the above categories is deeply rooted in the types of roles played by cohesive devices. To illustrate, the category of meta-textual level includes all the roles that involve elements outside the text, including those related to the context and/or the readers. The category of organisation encompasses roles that are linked to ordering and sequencing. The author's interference/reflection category engulfs three roles that are explicitly linked to the authors' standpoints, beliefs, attitudes and judgments. The fourth category is concerned with details and includes seven roles where cohesive devices clarify, expand and emphasise certain details. The following main category encompasses roles that function at the level of the whole text, or argument, such as highlighting its significance and components. The last category encloses roles that are linked to special functions, such as introducing major

questions, digressions and concerns. The following section focuses on the findings in terms of the patterns that can be extracted from the role analysis.

6.2 Role-Related Patterns

This sub-section delineates the role-related patterns of all the six main categories as they appear in the analysis section on the one hand, and compares and contrasts these patterns within each main category and across the other categories on the other hand. The first category is the meta-textual level, which encompasses R1 (creating links between the text, the context and the readers), R2 (involving the readers), R11 (winning the reader's sympathy) and R17 (setting the context of the article). Quite understandably, the majority of these roles (R1, R2, R17) has involved the use of exophoric reference, which calls for going outside the text to decode the referring expression. While these three roles involve using one to three cohesive devices at a time to create the reader-context links, R11, which is winning the readers' sympathy, has lent itself to a host of cohesive devices at a time. By way of illustration, R2 has required associative reference and exophoric reference to be represented in English article 2, and only associative reference in English articles 1 and 10. In harmony with this tendency, Arabic articles have employed a maximum of three cohesive tools to fulfil R2 as shown in Table 6.2. As it appears from the table, only three articles employ three tools to involve the readers (Art. 3, 5, 9), while the rest either employ two (Art. 4, 6, 8, 10) or only one (Art. 1, 7).

R2: Involving the Readers in Arabic Articles				
Device \ Article	Exophoric reference (ER)	Homophoric reference (HR)	Associative Reference (AsR)	Construction-based cohesion (CBC)
1	✓			
2	✓			
3	✓	✓	✓	
4			✓	✓
5	✓	✓	✓	
6	✓	✓		
7	✓			
8	✓	✓		
9	✓	✓		✓
10	✓	✓		

Table 6.2: Role 2 (Involving the Readers in the Arabic Articles)

Conversely, R11 (winning the readers' sympathy), has called for an abundance of cohesive devices at a time to serve this purpose, and this applies to both English and Arabic. To illustrate, all the five types of lexical cohesion, which are *repetition*, *synonymy/antonymy*, *collocation*, *hyponymy* and *meronymy*, have been used to attain the readers' sympathy in all the English and Arabic articles that have sought this purpose. In most cases, the lexical cohesive devices have also been accompanied by other tools, such as *anaphora*, *ellipsis* and *substitution*. Table 6.3 sums up the cohesive devices involved in R11. As for the articles' columns, E will be used for English and A for Arabic. Therefore, E3 means English Article 3, which is the article where R11 occurs. The other three, A1, A3 and A5 are the Arabic articles where the same role occurs.

R11: Winning the Readers' Sympathy in English and Arabic Articles								
Device	Repetition (R)	Synonymy/antonymy (S/A)	Collocation (C)	Hyponymy (H)	Meronymy (M)	Anaphoric reference (AR)	Ellipsis (E)	Substitution (S)
Article								
E3	✓	✓	✓	✓	✓	✓	✓	✓
A1	✓	✓	✓	✓	✓	✓		
A3	✓	✓	✓	✓	✓	✓	✓	
A5	✓	✓	✓	✓	✓			

Table 6.3: Role 11 Cohesive Devices

It is immediately conspicuous that winning the readers' sympathy, or R11, has required a minimum of five cohesive devices to be fulfilled.

Concerning category 2, organisation, the analysis has revealed that the most served role in the English and Arabic articles is R8, which is linked to organisation at the article's format level, with the other three either functioning in the English articles (R6: maintaining the logical flow and organisation of specific details & R12: organising the body of the article) alone or solely in the Arabic articles (R26: highlighting the sequence and pace of event). In essence, these three roles are functionally similar because all of them serve the organisation of ideas and details. However, they are not shared in the two languages since Arabic has its peculiar way of fulfilling the organisation of details by integrating sequence and pace, by virtue of the very nature of Arabic conjunctions as shown in the analysis of *ف* /fa/, *immediately after*, and *ثُمَّ* /thumma/, *then*.

As far as R8 (marking/determining/building/reflecting the argument format) is concerned, the analysis of the twenty articles shows that this role has involved an abundance of cohesive types in both languages. Table 6.4 provides an illustration of the cohesive devices involved in this role.

R8: Building/reflecting the argument format							
Device	Repetition (R)	Synonymy/antonymy (S/A)	Collocation (C)	Meronymy (M)	Anaphoric reference (AR)	Conjunctions (con.)	Parallelism (P)
Article							
E1	✓						
E4	✓		✓	✓			
E5	✓						
E10	✓				✓	✓	
A1	✓	✓					✓
A2	✓	✓				✓	✓
A4	✓				✓		

Table 6.4: Role 8 Cohesive Devices

In total, seven types of cohesive devices have been utilised to reflect the argument's format in English and Arabic articles, which makes this role the most intensively reflected one among the four organisational roles. Statistically, R8 is represented by 17 occurrences of cohesive devices types across the English and Arabic articles, whereas the other three organisational roles are together represented in 10 occurrences. Another obvious difference between R6, R12, and R26 on one side and R8 on the other is that conjunctions have been the most abundant cohesive type in the former, while repetition has been the most dominant cohesive device used to reflect the latter.

The third category of roles, C3, which is *author's interference/reflection*, involves three varied roles, which can only be found in the English articles, with zero representation of this category in the Arabic articles. It is also clear that none of the cohesive devices employed in one role of the three occurs in the other two, which indicates the specificity of usage regarding these three roles. To illustrate, R3 employs both a twinning between anaphoric reference and synonymy/antonymy and anaphoric reference individually to reflect the writer's real standpoint of his suggestions, R4 uses only cataphora to reflect the writer's point of view of what is right and what is wrong, while R7 utilises ellipsis alone to reflect his confidence, or certainty, about certain arguments. The specific occurrences across the articles are shown in Table 6.5.

C3: Author's interference/reflection				
Device Article	Anaphoric reference + synonymy/antonymy (AR+S/A)	Anaphoric reference (AR)	Cataphoric reference (CR)	Ellipsis (E)
E1	✓			✓
E7		✓		
E8				✓
E9				✓
E10			✓	

Table 6.5: Occurrences of Category 3 Cohesive Devices

The specificity of the particular usage of C3 roles is reflected in the few types of cohesive devices used to function within each role; roughly, there are only four types distributed on the roles. The other observation is that the dominant broad category employed to reflect the author's beliefs is grammatical cohesive devices with three types, namely anaphoric reference, cataphoric reference and ellipsis, compared to only one lexical cohesive device, which is synonymy/antonymy used only in combination with anaphora.

Category 4 (C4) can be considered the 'monster' category as it encompasses the biggest number of roles. Still, R5 (belittling the target party's strategies) and R21 (setting up contrasts between two details) have appeared to be English-specific roles in the studied articles. Remarkably, although the two roles are essentially different in their functions, both of them employ anaphoric reference, only. So far, English-language-specific roles have been found linked with the employment of anaphora, which explains the zero representation of these roles in Arabic since its reliance on anaphorically referring expressions is limited to few roles that will be discussed in subsequent sections.

An obvious commonality between the English and Arabic articles regarding C4 is that the roles attached to details encompass all the articles for both languages. Although employed in similar roles, the cohesive devices utilised in the English Articles outnumber those used in the Arabic articles, except for R22 (highlighting substantial juxtapositions). This role is represented in 6 Arabic articles (4, 5, 6, 7, 9, 10) compared to only three of the English articles (8, 9, 10). This is primarily due to the observation that the Arabic articles contain more instances of comparison than the English articles.

Within C4 also, R9, R13 and R16 are closely related as they involve expanding, clarifying and classifying ideas respectively. Avoiding technicality, the three roles can be grouped under ‘saying more’ roles. Table 6.6 delineates the distribution of the cohesive devices types involved in these roles across the English and Arabic articles.

‘Saying more’ Roles: R9, R13, R16							
Device \ Article	Repetition (R)	Synonymy/antonymy (S/A)	Hyponymy (H)	Meronymy (M)	Collocation (C)	Conjunctions (Con)	Construction-based cohesion (CBC)
E1			✓				
E2			✓	✓		✓	
E6			✓				
E7		✓	✓				
E9	✓	✓	✓		✓		
E10			✓				
A2			✓				
A3			✓				
A4			✓				✓
A6			✓	✓	✓		
A7				✓	✓		
A8			✓	✓			
A9			✓				

Table 6.6: Cohesive Devices’ Distribution in the ‘Saying More’ Roles

What has been called ‘saying more’ roles rely heavily on lexical cohesive devices with a total of 22 occurrences of this type compared to one occurrence of conjunctions and one of construction-based cohesion.

Lastly, R10, which involves emphasising certain details and ideas, has topped all the other roles and usages ‘across the board’ as far as both quantity and diversity are concerned for both sets of articles. Table 6.7 below summarises the occurrences of this role in all the articles.

R10: Adding emphasis to certain details														
Device	Repetition (R)	Synonymy/antonymy (S/A)	Collocation (C)	Hyponymy (H)	Meronymy (M)	Anaphoric reference (AR)	Cataphoric reference (CR)	Ellipsis (E)	Substitution (S)	Conjunctions (Con)	Parallelism (P)	Construction-based cohesion (CBC)	Anaphoric reference + repetition (AR+R)	Repetition + Synonymy/antonymy (R+S/A)
E1	✓		✓									✓		
E2				✓						✓				
E3				✓	✓					✓				
E4	✓	✓	✓	✓	✓	✓		✓						
E5	✓					✓	✓	✓				✓		
E6	✓	✓	✓											
E7	✓	✓								✓	✓		✓	
E8	✓		✓			✓						✓		
E9	✓			✓								✓		✓
E10											✓			
A1												✓		
A2												✓		
A3	✓										✓			
A4	✓		✓								✓			
A5	✓										✓	✓		
A6	✓										✓	✓		
A7											✓	✓	✓	
A8	✓		✓								✓			
A9	✓	✓										✓		✓
A10	✓										✓			

Table 6.7: Role 10 Cohesive Devices

It can be noticed that repetition has taken the leading role in adding emphasis to details and ideas in both sets of articles, followed by parallelism and construction-based cohesion. Statistically, the three types show a profuse use of 33 occurrences across English and Arabic articles compared to 26 occurrences for all the remaining 11 types.

Another conspicuous trend related to R10 is that except for the combination of occurrences in the last two columns, the Arabic articles have shown zero utilisation of grammatical cohesive types, which are all reference types, ellipsis, substitution and conjunction. This reveals that Arabic relies more heavily on lexical ties to emphasise certain ideas.

Unlike C4, C5 (Argument/whole-text level) has generally shown less reliance on lexical cohesive devices. There are four roles under this category, which are R14 (delineating the significance of the article's topic), R15 (supporting the main argument), R20 (clarifying the

problem-refutation-solution divide of the argument) and R23 (building the components of the argument). The roles of this category function at the level of the entire argument or text, and they spread over 50% of the English articles and 40% of the Arabic articles. The four roles can be further divided into two groups: clarification-related roles and supporting-related roles. Under the former fall R14, R20 and R23, and under the latter falls R15. Regarding the clarification-related three roles, the analysis has revealed that English has employed more types than Arabic. Table 6.8 below delineates this difference between the two sets of articles.

Roles	Types of cohesion in English articles	Types of cohesion in Arabic articles
R14	ER; R	
R20	AR; Con.	Con.
R23	R; H; M; AR; CR	

Table 6.8: Cohesive Devices in Roles 14, 20 & 23

Table 6.8 reveals that English employs much more cohesive devices types on whole-text, clarification-related roles than those utilised by the Arabic articles, which use exclusively conjunctions in one of the three roles, with the others unaddressed by cohesive devices. Nevertheless, R15, which is pertinent to supporting the argument, has shown more commonalities between the two sets of articles as shown in Table 6.9 below.

R15: Supporting the argument						
Device \ Article	Collocation (C)	Anaphoric reference (AR)	Cataphoric reference (CR)	Construction-based cohesion (CBC)	Parallelism (P)	Collocation + Parallelism (C+P)
E2	✓		✓	✓		✓
E4			✓	✓	✓	
E8			✓			
A2	✓					
A8		✓		✓		
A9						✓

Table 6.9: Cohesive Devices in Role 15

Obviously, the English articles have used twice as many cohesive devices types as the number used in the Arabic articles to support the argument. Still though, the two sets of

articles meet in their employment of certain types, such as construction-based cohesion and collocation, to support the argument.

Finally, C6 (special functions) can be considered the ‘maverick’ of the six categories in a number of ways. Firstly, the four roles encompassed by C6 are English-specific since none of them appears in the Arabic articles. Secondly, the majority of the roles involve only one cohesive type, which is cataphora, a trend that does not appear in any of the other categories. Table 6.10 shows clearly how the cohesive types are distributed across the English articles.

C6: Special functions					
Device Article	Cataphoric reference (CR)	Collocation (C)	Hyponymy (H)	Repetition (R)	Synonymy/antonymy (S/A)
E3	✓				
E4		✓	✓		
E5			✓	✓	✓
E6	✓				
E7	✓				

Table 6.10: Category Six in the English Articles

It is obvious from the table above that the Arabic articles do not have any of the roles involved in C6. It should be noted that cataphoric reference is used in three English articles to serve three different roles each time, which are R18 (raising questions, far-reached solutions and problematic trends), R24 (introducing quotations that highlight concerns) and R25 (marking questions and answers of major issues). All the other four lexical cohesive types are involved in the remaining role, R19 to mark digressions. The reason why this category is not found in the Arabic articles is that these have almost nil representation of cataphora, except once in combination with parallelism to support arguments. Since three roles of C6 rely only on cataphora, they have not been found in the Arabic articles.

6.3 Cross-language Patterns

6.3.1 Cross-language Patterns of Roles

The analysis of the roles of cohesive devices has revealed a number of common patterns that exist in English and Arabic articles as follows: As far as Category 1 (meta-textual level) is concerned, two patterns have emerged. Firstly, more cohesive devices have been employed to serve the purpose of winning the readers’ sympathy (R11) with a range of five to eight

cohesive tools per article, compared to only one to three devices per article for the other three meta-textual level roles, R1, R2, and R17. The second pattern is that in R11 articles, both languages have utilised all the five categories of lexical cohesion, which means that in emotion-arousing situations, both languages have used recurrent instances of repetition, synonymy/antonymy, collocation, hyponymy and meronymy at the minimum to arouse the readers' feelings.

Category 2 (organisation) has revealed one patent role-related pattern in English and Arabic articles, which is that in all the articles in which R8 (reflecting the article's argument) exists, repetition has been used to reflect the format regardless of the argument type. To elaborate, R8 appears in four English articles that have followed three different argument types, one sided (Art. 1), problem-refutation-solution (Art. 4, 5) and zigzag (Art. 10), whereas it exists in three Arabic articles that follow two argument types, which are problem-refutation-solution (Art. 1) and zigzag (Art. 2, 4). In all these articles, repetition has been used to build this variety of argument format types. Apart from this pattern, role-linked patterns of conjunctions have shown more disparities than commonalities across the two languages.

As far as Category 3 (author's interference) is concerned, no common patterns of cohesive types exist since the three roles that represent this category only exist in the English articles. While this category is represented by three roles (R3, R4, R7) distributed over 6 articles, it has shown zero representation in the Arabic articles. This is an indication that the English articles have employed cohesive devices to reflect the author's beliefs and standpoints directly and indirectly, whereas the Arabic articles have been free from this tendency. Having no common patterns between the two languages as far the author's interference is concerned is not inexplicable, given the specificity of usage among English articles as indicated in the previous section.

Conversely, C4 (ideas and details) has shown a number of common patterns between the English and the Arabic articles. The most patent one is that both have laid particular emphasis on details, which is clear in their utilisation of all cohesive devices types in all the articles. A particular, yet obvious, pattern that is common between the two sets of articles is the reliance on lexical cohesive devices types in roles that involve expanding, clarifying and classifying ideas, or the 'saying more' roles, and this pattern applies to both languages. In the adding-emphasis role (R10), the two languages have shown high levels of congruence in the

employment of repetition, parallelism and construction-based cohesion more than any other type of cohesion. This tendency reveals that when it comes to adding emphasis, the common pattern in the two languages involves opting for the direct way at all levels, the lexical units' level through repetition, the structural level through parallelism and the idea level through construction-based cohesion. This pattern also appears in combinations of cohesive devices as it is found that in both the English and the Arabic articles, and of all cohesive devices, it is repetition that has been paired with another device to emphasise ideas and details.

Moving from details level to the entire argument level, C5, the roles involved in this category have not shown significant patterns across the two languages. Still, two patterns can be pointed out based on the analysis. The first one is that both sets of articles have utilised more cohesive types to support the argument than the types they have used to serve the clarification-related roles within C5. Apart from this purely quantitative pattern, both sets have shared similar sets of devices to support the main argument (R15), such as construction-based cohesion and parallelism, once again supporting the finding about C4, where certain types are used to support at various levels. This time the two levels that involve support are the idea level via construction-based cohesion and the structural level through parallelism; whereas the absence of repetition is justified since the support in C5 is at the whole text/argument level, rather than specific details.

Finally, C6 (special functions) has shown no common patterns between English and Arabic because the majority of the roles involved in this category have relied merely on cataphora, a cohesive device that has proven to be almost entirely absent from the Arabic articles. The following sub-section focuses on the patterns that exist between the two languages as far as cohesive devices are concerned.

6.3.2 Cross-language Patterns of Cohesive Devices

The analysis of cohesive devices' roles has revealed a number of patterns across the two sets of English and Arabic articles. It should be noted that combinations between two cohesive types or more are discussed separately in this section. If any cohesive set is not presented in this subsection, it means that no common patterns between the English and the Arabic articles have been found as far as the set is concerned. The absent sets include homophoric reference, cataphoric reference, substitution, anaphoric reference and synonymy/antonymy combination

and anaphoric reference and exophoric reference combinations. Starting with the set of reference, the analysis reveals a high degree of commonality between the two languages in the use of **associative reference (AsR)**, which has been used in both sets of articles to serve one purpose, which is involving the readers in E1, E2, E10 and A3, A4, A5. Another type of reference that has shown a common pattern between the two sets of articles is **exophoric reference (ER)**, which has also been used to involve the readers in both languages. Still, ER has been used in English to serve a variety of roles belonging to C1 (meta-textual level) and C5 (argument/whole-text level), whereas it has been used only to serve the single role of involving the readers in Arabic. The final common pattern pertinent to reference can be found in some uses of **anaphoric reference (AR)**, which is common in both sets of articles in the roles of winning the readers' sympathy and marking the argument format. Like ER, however, AR is also involved in other roles that do not match in either language.

Another common pattern of usage can be found in **Ellipsis (E)**. This device has been used to perform one role in Arabic, which is winning the readers' sympathy, but a variety of roles in English, one of which is the one served in Arabic. This pattern is, therefore, less patent because the other two roles served in English appear in more articles each. While winning the readers' sympathy is found only in Article 3.

One more pattern found in the analysis can be recognised in the **conjunctions (Con)** set. Table 6.11 below shows the distribution of conjunctions over roles and articles across the two languages.

Role	English Articles	Arabic Articles
R6	1, 3, 5, 6, 8	
R8	10	6
R9	2	
R10	2, 3, 7	
R20	4	6
R26		1, 4

Table 6.11: Conjunctions' Distribution

Table 6.11 indicates that conjunctions have been shared in two roles, which are R8 (marking/determining/building/reflecting the argument format) and R20 (clarifying the problem-refutation-solution divide of the argument), which is not a dominant pattern as the

abundant number of conjunction sets have been used to serve other purposes that are distinct for each language.

Conversely, common patterns are generally much more patent in lexical cohesive devices. Starting with **repetition (R)**, all the roles played by this device in the Arabic articles exist with similar abundance in the English articles, although the latter has shown much more roles to serve via repetition. The three roles shared between the two sets of articles are R8 (reflecting the argument format), R10 (adding emphasis to details) and R22 (highlighting substantial juxtapositions). This shows that the English and the Arabic articles tend to use repetition to serve purposes pertinent to organisation and details. What makes this a more plausible finding is that these usages of repetition spread over all the ten English articles and over nine Arabic articles.

Collocation (C) has also been used to serve similar functions in the studied articles. This device has the distinct pattern of functioning at the ideas level and the whole text level in both sets of articles. At the idea or details level, the articles share the use of collocation to serve R9 (expanding ideas), and R10 (adding emphasis to certain details). At the whole-text level, the articles share the utilisation of collocation to support the argument (R15). In fact, collocation has more roles in the English than the Arabic articles as shown in Table 6.12. The number of ticks indicates the occurrences of collocations to serve the given roles in each set of articles.

Roles of collocation	English articles	Arabic articles
R10: Adding emphasis to certain details	✓✓✓	✓✓
R15: Supporting the main argument	✓	✓
R8: Setting the argument format	✓	
R19: Marking digressions	✓	
R9: Expanding ideas	✓	✓✓

Table 6.12: Distribution of the Roles of Collocation

Although the roles of collocation in the English articles outnumber those in the Arabic articles, this is not much significant as far as patterning is concerned since both sets meet in the three major roles, which occur 10 times out of 12 in both sets.

As far as **synonymy/antonymy (S/A)** is concerned, the Arabic articles have employed this device to serve three roles: R8 (setting the argument format), R10 (adding emphasis to certain

details) and R22 (highlighting substantial juxtapositions), the last two of which are shared with this device's role in the English articles. Put differently, the common pattern apropos the use of synonymy/antonymy is that it has been employed to serve detail/idea-specific roles (C4), rather than whole-text roles (C5). Nevertheless, the two sets of articles have shown other individual uses, such as setting the argument format in the Arabic articles and organising the body of the article, marking digressions and expanding ideas in the English articles.

Hyponymy (H) has been found to have a clear pattern in the studied articles. The three roles that have involved the use of hyponymy in the two sets of articles are classifying (R16), illustrating the main ideas (R13) and expanding ideas (R9)., which means that the common pattern pertinent to hyponymy belongs to the category of ideas and details (C4). Meronymy, on the other hand, has shown certain similarities between the two sets, but at the category level, not the role level. There are no patterns regarding the roles for which meronymy is used in the two sets of articles, yet the analysis has shown that both sets have employed this device in C4 unlike roles.

Concerning **parallelism (P)**, the analysis has shown that the Arabic articles have employed this device more abundantly than the English articles as it spreads all over the ten Arabic articles, compared to five English articles. Consider Table 6.13 below that shows the roles served by parallelism in both English and Arabic. The number of ticks refers to the number of articles in which a certain role is served by parallelism in the two sets of articles.

Role of parallelism	English Articles	Arabic Articles
R5: belittling the target party's argument	✓	
R15: Supporting the argument	✓✓	
R10: Adding emphasis to certain details	✓✓	✓✓✓✓✓✓✓✓
R8: Reflecting the argument format		✓✓
R22: Highlighting substantial juxtapositions		✓✓

Table 6.13: Distribution of the Roles of Parallelism

It can be clearly noticed that at the role level, the two sets of articles meet in R10, which shows that using parallelism to add emphasis to certain details has been a common pattern across the two languages. Going beyond the specific roles, it can be noticed that the two sets also meet in C4 (ideas and details) through R5, R10 and R22, which indicates that both languages have focused on details via the use of parallelism.

In fact, parallelism has not been the only cohesive device that has been more prevalent in the Arabic articles. The analysis shows that **construction-based cohesion (CBC)** has also been utilised more profusely in the Arabic articles. Not only does construction-based cohesion play more roles in Arabic, but it also has more occurrences than English as far as the number of articles is concerned. Consider Table 6.14 which pinpoints the distribution of this cohesive device in the English and the Arabic articles apropos the roles it has played in them.

Role of construction-based cohesion	English Articles	Arabic Articles
R15: Supporting the argument	✓✓	✓
R10: Adding emphasis to certain details	✓✓✓✓	✓✓✓✓✓✓✓✓
R2: Involving the readers		✓✓
R13: Illustrating main ideas		✓

Table 6.14: Distribution of the Roles of Construction-based Cohesion

The above table also shows that the dominant pattern pertinent to this device is its utilisation in both sets of articles to add emphasis to certain details and to support the argument. Both of these roles can be considered as support techniques at two different levels.

In addition to individual usages of cohesive devices discussed above, these tools have been used in many occasions in conspicuous combinations to play certain roles. One pattern that has emerged from the analysis involves the use of **anaphoric reference and repetition (AR + R)** to serve the role of adding emphasis and enhancing certain ideas and details (R10) in both the English and the Arabic articles. R10 has also been served in both sets of articles via paring between **synonymy/antonymy and repetition (S/A+R)**. At a broader level, supporting the argument (R15) has been served by the pairing between **cataphoric reference and parallelism (CR+P)** in both sets. One last pattern occurs with the utilisation of **all lexical cohesive devices** to win the readers' sympathy (R11) but with a slight difference between the two sets as the English articles have employed other devices, namely anaphoric reference, ellipsis and substitution, in combination with all lexical cohesive tools to achieve the same purpose.

After this cross-language patterning of cohesive devices, it is worth pointing out the patterns that exist between the two sets of articles as far as the argument type is concerned. The goal of this type of patterning is to find out whether the type of argument has had any distinctive features as far as cohesive devices are concerned in English and Arabic. Table 6.15 shows the

types of arguments espoused in all the twenty articles, matches the types with their corresponding articles and then specifies the types of cohesive devices that have been employed in various articles. If the cohesive device is written per se, i.e. the symbol only, it means that this device has been used in all the articles that correspond to a certain argument type; and if the cohesive device is followed by a number, the number indicates how many articles have employed it.

Argument Type	English Articles	Cohesive Devices	Arabic Articles	Cohesive Devices
One-sided	1, 2	ER; AsR; AR (1); P; Con; E (1); H; R; C; S/A (1); M (1); CR (1); CBC; AR+S/A (1); CR+P (1)	5, 8, 9	ER; HR; AsR (1); AR (1); P; H; R; C (1); S/A (2); M (2); CBC; R+S/A (1); CR+P (1)
Problem – refutation - solution	3, 4, 5, 9	ER (1); AR (3); P (1); Con (3); E (3); H; R; C(2); S/A (2); M (2); CR; S; CBC (3); R+S/A (1)	1, 3, 6, 7	HR; AsR (1); AR (2); P; Con (2); E (1); H(3); R(3); C (2); S/A; M (2); CBC; AR+R (1)
Zigzag	6, 7, 10	AsR (1); AR (2); P (2); Con; H; R; C (1); S/A (2); M (1); CR; AR+S/A (1); AR+R (1); R+S/A(1)	2, 4, 10	HR (2); AsR (1); AR (1); P; Con (2); H (2); R; C (2); S/A (2); M (2); CBC (2); AR+ER(1)
eclectic	8	AR; Con; E; R; C; S/A; CR; CBC		

Table 6.15: Cohesive Devices Patterning with Argument Type

It can be noticed that the two languages have common patterns in terms of the cohesive devices imbricated within the various argument formats. In the one-sided format, the two sets of articles have employed exophoric reference, parallelism, hyponymy, repetition, collocation and construction-based cohesion in all the articles that belong to this format. Regarding the problem-refutation-solution format, the pattern is less evident with hyponymy and repetition being used in all the English articles that correspond to this format, while this applies to the majority of the Arabic articles, in which 3 out of 4 employ these two devices. The same trend occurs in the opposite direction with construction-base cohesion being employed in all the Arabic articles and only 3 out of 4 in English. In the zigzag format, only repetition has been employed in all the English and Arabic articles that adopt this structure. Still, very close patterns can be realised in the employment of parallelism, with all the Arabic articles and 2 out of 3 English articles, and synonymy/antonymy with two articles employing it at either side. As far as combinations are concerned, it can be clearly noticed that the pairing of

cataphora and parallelism is the only combination that exists in both sets of articles in the one-sided format.

Time is probably ripe to link the above linguistic analysis to pedagogy. This is going to be done through presenting how translation and writing instructors can benefit from the in-depth analysis of cohesion in the following chapter.

Chapter 7: Pedagogical Implications

This chapter elucidates how the analysis and cross-language patterning of cohesive devices can provide illuminating insights for teaching English-Arabic translation and teaching writing at various levels. As for the former, this part addresses the significance of linking the theory to the pedagogical practice, delineates how the in-depth analysis of the present thesis can be used to build an assessment tool for English-Arabic translation educators and suggests a new model to teach English-Arabic translation of cohesive devices. As far as teaching writing is concerned, the present section provides insight on how the analysis of cohesive devices and their roles can be instructive to teachers of writing in a number of areas.

7.1 Teaching Translation

Claramonte (1994) and Wang (2014) acknowledge the importance of “bridging the gulf” between teaching translation and the theoretical background. Therefore, the cognitive aspect of translation that involves text comprehension and problem solving relies in great part on a well-established knowledge base. In this regard, the present thesis has provided an in-depth analysis of cohesive devices and roles in two languages that can become a solid knowledge base for students of translation since they can use this knowledge about cohesive devices to inform their English-Arabic translation. Being aware of the various uses and roles cohesive devices play in English and Arabic is of paramount importance not only when students render newspaper opinion editorials from one of these languages into the other, but also when they translate other text types, including argumentative discourse. For example, when students of translation have the knowledge related to hyponymy and its significance in denoting certain meanings in both languages, they are likely to maintain the use of this cohesive device while they are processing the target text. In sum, this study can be considered as an attempt to build bridges between theory and practice, which is not an unworthy endeavour given that without the grounding knowledge, translators will be working with an incomplete set of tools (Manfredi 2011).

Pérez (2010) emphasises the twinning between theory and pedagogy of translation by identifying seven theoretical cultures within which the teaching of translation falls. These include 1) focus on discrete linguistic units, such as lexical divergences and semantic incoherence; 2) focus on the communicative nature of text and text typologies, which

typically falls within Halliday's grammatical frameworks; 3) focus on communicative aims through texts, which addresses clients' needs ahead of the translation process; 4) focus on links between translation and target cultures in order to reach "natural" results; 5) focus on the new translation ethics, a trend that is rooted in poststructuralism and deconstructivism; 6) focus on translators as emotional and rational beings and training translation students to be confident; and 7) focus on translation corpora, which arouses interest in the translation teaching community. Claramonte (1994) also holds that in teaching translation, a number of considerations should be taken into account, including translator knowledge of the social and cultural backgrounds of source texts and target texts, vast knowledge of text types and coherence and cohesion among other elements that characterise textuality.

Given that, the present thesis harbors a number of implications that could be of great benefit to translation educators and students at the theoretical level. To start with, the present study adds emphasis to the importance of SFG in the translation process. Newmark (2001, p. 65) states that

Since the translator is concerned exclusively and continuously with meaning, it is not surprising that Hallidayan linguistics which sees language primarily as a meaning potential should offer itself as a serviceable tool for determining the constituent parts of a source language text and its network of relations with its translation.

This is not hard to be seen at work in the present thesis. Within the scope of SFG, the various meanings, functions and roles of cohesive devices have been identified across two sets of articles that belong to two different languages. This implies that translation educators, who are concerned with their students denoting in the target text similar or close meanings of the source text when they translate texts from English to Arabic, can now rely on SFG as a useful tool at their disposal. Furthermore, the analysis presented in this study delineates the importance of working at the textual level, thus considering the networks of meanings and roles in the entire text, rather than focusing on the sentence level (Thornbury 2005) because a lot of the cohesive effects that build up various meanings in texts might be lost.

Of equal importance is the theory of CG in light of which construction-based cohesion has been introduced in the present study as a cohesive device that accounts for unusual expressions in the two sets of articles. In this regard, the present analysis can serve as an eye-opener for translation educators and translation students alike to realise the importance of

maintaining the cohesive effect displayed by such expressions in the source text. That is to say, the translation of constructions, or form and meaning pairings, should be done at the cohesive level rather than the construction level. The constructions discussed in the present thesis tie cohesively to entire ideas or in a few cases to large chunks of texts. Therefore, when rendering those from English to Arabic or vice versa, it is important to maintain such construction-based cohesive ties because they contribute to the entire meaning of the article.

A significant point to raise at this point is that form and function pairing cannot be maintained as are when a certain construction is translated from English into Arabic or vice versa due to the differences in many linguistic structures between the two languages. From this perspective, the present study is of great benefit to translation students as it stresses the functional uses of these constructions by looking at their roles at the text level. This is particularly where combining SFG and CG to guide the analysis of cohesive devices proves to be fruitful. By way of elaboration, these two theories complement each other since while CG accounts for the interpretation of unusual expressions, SFG accounts for the significance of text as the unit of analysis. This theoretical complementarity is what makes the analysis provided by this study an invaluable tool for students of translation.

The second way this study links to translation pedagogy lies in the possibility of creating a rubric in which items can be extracted from the analysis presented in this study to be used as an assessment tool that helps translation professors assess the quality of their students translations, particularly the area of cohesive devices. The importance of including the accuracy of cohesive device translation in the assessment of translated texts stems from the significance of these linguistic tools in tying the text together, in organising the information flow of the text and in building various meanings, which is why the present study has suggested calling them cohesive devices in acknowledgment of their roles in both cohesion and coherence. It should be noted that creating an assessment tool to score cohesion has been attempted before in the work of Struthers, Lapadat and MacMillan (2013), which has come up with a checklist to assess cohesion in the writing of children. However, a rubric could be more beneficial and informative than a checklist to evaluate the accuracy of cohesive devices because a checklist is usually designed to get feedback about a certain skill while it is being performed by the students, whereas a rubric can be used to assess both performance and product (Reeves 2011). According to the author, another merit of rubrics is that they consist of a fixed measuring scale and contain detailed description of the various levels of

performance. This trait calls for considering the rubric as an assessment tool to score cohesive devices' use in translation because the translation professor needs to highlight in detail the roles students need to maintain and the types of devices they need to keep in the target text when making a rubric.

To create a rubric to rate cohesion in English-Arabic translations, two issues should be considered: 1) what items should be included in the tool? and 2) what grading system can be used to rate the provided translations. The following description illustrates the steps that can be taken to create a rubric that assesses the students' translation of cohesive devices. The professor should first determine the target category to be rated. As the findings of this study indicate, there are six categories to select from, which are the meta-textual level, organisation, author's interference/reflection, ideas and details, argument/whole-text level and special functions/development. As an example, let us consider creating a rubric that aims to assess the students' proficiency in maintaining roles in Category 4, which is linked to ideas and details, when translating them from English to Arabic or vice versa. When talking about a certain category, it should be noted that two factors are involved, which are the roles and the cohesive devices included within them.

Taking the discussion one step further, let's assume that the professor wants to focus on Role 10, which is adding emphasis to certain details. The rubric for assessing students' proficiency in English-Arabic-English rendition of such role should specify the target criteria pertinent to the cohesive device(s) under focus and the descriptive statements for each proficiency level. The rubric presented in Table 7.1 outlines how this can be done pertaining to R10.

Rubric for Assessing the translation of Construction-based cohesion (CBC)					
Criterion	4	3	2	1	0
Equivalence	All instances are rendered accurately maintaining the unusual characteristic of CBCs.	Most instances are rendered accurately maintaining the unusual characteristic of CBCs.	Some instances are rendered accurately, partly maintaining the unusual characteristic of CBCs.	Very few instances are rendered accurately maintaining the unusual characteristic of CBCs.	No instances are rendered accurately
Purpose	All instances are rendered maintaining R10.	Most instances are rendered maintaining R10.	Some instances are rendered maintaining R10.	Very few instances are rendered maintaining R10.	No instances are rendered maintaining R10.
Density	All instances have been attended to	Most instances have been attended to	Some instances have been attended to	Very few instances have been attended to	No instances have been attended to

Table 7.1: Construction-based Cohesion Assessment Rubric

Apparently, the above figure shows that the highest score that can be given to the translation of this particular device is 12 and the lowest is 0. One should realise, though, that the three criterion listed above can change based on the areas of focus that the professor wants to assess. Another point is that the suggested assessment tool here calls for validation, which can only be done via empirical research in cooperation with translation professors and students. There are a number of options to choose from when creating a rubric to assess the translation of cohesive devices based on the purposes set by the translation professor. One option is to assess whether or not the students have maintained the role expressed by one or more cohesive devices in their translations. What is to be assessed here is the students' competence in determining what role is served by a certain cohesive device in the source text on the one hand and rendering the cohesive device in a way that maintains the role served on the other hand. Another option might focus on a certain cohesive device and the various roles it serves in the source text. In all cases, the descriptors used in a rubric are better when they address quantitative and qualitative elements of each criterion and address the same elements of performance for each level (Kuks et al. 2001).

The third way this study links to education involves a proposed method to teach the translation of cohesive devices to university students. The idea behind teaching these tools is to increase the students' control of the representational function of language, which is described as the use of language to make statements and convey and report facts and knowledge (Brown 2007a; Halliday 1973). One can rightly claim that both theories presented

in this thesis, which are SFG and CG, can combine with one of the best teaching methods in the twenty-first century, which is Communicative Language Teaching (CLT). Following is an explanation of how the analysis that is based on SFG and CG is conspicuously linked to CLT as a teaching method. Brown (2007b) states seven characteristics of CLT. The first of these is that the goals of teaching should combine the organisational aspects of language with the pragmatic aspects. This trait is strongly tied to the present study on cohesive devices, which has revealed organisational roles and pragmatic usages, with many cohesive devices serving functions far more than maintaining texture.

The second trait of CLT according to Brown (2007b) is that it focuses on the relationship of form and function, which is a built-in characteristic of the theory of CG. A particular instance from the analysis presented in this study is CBC (construction-based cohesion) with many linguistic instances in both languages going beyond the surface meaning of their constituent parts. One more trait of CLT is the focus on fluency and accuracy. The detailed account of cohesive devices shows that accuracy is a major element to consider when analysing cohesive devices and that fluency alone is not a guarantee of accurate usage, a claim that has called for pairing quantitative and qualitative textual analysis to account for the two factors.

Another characteristic of CLT is that it focuses on real-world contexts. In essence the genre of newspaper editorials is a rich area for students of translation to extend their knowledge about the language into real-world contexts that they often encounter. In addition, this particular genre and the analysis of its language provide students of translation with the opportunity to consider creative options when they are involved in a translation task. Furthermore, CLT is characterised by its focus on the learners' autonomy. The present study involves students of translation in several occasions of autonomous thinking since they are encouraged to find out what patterns of cohesive devices exist in a source text and translate that into the target language. According to Brown (2007b), the sixth and seventh characteristics of CLT are related to the teacher's and the learner's roles as students are looked at as active participants and teachers as facilitators.

In light of the seven characteristics above and based on the patterning model presented in this thesis, I have developed a teaching approach for translation students that integrates all the characteristics of CLT and that focuses on the translation of cohesive devices and their roles. The suggested method is called Mirror-reflection Approach (MrA). This approach suggests

that students be divided into pairs. One of the students is given a text to translate. This source text is referred to as ST1 (meaning source text number 1), which can be English or Arabic. When translated by one of the students, the resulting target text, referred to as (TT1) is validated and marked by the translation professor using a rubric, then the amended TT1 becomes an ST2 and is passed on to the other student to translate, thus rendering it into TT2. The idea is that the final product, which is TT2 should have the same language of ST1. These two are then juxtaposed against each other to check how TT2 compares to ST1 in terms of the focus area within cohesive devices. Figure 7.1 provides a skeletal representation of the process. Boxes that share the same colour mean that the texts referred to inside them are written in the same language.

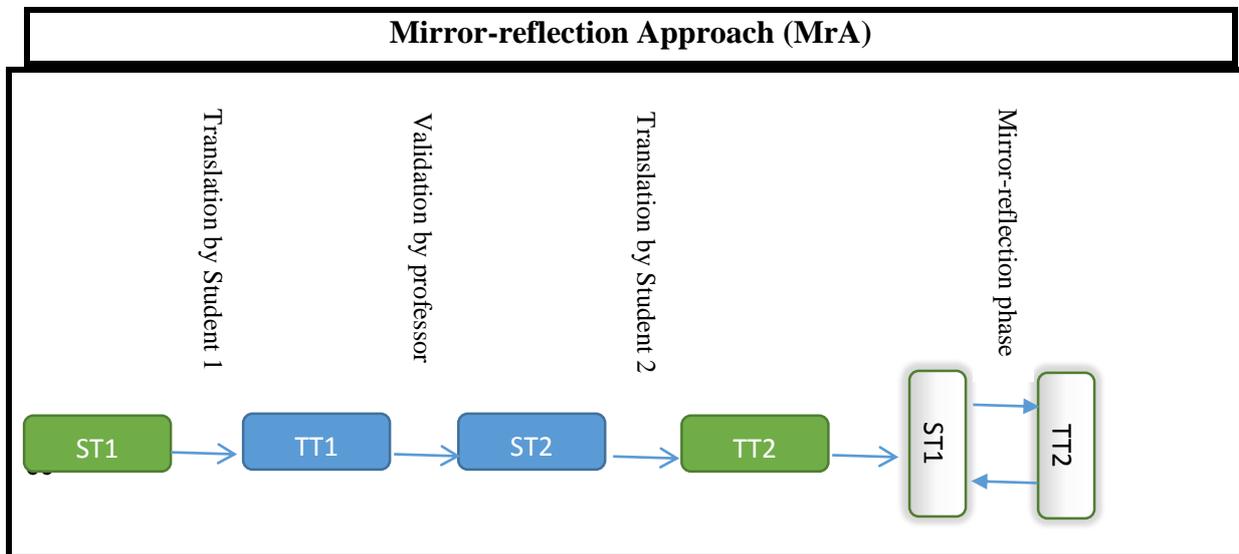


Figure 7.1: Mirror-reflection Approach

The MrA depicted in Figure 1 incorporates many characteristics of the communicative language teaching approach in a number of ways. For example, much as the MrA focuses on organisational aspects (argument-format-related roles) and pragmatic functions of expressions (all beyond-the-surface analysis of cohesive devices), it is a built-in trait of the MrA to focus on form and function when considering the final product of the translated text because the cohesive devices patterning presented in this thesis depends on such type of pairing. In addition, the MrA stresses the autonomous role of the student and the facilitating role of the professor, which are two tenants of communicative language teaching.

7.2 Teaching Writing

As for teaching writing, cohesive devices can be introduced by teachers in a number of ways through a host of diversified activities that incorporate the roles of these linguistic tools pertaining to the six categories introduced in this thesis. In order to increase the students' awareness of the role of cohesive devices in supporting certain details in the argument, for example, the activity of "kill the text then bring it back to life" (Lindstromberg 2004) can be utilized. To implement this activity, the teacher displays a text either by using an overhead projector or the blackboard. The teacher then calls for students to select two lexical items that belong to one type of cohesive device, for example conjunctions. Each student will then be asked to provide sentences using the lexical items he/she has selected. Whenever a lexical item is used correctly, it is deleted from the text, hence killing it as the exercise goes on. After all correctly-used lexical items have been expunged from the text, the teacher asks the students to re-generate the text using either the lexical items that have been deleted, or lexical items that belong to the same group of cohesive devices. It should be noted here that the selected words should be linked by some kind of cohesive tie or role.

In addition, students can be taught the various categories of cohesive devices in an explicit way. The suggestion here is for the teachers to choose what might be considered as role-model texts and explain the various categories and techniques employed by the authors regarding the use of cohesive devices. After that, students are asked to produce similar texts where they present their arguments for or against a certain issue. It is suggested that students be encouraged to utilise their knowledge about argument formats to select the appropriate one for the texts they will be generating. For this activity, in order to enhance students' competence in using cohesive devices to serve certain roles within the six broad categories, peer-correction is recommended over teacher correction. A guided activity for this type of exercise can be done with the teacher introducing the first paragraph from an opinion editorial, and then he/she asks the students to brainstorm some lexical items they might think of using in the subsequent paragraph. The idea here is that students should come up with examples that reflect their understanding of cohesive ties, such as hyponymy and meronymy.

Another advanced level of linking cohesive devices to the text type is by asking students to produce counter arguments for selected ones presented in opinion editorials. In this case, it is of paramount importance for the teacher to introduce the type of argument format, zig-zag, problem-refutation-solution, one-sided argument, eclectic, opposition followed by author's

argument and the other side questioned pattern (Hatch 1992), to enable students from deciding on the cohesive devices they need to employ and that better reflect the argument format. An alternative for this activity is expanding, where students are given some ideas they can use to expand their argument (Rooks 1999).

Chapter 8: Conclusion

The present thesis has raised three exploratory questions pertinent to the roles of cohesive devices in English and Arabic opinion editorials, the patterns they show in the selected texts and the common patterns they display across the two languages. In doing so, the thesis has built on the previous literature on cohesive devices and can be rightly claimed to have added valuable insights into this area in a number of ways. The instrument of analysis in itself is an innovation since it has integrated all the adaptations and insights of different scholars to the model of Halliday and Hasan (1976), which has been the ultimate core of analysis in a significant number of research papers so far. This is not to deny that the 1976 model has been a seminal work for the analysis of cohesive devices, but to indicate how valuable other attempts (e.g. de Beaugrande & Dressler 1981) have been in the process of creating the fully-fledged model of the present thesis. In this respect, adding the brand-new construction-based cohesion to the instrument is a by-product of the present study, which has utilised the theory of Construction Grammar to create a new category to and a new dimension of the cohesive devices model. The emphasis on pairing between form and function in the present study has led to the proposed blended term *cohesive devices*, which looks at these linguistic tools as elements of cohesion and coherence.

In order to answer the three research questions, an in-depth qualitative and quantitative textual analysis that falls within the embedded mixed methods approach has been adopted to analyze twenty English and Arabic opinion editorials, also selected through systematic sampling, which relies on qualitative, purposive sampling and random sampling to select the units of analysis. The texts were written by two famous opinion editorialists: Thomas L. Friedman and Ahmed Hasan Al-Zubi. The textual analysis has involved qualitative, thick description of the articles paired with quantitative, statistical description at the level of numbers, percentages, frequencies and concordances using WordSmith Tool 6.0 (Scott 2015). The employment of these strategies in the textual analysis has yielded significant results that are anticipated to become the stepping stone of a new research tendency that adopts cohesion, rather than mere cohesion, as the basis of textual analysis of such tools.

The findings of the present study have established the presence of 26 various roles of cohesive devices distributed across the studied articles. The roles have then been classified and categorised within six major groups, which are the meta-textual level, organisation,

author's interference/reflection, ideas and details, argument/whole-text level and special functions. These findings can be considered a significant development in the area of cohesion as they have established a number of well-informed discoveries about these tools. One of the important findings is that while these devices function at the level of texture, they also play major roles in organising texts, building their internal meaning at the level of details and whole text, linking texts to the readers, authors, contexts and culture, and even serving special functions pertinent to marking digressions and raising important questions. Another pivotal level of the findings is that in extending the textual analysis across two languages, it has established that there are many commonalities and converging usages of cohesive devices, which can make these findings a stepping stone towards a global cooperation to create a more comprehensive, cross-language model of cohesion that is based on in-depth research.

Additionally, the study has linked textual analysis to translation and writing pedagogy in three ways. As for translation, pedagogical links have been established in three ways. The first one is the important link between language knowledge and practice that emphasises the role of solid theoretical backgrounding in teaching translation, in this case how the theories of SFG and CG link to translation pedagogy. The second and third links, however, are innovative ones since they set up tools for evaluation and teaching that need further research for validation. The first tool is a rubric that can be used by translation professors to assess and score their students' products as far as cohesive devices are concerned. The 'monster' proposal of the present study, though, is the Mirror-reflection Approach (MrA), which provides a model for teaching translation within the communicative language method approach. The design of MrA facilitates the teaching of translation of closed sets, such as cohesive devices. The method places the learners at the centre of the educational process with students working in pairs and becoming reflective thinkers about their produced texts. Nevertheless, this approach needs to be piloted and validated as a teaching method in translation departments, and it is hoped that it would yield positive results since it has been proposed based on a cross-language patterning. As for teaching writing, a number of strategies have been suggested to teach cohesive devices at the level of cohesive ties and the argument format.

Although the present thesis has a plenty of merits pertinent to widening the scope of cohesive devices analysis, it has some limitations that need to be addressed. One of those involves the relatively small number of articles used in the textual analysis. While this can be justified for

the present study, which lends itself to rich description and a dominantly qualitative analysis, it is still worth considering a larger number of articles to further validate the findings of the present thesis. Another limitation of the present thesis has appeared in the analysis and has raised the advantages of a corpus-based approach to verify some of the findings, particularly maverick ones. Put differently, patterns that have been found to exist only in one language, but not the other, or in one article, but not other articles within the same language could have been investigated further by pairing corpus linguistics with the thick analysis. Still, employing the mixed methods, embedded design has minimised the potential demerits of a merely qualitative analysis, which has served the purposes set for the present thesis.

Acknowledging the above limitations, one can rightly claim that the present thesis has successfully triggered a number of issues that can be subject for further research. One of the suggested topics is a corpus-based investigation of certain roles and/or patterns that covers a wide range of newspaper opinion articles written by a large number of editorialists. Another topic for investigation is the impact of implementing MrA in translation classes on students' competency in the translation of specific closed sets, such as cohesive devices. A third area of investigation triggered by the present thesis is contrastive rhetoric, cross-language patterning of the roles exhibited by individual cohesive devices across a variety of genres, e.g the role played by hyponymy in a number of texts that belong to a variety of genres. One more area that is worth looking at in further research is the 'creative' interplay of cohesive devices to communicate certain meanings. For example, English article 4 'Maybe in America' tops all the other articles in the number of cohesive devices employed to add emphasis to certain ideas, when, interestingly enough, the title of the article starts with 'Maybe'! Such studies will enrich both the fields of discourse analysis and language/translation teaching and explore more and more links between the two. Finally, the analysis conducted in this thesis can be expanded to cover areas other than writing, such as the impact of understanding the roles of cohesive devices on reading comprehension.

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Appendix A: English Articles

Article 1: Go Big, Get Crazy

P1_L1	Up to now, Russia’s president, Vladimir Putin, has been playing a weak hand in
P1_L2	Ukraine very well. I mean, how strong are you when your allies insist on
P1_L3	wearing masks? But Putin thinks he knows his adversaries better than they
P1_L4	know themselves. He thinks the Americans will never be serious about energy,
P1_L5	that the Europeans will never be serious about sanctions, that the Ukrainian
P1_L6	reformers will never be serious about governance, and that he can control the
P1_L7	separatist forces he’s unleashed in eastern Ukraine and dial them up or down as
P1_L8	he pleases.
P2_L1	The outcome of the Ukraine crisis rides primarily on whether he is right about
P2_L2	all this. How’s his bet going so far?
P3_L1	There has been much talk about President Obama’s “leadership” of late. All I
P3_L2	know is that, if Obama wants it, Ukraine provides him an ideal legacy
P3_L3	leadership opportunity. With one initiative he could simultaneously make
P3_L4	America stronger, Putin weaker, the planet healthier and our grandchildren
P3_L5	safer.
P4_L1	Since we’ve ruled out sending troops, our short-term ability to influence Putin
P4_L2	has to rely on targeted sanctions. But the serious way to weaken Putin, whose
P4_L3	economy and government budget is hugely dependent on \$100-plus-a-barrel-oil,
P4_L4	is with an American domestic grand bargain on energy that unleashes forces
P4_L5	that, over time, begin to impact the global price and availability of oil and gas.
P5_L1	Obama should summon the congressional leadership to Camp David and put his
P5_L2	own plan on the table: Offer the Republicans the Keystone XL pipeline,
P5_L3	expanded oil drilling and fracking (but only at the highest environmental
P5_L4	standards) and, in return, demand a revenue-neutral carbon tax, a national
P5_L5	renewable portfolio standard that would require every utility in America to
P5_L6	gradually introduce more renewable power, and a national California-level
P5_L7	home building code for energy efficiency. I would also toss in incentives for
P5_L8	expanding the share of nuclear power in our energy mix.
P6_L1	I hate Keystone, which brings disgusting tar sands oil from Canada, and I worry
P6_L2	about fracking at low environmental standards, but I’d take this deal in a second
P6_L3	because, soon enough, a proper carbon tax would make oil from tar sands
P6_L4	uneconomical, and fracking that is paired with a renewable portfolio standard
P6_L5	would ensure that natural gas replaces coal not solar, wind and other
P6_L6	renewables.
P7_L1	The White House just released a study that found the effects of human-induced
P7_L2	climate change impacting every corner of our country, not to mention the world.
P7_L3	So such a grand bargain could not be a more timely and necessary win-win-win
P7_L4	strategy. It would simultaneously increase our leverage against Putin and
P7_L5	Mother Nature. And it would drive a suite of technologies down their cost-

P7_L6	curves so we can deploy them at scale and ensure that America is the leader in
P7_L7	the next great global industry: clean technology. Obama should throw caution to
P7_L8	the wind and go big. If Republicans won't meet him even halfway on this (yes, I
P7_L9	know, unlikely) it would expose them as unwilling to do the things that would
P7_L10	meaningfully deter Putin, not to mention buy some insurance against climate
P7_L11	change with policies that would make us stronger and healthier even if climate
P7_L12	change turns out to be milder.
P8_L1	Go big, Mr. President. Get crazy.
P9_L1	But, as I said, Putin thinks he knows us better than we know ourselves, that we
P9_L2	are all hat and no cattle. He is not without reason: for decades, both parties in
P9_L3	America have failed to develop an energy strategy, and we've paid for it — with
P9_L4	oil price shocks, wars, pollution and climate change. Are we forever condemned
P9_L5	to be takers, not makers, of energy policy?
P10_L1	And Putin thinks he knows the Europeans better, since so many are
P10_L2	beneficiaries of his oil and gas. So far, Europe's response has been more hand-
P10_L3	wringing <i>about</i> Putin than neck-wringing <i>of</i> Putin. They talk softly and carry a
P10_L4	big baguette.
P11_L1	The Ukrainian reformers, too, have a huge role to play. They must find a way to
P11_L2	conduct free and fair elections in as much of Ukraine as possible on May 25 and
P11_L3	then quickly move to parliamentary elections and constitutional reform to put in
P11_L4	place the basis for decent governance. The last thing Putin wants is a fairly
P11_L5	elected reformist government in Kiev that would have the legitimacy to
P11_L6	associate Ukraine with the European Union. Therefore, it's the first thing
P11_L7	Ukrainians must do.
P12-L1	But Putin needs to beware. The separatist allies he ginned up with his agents
P12-L2	and Goebbels-scale propaganda campaign in eastern Ukraine could spin out of
P12-L3	control. The Putin-inspired separatists could persuade western Ukraine that
P12-L4	there is no future with the East, and Kiev might just let them all fall into Putin's
P12-L5	lap — and economic responsibility.
P13_L1	Putin may think he's Superman, but, the fact is, America, Europe and the
P13_L2	Ukrainian reformers collectively have the ability to generate the Kryptonite that
P13_L3	would render him powerless: European unity, Ukrainian government legitimacy
P13_L4	and U.S. energy. Those are the things of which he is most afraid. What they all
P13_L5	have in common, though, is that they're hard, entail serious choices and will
P13_L6	require extraordinary leadership to achieve. So watch all these fronts. I can
P13_L7	assure you that Putin is.

Article 2: Four words going bye-bye

P1_L1	The more I read the news, the more it looks to me that four words are becoming
P1_L2	obsolete and destined to be dropped from our vocabulary. And those words are
P1_L3	“privacy,” “local,” “average” and “later.” A lot of what drives today’s news
P1_L4	derives from the fact that privacy is over, local is over, average is over and later
P1_L5	is over.
P2_L1	Lord knows I have no sympathy for the Los Angeles Clippers owner Donald
P2_L2	Sterling, but the public disclosure of a private recording of his racist rants
P2_L3	underscored the fact that in a world where everyone with a cellphone camera is
P2_L4	paparazzi, everyone with access to Twitter and a cellphone voice recorder is a
P2_L5	reporter and everyone who can upload video on YouTube is a filmmaker,
P2_L6	everyone else is a public figure — and fair game.
P3_L1	It is now so easy for anyone to record, film or photograph anyone else anywhere
P3_L2	and share it with the world (without an editor or libel lawyer) that we are all
P3_L3	now on Candid Camera. You cannot assume anything is private anymore.
P3_L4	Which is why it is not surprising that I now often hear regular people — not
P3_L5	high government officials — saying to me in conversation: “This is off-the-
P3_L6	record.” Huh? What are you secretary of state? I start to imagine third-graders
P3_L7	on play dates talking about their teacher and asking each other, “Are we on the
P3_L8	record or off the record? Is your cellphone or Google glasses recording this?”
P4_L1	The Associated Press reported that Sterling’s racist remarks were part of a
P4_L2	conversation taped by his lady friend (by mutual agreement) on her cellphone,
P4_L3	some of which she then sent digitally to a friend of hers for “safekeeping,” who
P4_L4	then leaked it to TMZ, a gossip website.
P5_L1	The always smart Bill Maher on his “Real Time” show of May 9 rightly noted,
P5_L2	“Now that Americans are getting wise to the dangers of being spied on by the
P5_L3	government, they have to start getting more alarmed about spying on each other.
P5_L4	Because if the Donald Sterling mess proved anything it’s that there’s a force out
P5_L5	there just as powerful as Big Brother: Big Girlfriend. ... In an op-ed in The
P5_L6	Washington Post, Kathleen Parker offered one way with dealing the modern
P5_L7	world’s ubiquitous invasions of privacy: give up. She wrote: ‘If you don’t want
P5_L8	your words broadcast in the public square, don’t say them.’ Really? Even at
P5_L9	home? We have to talk like a White House press spokesman?” It may be so.
P6_L1	Local is over for the same reason. Everything and anything controversial you
P6_L2	say or do <i>anywhere</i> in today’s hyperconnected world can immediately go
P6_L3	global. Beyoncé’s sister Solange starts kicking and swinging at Jay-Z inside a
P6_L4	hotel elevator and the attack is captured on surveillance video — bam, global.
P6_L5	And you don’t have to be Solange for your slap to be heard round the world. On
P6_L6	Monday, Google News carried the following story: “SANTA ROSA, Calif.
P6_L7	(KGO) — A Santa Rosa mother is accused of assaulting a boy she believed was
P6_L8	bullying her daughter.” It doesn’t get more local than that, but it went global
P6_L9	thanks to Google. Anyone who tells you that what happens in Vegas stays in

P6_L10	Vegas is pulling your leg.
P7_L1	I've been arguing for a while now that "average is over." It has to be when
P7_L2	every boss has cheaper, easier, faster access to software, automation, robots,
P7_L3	cheap foreign labor and cheap foreign genius that can produce above-average so
P7_L4	easily. Everyone needs to find their unique value-add, their "extra," and be
P7_L5	constantly re-engineering themselves if they want to obtain, or advance in, a
P7_L6	decent job that can't be digitized.
P8_L1	Consider this article published in The New York Times on April 23: "EASTON,
P8_L2	N.Y. — Something strange is happening at farms in upstate New York. The
P8_L3	cows are milking themselves. Desperate for reliable labor and buoyed by
P8_L4	soaring prices, dairy operations across the state are charging into a brave new
P8_L5	world of udder care: robotic milkers, which feed and milk cow after cow
P8_L6	without the help of a single farmhand."
P9_L1	Overnight, an average farmhand went from knowing how to milk a cow to
P9_L2	having to learn how to program and operate the robotic cow-milker — to keep a
P9_L3	job. That takes above-average skills.
P10_L1	Finally, comes the news, reported in this paper on May 13, that scientists have
P10_L2	concluded that a large section of the mighty West Antarctica ice sheet has begun
P10_L3	falling apart and its continued melting now appears to be unstoppable. "Today
P10_L4	we present observational evidence that a large sector of the West Antarctic ice
P10_L5	sheet has gone into irreversible retreat," Eric Rignot, a glaciologist at the
P10_L6	University of California, Irvine, said in the article. "It has passed the point of no
P10_L7	return."
P11_L1	As I've noted before, when we were growing up "later" meant that you could
P11_L2	paint the same landscape, see the same animals, climb the same trees, fish the
P11_L3	same rivers, visit the same Antarctica, enjoy the same weather or rescue the
P11_L4	same endangered species that you did when you were a kid — but just later,
P11_L5	whenever you got around to it. Not anymore. Later is now when you won't be
P11_L6	able to do any of them ever again. So whatever you're planning to save, please
P11_L7	save it now. Because later is when they'll be gone. Later will be too late.
P12-L1	Later — like private, local and average — is over.

Article 3: What is News

P1_L1	WITH the world going crazy, I tried running away from the news. It didn't
P1_L2	work.
P2_L1	I've been doing an eco-survey of Madagascar, the island nation off the east
P2_L2	coast of Africa that contains the highest percentage of plant and animal species
P2_L3	found nowhere else on earth — all of them now endangered to one degree or
P2_L4	another. My tour guide is Russ Mittermeier, the president of Conservation
P2_L5	International and one of the world's leading primatologists. We saw something
P2_L6	the other day that even Mittermeier, who's been coming here for 30 years,
P2_L7	hadn't seen before. We were trekking through the Berenty Reserve, one of the
P2_L8	last remaining slices of Madagascar's southern spiny desert, an ecosystem
P2_L9	characterised by tall, thin, cactus-like plants exclusive to Madagascar. This
P2_L10	forest is home to Sifaka lemurs: white, fluffy primates, with very long hind
P2_L11	limbs that enable them to bound from tree to tree like forest kangaroos. How
P2_L12	these lemurs are able to leap from one sharply spiked vertical tree to another
P2_L13	without impaling themselves is a mystery.
P3_L1	After walking through the forest for hours, spotting a lemur here and there, we
P3_L2	came upon a particularly dense grove and looked up. There, about 30 feet off
P3_L3	the forest floor, were nine Sifaka lemurs huddling together for warmth in two
P3_L4	groups — four on one limb, five on another — staring directly down at us. They
P3_L5	looked as if they were drawn there by a Disney artist: too cute, too white, too
P3_L6	fluffy to be other than the products of a toy factory. "I've seen two or three
P3_L7	huddled together," said Mittermeier later that night, "but I've never seen a
P3_L8	whole group like that. I could have taken a whole chip full of pictures. I didn't
P3_L9	want to leave."
P4_L1	None of us did. But it wasn't just because we'd never seen such a thing before.
P4_L2	It was because we knew we may <i>never see such a thing again</i> — that no one
P4_L3	would, particularly our kids. Why? Just look at the trends: Madagascar has
P4_L4	already lost more than 90 percent of its natural vegetation through deforestation,
P4_L5	most of it over the last century, particularly the past few decades, said
P4_L6	Mittermeier. "What remains is heavily fragmented and insufficiently protected,
P4_L7	despite the fact that Madagascar has an essential national network of parks and
P4_L8	reserves."
P5_L1	And that brings me to the question: What is news?
P6_L1	I've visited <u>and written</u> a lot <u>about Ukraine</u> and <u>the Middle East</u> lately. The
P6_L2	tragic <i>events</i> happening there are real news, worthy of world attention. But
P6_L3	where we in the news media fall down is in covering the big <i>trends</i> — trends
P6_L4	that on any given day don't amount to much but over time could be vastly more
P6_L5	significant than we can now imagine.
P7_L1	Too bad we'll never see this news story: "The U.N. Security Council met today
P7_L2	in emergency session to discuss the fact that Madagascar, one the world's most
P7_L3	biodiversity-rich nations, lost another percentage of its plant and animal

P7_L4	species.” Or this: “Secretary of State John Kerry today broke off his vacation
P7_L5	and rushed to Madagascar to try to negotiate a cease-fire between the loggers,
P7_L6	poachers, miners and farmers threatening to devour the last fragments of
P7_L7	Madagascar’s unique forests and the tiny group of dedicated local
P7_L8	environmentalists trying to protect them.”
P8_L1	Because that won’t happen, we have to think about how this one-of-a-kind
P8_L2	natural world can be protected with the limited resources here. We know the
P8_L3	answer in theory — a well-managed national system of parks and reserves is
P8_L4	vital because, given the current trends, anything outside such protected zones
P8_L5	would be devoured by development and population growth. For Madagascar,
P8_L6	this is particularly vital because, without its forests, neither its amazing plants
P8_L7	nor animals will survive — which are a joy unto themselves and also attract
P8_L8	critical tourist income for this incredibly poor country — and the people won’t
P8_L9	survive either. These forests maintain the clean and sustainable water supplies
P8_L10	and soils that Madagascar’s exploding population requires.
P9_L1	“We have to preserve this natural environment,” Hery Rajaonarimampianina,
P9_L2	Madagascar’s president, told me in an interview. “One of my major policies is
P9_L3	to develop eco-tourism. This can bring a lot of jobs. The problem is the poverty
P9_L4	of the people that lead them to destroy the environment. That is very sad.”
P10_L1	MADAGASCAR’S ecological challenge parallel’s the Middle East’s political
P10_L2	challenge. The struggle here is all about preserving Madagascar’s natural
P10_L3	diversity so its people will have the resilience, tools and options to ensure a
P10_L4	decent future. A diverse system in nature is much more resilient and adaptable
P10_L5	to change. Monocultures are enormously susceptible to disease. They can be
P10_L6	wiped out by a single pest or weather event in a way that a poly-culture cannot.
P11_L1	In the Middle East today, though, the last remnants of poly-cultural nation states
P11_L2	and communities are being wiped out. Christians are fleeing the Arab-Muslim
P11_L3	world. Islamist jihadists in Syria and Iraq are beheading those who won’t
P11_L4	convert to their puritanical Islam. Jews and Palestinians, Shiites and Sunnis
P11_L5	keep forcing each other into tighter and tighter ghettos. So a human rain forest
P11_L6	once rich with ethnic and religious diversity is becoming a collection of
P11_L7	disconnected monocultures, enormously susceptible to disease — diseased
P11_L8	ideas.

Article 4: Maybe in America

P1_L1	I've been arguing that the big divide in the world these days is between the
P1_L2	world of order and a growing world of disorder. If you're keeping score at
P1_L3	home, the world of disorder just added another country: Libya. America quietly
P1_L4	folded up its embassy in Libya last week and left, leaving behind a tribal/militia
P1_L5	war of all against all. Not good.
P2_L1	There will be more of this. It's not easy being a country anymore. There is no
P2_L2	more Cold War to prop up, arm and finance frail states. More important, the
P2_L3	combined pressures of the market (globalization and the speed with which
P2_L4	investment can flow into countries doing the right things and out of those doing
P2_L5	bad things), Moore's Law (the steady rise in computing power that makes every
P2_L6	good job today require more education) and Mother Nature (climate change,
P2_L7	biodiversity loss, erosion and population growth) have all passed certain tipping
P2_L8	points. Together, the market, Mother Nature and Moore's Law are stressing out
P2_L9	developed countries and helping to blow up weak ones.
P3_L1	For me, the movie line that perfectly captures this moment was uttered by the
P3_L2	leader of the Somali pirates who hijacked a cargo ship in "Captain Phillips,"
P3_L3	starring Tom Hanks. The pirate nicknames the Boston-bred Phillips "Irish." In a
P3_L4	critical scene, Hanks tries to reason with the Somali hijacker, saying to him:
P3_L5	"There's got to be something other than being a fisherman or kidnapping
P3_L6	people."
P4_L1	To which the hijacker replies, "Maybe in America, Irish. Maybe in America."
P5_L1	It has been instructive to see all these pressures up close here in Madagascar,
P5_L2	one of the poorest countries in the world. The globalization of illicit trade has
P5_L3	left Madagascar exposed to Chinese merchants working with corrupt officials
P5_L4	here to illegally import everything from valuable rosewood timber to rare
P5_L5	tortoises. Some global textile manufacturers set up factories then quit when the
P5_L6	politics turned too unstable. Mandatory education here is only through age 15,
P5_L7	and it's in the local Malagasy language. That makes it hard to compete in a
P5_L8	world where some developed countries are teaching computer coding in first
P5_L9	grade.
P6_L1	And then there's Mother Nature: the population of Madagascar is exploding,
P6_L2	and the forests and soils are eroding. The soil for agriculture here is iron rich,
P6_L3	nutrient poor and often very soft. Since 90 percent of Madagascar's forests have
P6_L4	been chopped down for slash-and-burn agriculture, timber, firewood and
P6_L5	charcoal over the last century, most hillsides have no trees to hold the soil when
P6_L6	it rains. Flying along the northwest coast, you can't miss the scale of the
P6_L7	problem. You see a giant red plume of eroded red soil bleeding into the
P6_L8	Betsiboka River, bleeding into Mahajanga Bay, bleeding into the Indian Ocean.
P6_L9	The mess is so big that astronauts take pictures of it from space.
P7_L1	"The more you erode, the more people you have with less soil under their feet to
P7_L2	grow things," said Russ Mittermeier, the president of Conservation

P7_L3	International, who's been working in Madagascar to help preserve its
P7_L4	environment since 1984 and has been showing me around. "When I first came
P7_L5	here in 1984, the population was nine or 10 million. It is now approaching 23
P7_L6	million."
P8_L1	When countries have rapidly growing populations and rapidly diminishing
P8_L2	natural capital, the leadership required to match the scale of the problems they
P8_L3	face is nothing less than herculean. After 50 years of mostly bad leadership,
P8_L4	Madagascar has democratically elected a new, post-coup president, Hery
P8_L5	Rajaonarimampianina. He seems to want to do the right things. We can only
P8_L6	hope he has some Hercules in him.
P9_L1	Nothing he does will be more important than preserving what is left of
P9_L2	Madagascar's pristine beaches, forests and plant and animal species
P9_L3	(particularly its lemurs), among the most rare and diverse in the world. Parks
P9_L4	and reserves have been set aside by the government — and even with the
P9_L5	destruction there's still a ton to see — but they will only be sustainable if they
P9_L6	are supported by ecotourist lodges and guides who are drawn from local
P9_L7	communities and incentivized to protect their natural capital. But that takes a
P9_L8	government able to expand protected areas, build proper roads (rural roads here
P9_L9	have more potholes than pavement), crack down on illegal logging and provide
P9_L10	credit to rural communities.
P10_L1	Serge Rajaobelina is the founder of Fanamby, a local nonprofit that supports
P10_L2	villagers starting ecotourist sites, like Camp Amoureux, situated in western
P10_L3	Madagascar amid spectacular giant baobab trees. We stayed there. Of the 25
P10_L4	locals working there, 22 were women. "Involving communities in ecotourism is
P10_L5	the key," said Rajaobelina. "The people who are always in the field are the
P10_L6	communities, and they are the best conservationists and guides." But, he added,
P10_L7	they need help with capacity building: training, access to credit and
P10_L8	infrastructure.
P11_L1	There are already too many people walking around the world saying, "Maybe in
P11_L2	America, but not here." We don't need more. Keeping Madagascar out of the
P11_L3	world of disorder has to start by preserving its ecosystems, which are vital for
P11_L4	sustaining its people and attracting tourism. But that requires good leadership,
P11_L5	and good leaders today — anywhere — are the rarest species of all.

Article 5: Dear Guests: Revelations in the Gaza war

P1_L1	At 6:02 a.m. on Saturday, the air raid siren sounded over Tel Aviv. I was
P1_L2	routed by the hotel staff from my room and ushered into the windowless
P1_L3	service elevator area with two French families, everyone in their pajamas. After
P1_L4	10 minutes, when the Hamas missile threat had passed, we were allowed to go
P1_L5	back to our rooms. As I slipped back into bed, the hotel loudspeaker bellowed,
P1_L6	“Dear guests, you may return to your routine.”
P2_L1	With Israel and Hamas winding down their latest war, I could only wonder
P2_L2	whether the hotel manager was also speaking to them. Is that it? More than 60
P2_L3	Israeli soldiers and some 1,800 Hamas fighters and Gazans — many hundreds
P2_L4	of them children and civilians — killed, and everyone just goes back to their
P2_L5	routines? I don’t think so. Some new and significant things were revealed here.
P3_L1	Let’s start with the fight. Since the early 2000s, Iran and its proxies Hezbollah
P3_L2	and, until recently, Hamas, have pursued a three-pillar strategy toward Israel.
P3_L3	The first is asymmetric warfare, primarily using cheap rockets, to paralyze
P3_L4	Israeli towns and cities. For now, Israel’s Iron Dome antimissile system appears
P3_L5	to have nullified this weapon; Hamas rockets did virtually no damage.
P4_L1	The second pillar, which debuted in the 2006 Israel-Hezbollah war, is to nest
P4_L2	Hamas fighters and rocket launchers among the densely packed Gazan
P4_L3	population and force Israel into a war where it can only defeat or deter Hamas if
P4_L4	it risks war-crimes charges. No one here will explicitly say so, but one need
P4_L5	only study this war to understand that Israel considers it central to its deterrence
P4_L6	strategy that neither Hamas nor Hezbollah will “outcrazy us.” I don’t believe
P4_L7	Israel was targeting Gaza civilians — I believe it tried to avoid them — but, at
P4_L8	the end of the day, it was not deterred by the prospect of substantial collateral
P4_L9	civilian casualties. Hamas used Gaza’s civilians as war-crimes bait. And Israel
P4_L10	did whatever was necessary to prove to Hamas, “You will not outcrazy us out of
P4_L11	this region.” It was all ugly. This is not Scandinavia.
P5_L1	The third pillar of the Iran/Hezbollah/Hamas strategy is: Israel <i>must</i> forever
P5_L2	occupy Palestinians in the West Bank because the perpetuation of that colonial
P5_L3	occupation is essential for delegitimizing and isolating Israel on the world stage
P5_L4	— especially among young Westerners — and energizing Muslims against
P5_L5	Israel. On this, Hamas scored a huge victory. We saw that clearly in the decision
P5_L6	by the Federal Aviation Administration to briefly order a ban on U.S. flights to
P5_L7	Tel Aviv, after a single Hamas rocket landed just over a mile from the airport.
P5_L8	That was exactly the message Hamas wanted delivered: “If we can close your
P5_L9	airport, your global lifeline, with one rocket from Gaza, imagine what happens
P5_L10	if you leave the West Bank, right next door.” That F.A.A. ban will now be used
P5_L11	here as a key argument for why Israel must never cede the West Bank. I can
P5_L12	hear the applause in Tehran from here.
P6_L1	And then there were the Hamas tunnels and what they revealed. I toured one
P6_L2	just across the Gaza border, near Kibbutz Ein Hashlosa. It was lined for a

P6_L3	couple miles with prefab concrete siding and roofing. It had electricity and
P6_L4	railroad tracks. What struck me most, though, was the craftsmanship — the way
P6_L5	all the prefab concrete pieces were perfectly designed and fit together. This
P6_L6	tunnel took years and millions of dollars to build and required diverting massive
P6_L7	resources from civilian roads, buildings and schools. It had one purpose, and it
P6_L8	was not fruit exports. It was to shuttle fighters into the kibbutz. And there were
P6_L9	many of these.
P7_L1	I must say I was awed by the sheer dedication it took to dig this tunnel, but
P7_L2	sickened by what fueled that dedication: an apocalyptic jihadist agenda. The
P7_L3	religious nationalist-forces have the real energy in this region today. More and
P7_L4	more, this is becoming a religious conflict. The Times of Israel reported that, at
P7_L5	the start of this war, “in an official dispatch sent to battalion and company
P7_L6	commanders on July 9, Givati Brigade commander Colonel Ofer Winter” —
P7_L7	one of Israel’s top officers on the Gaza front — “told his subordinates that
P7_L8	‘History has chosen us to spearhead the fighting [against] the terrorist “Gazan”
P7_L9	enemy which abuses, blasphemes and curses the God of Israel’s [defense]
P7_L10	forces.’ ” Frightening.
P8_L1	Jihadists are now sweeping across Iraq and Syria, wiping out Christians and
P8_L2	other minorities. As the Lebanese writer Hanin Ghaddar noted this week: the
P8_L3	Lebanese historian Kemal Salibi once observed that “it is Christian Arabs who
P8_L4	keep the Arab world ‘Arab’ rather than ‘Muslim’ ” and “have played a vital role
P8_L5	in defining a secular Arab cultural identity.” Now, she said, “the region seems
P8_L6	to be going back to tribalism, as if a century of intellectual awakening and
P8_L7	secular ideas are being erased and our identities are evaporating.”
P9_L1	Here is where Israel does have a choice. Its reckless Jewish settlement project in
P9_L2	the West Bank led it into a strategy of trying to keep the moderate Palestinian
P9_L3	Authority there weak and Hamas in Gaza even weaker. The only way Israel can
P9_L4	hope to stabilize Gaza is if it empowers the Palestinian Authority to take over
P9_L5	border control in Gaza, but that will eventually require making territorial
P9_L6	concessions in the West Bank to the Palestinian Authority, because it will not
P9_L7	act as Israel’s policeman for free. This is crunchtime. Either Arab and Israeli
P9_L8	moderates collaborate and fight together, or the zealots really are going to take
P9_L9	over this neighborhood. Please <i>do not</i> return to your routines.

Article 6: It takes a mentor

P1_L1	With millions of students returning to school — both K-12 and college — this is
P1_L2	a good time to review the intriguing results of some research that Gallup did
P1_L3	over the past year, exploring the linkages between education and long-term
P1_L4	success in the workplace. That is: What are the things that happen at a college
P1_L5	or technical school that, more than anything else, produce “engaged” employees
P1_L6	on a fulfilling career track? According to Brandon Busteded, the executive
P1_L7	director of Gallup’s education division, two things stand out. Successful
P1_L8	students had one or more teachers who were mentors and took a real interest in
P1_L9	their aspirations, and they had an internship related to what they were learning
P1_L10	in school.
P2_L1	“We think it’s a big deal” where we go to college, Busteded explained to me.
P2_L2	“But we found no difference in terms of type of institution you went to —
P2_L3	public, private, selective or not — in long-term outcomes. <i>How</i> you got your
P2_L4	college education mattered most.”
P3_L1	Graduates who told Gallup that they had a professor or professors “who cared
P3_L2	about them as a person — or had a mentor who encouraged their goals and
P3_L3	dreams and/or had an internship where they applied what they were learning —
P3_L4	were twice as likely to be engaged with their work and thriving in their overall
P3_L5	well-being,” Busteded said.
P4_L1	Alas, though, only 22 percent of college grads surveyed said they had such a
P4_L2	mentor and 29 percent had an internship where they applied what they were
P4_L3	learning. So less than a third were exposed to the things that mattered most.
P5_L1	Gallup’s data were compiled from polls of parents of 5th through 12th graders,
P5_L2	business leaders and interviews with teachers, superintendents, college
P5_L3	presidents, principals, college graduates, Americans ages 18 to 34, and students
P5_L4	in grades 5 through 12. All told, “we collected the voices of close to one million
P5_L5	Americans in the past year alone,” said Busteded, who added that he found the
P5_L6	results “alarming” — not only because too few students are getting exposed to
P5_L7	the most important drivers of workplace engagement, but because there is also a
P5_L8	huge disconnect in perceptions of the problem.
P6_L1	Busteded said that 96 percent of the college provosts Gallup surveyed believed
P6_L2	their schools were successfully preparing young people for the workplace.
P6_L3	“When you ask recent college grads in the work force whether they felt
P6_L4	prepared, only 14 percent say ‘yes,’ ” he added. And then when you ask
P6_L5	business leaders whether they’re getting enough college grads with the skills
P6_L6	they need, “only 11 percent strongly agree.” Concluded Busteded: “This is not
P6_L7	just a skills gap. It is an understanding gap.”
P7_L1	This comes at a time when our country faces creative destruction on steroids
P7_L2	thanks to the dynamism of technology and growing evidence that climbing the
P7_L3	ladder of job success requires constant learning and relearning. Therefore, the
P7_L4	need for schools to have a good grasp of what employers are looking for and for

P7_L5	employers to be communicating with schools about those skills is greater than
P7_L6	ever.
P8_L1	Some help may be on the way from Washington. Last year, President Obama
P8_L2	quietly asked Vice President Joe Biden to oversee an overhaul of the
P8_L3	government’s education-to-work programs after hearing from one too many
P8_L4	employers across the country that, as one White House official put it, “they
P8_L5	were having trouble hiring workers for some of their fastest-growing jobs,” such
P8_L6	as operating sophisticated machine tools or software testing and debugging.
P9_L1	As they dove into the problem, said Byron Auguste, a White House deputy
P9_L2	national economic adviser, they found that the success stories shared a lot of the
P9_L3	same attributes that Gallup found to be differentiating. In successful programs,
P9_L4	said Auguste, “students got as much applied, hands-on experience as possible,
P9_L5	whether in a classroom or on a job site. Schools, colleges and training centers
P9_L6	had close partnerships with regional employers, industry groups and skilled
P9_L7	trade unions to stay up to date on job-relevant skills. And students or working
P9_L8	learners got a lot of <u>coaching</u> and <u>guidance</u> to understand how to trace a direct
P9_L9	path between their training today and careers tomorrow.”
P10_L1	The key now is to scale those insights. The Labor Department has awarded \$1.5
P10_L2	billion in the last three years to more than 700 community colleges to develop
P10_L3	employer-validated training programs for new careers like natural gas field
P10_L4	work and cybersecurity. Later this month, another \$500 million is set to be
P10_L5	awarded as part of a kind of race-to-the-top for whoever can build the best
P10_L6	community college-industry group partnership anywhere in the country where
P10_L7	new industries are finding gaps in the kind of workers they need.
P11_L1	Employers used to take generalists and train them into specialists for their
P11_L2	industry. But fewer employers want to do that today or can afford to in a
P11_L3	globally competitive economy, especially when they fear they’ll train someone
P11_L4	who will then leave for a competitor. So everyone wants employees out of
P11_L5	college or technical schools who are as ready to plug and play as possible.
P11_L6	That’s why government has a role in fostering more and more employer-
P11_L7	educator partnerships — this is the new, new thing — which businesses, small
P11_L8	and large, can benefit from, as well as all would-be employees.

Article 7: ISIS, Boko Haram and Batman

P1_L1	WHAT’S the right strategy for dealing with a world increasingly divided
P1_L2	between zones of order and disorder? For starters, you’d better understand the
P1_L3	forces of disorder, like Boko Haram or the Islamic State. These are gangs of
P1_L4	young men who are telling us in every way possible that our rules no longer
P1_L5	apply. Reason cannot touch them, because rationalism never drove them. Their
P1_L6	barbarism comes from a dark place, where radical Islam gives a sense of
P1_L7	community to humiliated, drifting young men, who have never held a job or a
P1_L8	girl’s hand. That’s a toxic mix.
P2_L1	It’s why Orit Perlov, an Israeli expert on Arab social networks, keeps telling me
P2_L2	that since I can’t visit the Islamic State, which is known as ISIS, and interview
P2_L3	its leaders, the next best thing would be to see “Batman: The Dark Knight.” In
P2_L4	particular, she drew my attention to this dialogue between Bruce Wayne and
P2_L5	Alfred Pennyworth:
P3_L1	Bruce Wayne: “I knew the mob wouldn’t go down without a fight, but this is
P3_L2	different. They crossed the line.”
P3_L3	Alfred Pennyworth: “You crossed the line first, sir. You squeezed them. You
P3_L4	hammered them to the point of desperation. And, in their desperation, they
P3_L5	turned to a man they didn’t fully understand.”
P3_L6	Bruce Wayne: “Criminals aren’t complicated, Alfred. Just have to figure out
P3_L7	what he’s after.”
P3_L8	Alfred Pennyworth: “With respect, Master Wayne, perhaps this is a man
P3_L9	that <i>you</i> don’t fully understand, either. A long time ago, I was in Burma. My
P3_L10	friends and I were working for the local government. They were trying to buy
P3_L11	the loyalty of tribal leaders by bribing them with precious stones. But their
P3_L12	caravans were being raided in a forest north of Rangoon by a bandit. So we
P3_L13	went looking for the stones. But, in six months, we never met anybody who
P3_L14	traded with him. One day, I saw a child playing with a ruby the size of a
P3_L15	tangerine. The bandit had been throwing them away.”
P3_L16	Bruce Wayne: “So why steal them?”
P3_L17	Alfred Pennyworth: “Well, because he thought it was good sport. Because
P3_L18	some men aren’t looking for anything logical, like money. They can’t be
P3_L19	bought, bullied, reasoned, or negotiated with. Some men just want to watch the
P3_L20	world burn. ...”
P3_L21	Bruce Wayne: “The bandit, in the forest in Burma, did you catch him?”
P3_L22	Alfred Pennyworth: “Yes.”
P3_L23	Bruce Wayne: “How?”
P3_L24	Alfred Pennyworth: “We burned the forest down.”
P4_L1	We can’t just burn down Syria or Iraq or Nigeria. But there is a strategy for
P4_L2	dealing with the world of disorder that I’d summarize with this progression:
P5_L1	Where there is disorder — think Libya, Iraq, Syria, Mali, Chad, Somalia —
P5_L2	collaborate with every source of local, regional and international order to

P5_L3	contain the virus until the barbarism burns itself out. These groups can't govern,
P5_L4	so ultimately locals will seek alternatives.
P6_L1	Where there is top-down order — think Egypt or Saudi Arabia — try to make it
P6_L2	more decent and inclusive.
P7_L1	Where there is order plus decency — think Jordan, Morocco, Kurdistan, the
P7_L2	United Arab Emirates — try to make it more consensual and effective, again to
P7_L3	make it more sustainable.
P8_L1	Where there is order plus democracy — think Tunisia — do all you can to
P8_L2	preserve and strengthen it with financial and security assistance, so it can
P8_L3	become a model for emulation by the states and peoples around it.
P9_L1	And be humble. We don't have the wisdom, resources or staying power to do
P9_L2	anything more than contain these organisms, until the natural antibodies from
P9_L3	within emerge.
P10_L1	In the Arab world, it may take longer for those natural antibodies to coalesce,
P10_L2	and that is worrying, argues Francis Fukuyama, the Stanford political scientist
P10_L3	whose new, widely discussed book, "Political Order and Political Decay," is a
P10_L4	historical study of how decent states emerge. What they all have in common is a
P10_L5	strong and effective state bureaucracy that can deliver governance, the rule of
P10_L6	law and regular rotations in power.
P11_L1	Because our founding fathers were escaping from tyranny, they were focused
P11_L2	"on how power can be constrained," Fukuyama explained to me in an interview.
P11_L3	"But before power can be constrained, it has to be produced. ... Government is
P11_L4	not just about constraints. It's about providing security, infrastructure, health
P11_L5	and rule of law. And anyone who can deliver all of that" — including China —
P11_L6	"wins the game whether they are democratic or not. ... ISIS got so big because
P11_L7	of the failure of governance in Syria and Iraq to deliver the most basic services.
P11_L8	ISIS is not strong. Everything around it was just so weak," riddled with
P11_L9	corruption and sectarianism.
P12_L1	There is so much state failure in the Arab world, argues Fukuyama, because of
P12_L2	the persistence there of kinship/tribal loyalties — "meaning that you can only
P12_L3	trust that narrow group of people in your tribe." You can't build a strong,
P12_L4	impersonal, merit-based state when the only ties that bind are shared kin, not
P12_L5	shared values. It took China and Europe centuries to make that transition, but
P12_L6	they did. If the Arab world can't overcome its tribalism and sectarianism in the
P12_L7	face of ISIS barbarism, "then there is nothing we can do," said Fukuyama. And
P12_L8	theirs will be a future of many dark nights.

Article 8: The Last Train

P1_L1	WHEN Secretary of State John Kerry began his high-energy effort to forge an
P1_L2	Israeli-Palestinian peace, I argued that it was the last train for a two-state
P1_L3	solution. If it didn't work, it would mean that the top-down, diplomatically
P1_L4	constructed two-state concept was over as a way out of that conflict. For Israelis
P1_L5	and Palestinians, the next train would be the one coming at them.
P2_L1	Well, now arriving on Track 1 ...
P3_L1	That train first appeared in the Gaza war and could soon be rounding the bend in
P3_L2	the West Bank. Just last week an East Jerusalem Palestinian killed a 3-month-
P3_L3	old Israeli baby and wounded seven others when he deliberately rammed his car
P3_L4	into a light rail station.
P4_L1	Can a bigger collision be averted? Not by Washington. It can only come from
P4_L2	Israelis and Palestinians acting on their own, directly with one another, with real
P4_L3	imagination, to convert what is now an "unhealthy interdependency" into a
P4_L4	"healthy interdependency."
P5_L1	"Never happen!" you say. Actually, that model already exists among Israeli,
P5_L2	Palestinian and Jordanian environmentalists — I'll tell you about it in a second
P5_L3	— and the example they set is the best hope for the future.
P6_L1	Here's why: The Israeli right today, led by Prime Minister Bibi Netanyahu, has
P6_L2	some really strong arguments for maintaining the status quo — arguments that
P6_L3	in the long run are deadly for Israel as a Jewish democratic state.
P7_L1	"It is the definition of tragedy," said the Hebrew University philosopher Moshe
P7_L2	Halbertal. "You have all these really good arguments for maintaining a status
P7_L3	quo that will destroy you."
P8_L1	What arguments? Israel today is surrounded on four out of five borders —
P8_L2	South Lebanon, Gaza, Sinai and Syria — not by states but by militias, dressed
P8_L3	as civilians, armed with rockets and nested among civilians. No other country
P8_L4	faces such a threat. When Israeli commanders in the Golan Heights look over
P8_L5	into Syria today, they see Russian and Iranian military advisers, along with
P8_L6	Syrian Army units and Hezbollah militiamen from Lebanon, fighting jihadist
P8_L7	Sunni militias — and the jihadists are usually winning. "They're much more
P8_L8	motivated," an Israeli defense official told me.
P9_L1	That is not a scene that inspires risk-taking on the West Bank, right next to
P9_L2	Israel's only international airport. The fact that Israel unilaterally withdrew from
P9_L3	Gaza in 2005 and Hamas took over there in 2007 and then devoted most of its
P9_L4	energies to fighting Israel rather than building Palestine also does not inspire
P9_L5	risk-taking to move away from the status quo. Israel offered Hamas a cease-fire
P9_L6	eight days into the Gaza war, but Hamas chose to expose its people to vast
P9_L7	destruction and killing for 43 more days, hoping to generate global pressure on
P9_L8	Israel to make concessions to Hamas. It was sick; it failed; and it's why some
P9_L9	Gazans are trying to flee Hamas rule today.
P10_L1	Diplomatically, President Obama on March 17 personally, face-to-face, offered

P10_L2	compromise ideas on key sticking points in the Kerry framework to the
P10_L3	Palestinian president, Mahmoud Abbas, and asked him point blank if he would
P10_L4	accept them. Obama is still waiting for an answer.
P11_L1	Netanyahu and Abbas each moved on some issues, but neither could accept the
P11_L2	whole Kerry framework. So the status quo prevails. But this is no normal status
P11_L3	quo. It gets more toxic by the day. If Israel retains the West Bank and its 2.7
P11_L4	million Palestinians, it will be creating an even bigger multisectarian,
P11_L5	multinational state in its belly, with one religion/nationality dominating the
P11_L6	other — exactly the kind of state that is blowing up in civil wars everywhere
P11_L7	around it.
P12_L1	Also, the longer this status quo goes on, the more the juggernaut of Israel’s
P12_L2	settlement expansion in the West Bank goes on, fostering more Israeli
P12_L3	delegitimization on the world stage. Right after the Gaza war, in which the
P12_L4	United States basically defended Israel, Israel announced the seizure of nearly
P12_L5	1,000 more acres of West Bank land for settlements near Bethlehem. “No
P12_L6	worries,” Israeli officials said, explaining that this is land that Israel would keep
P12_L7	in any two-state deal. That would be fine if Israel also delineated the area
P12_L8	Palestinians would get — and stopped building settlements there, too. But it
P12_L9	won’t. That can only lead to trouble.
P13_L1	“Ironically, most Israeli settlement activity over the last year has been in areas
P13_L2	that will plausibly be Israel in any peace map,” said David Makovsky, a
P13_L3	member of the Kerry peace team, who is now back at the Washington Institute.
P13_L4	“However, by Israel refusing to declare that it will confine settlement activities
P13_L5	only to those areas, others do not make the distinction either. Instead, a
P13_L6	perception is created that Israel is not sincere about a two-state solution — sadly
P13_L7	fueling a European delegitimization drive. Israel’s legitimate security message
P13_L8	gets lost because it appears to some that it is really about ideology.” Adds the
P13_L9	former U.S. peace negotiator Dennis Ross: “If you say you’re committed to two
P13_L10	states, your settlement policy has to reflect that.”
P14_L1	Alas, though, “rather than trying to think imaginatively about how to solve this
P14_L2	problem,” said Halbertal, Israel is doing the opposite — “bringing the regional
P14_L3	geopolitical problem into our own backyard and pushing those elements in
P14_L4	Palestinian society that prefer nonviolence into a dead end. We are setting
P14_L5	ourselves on fire with the best of arguments.”
P15_L1	Is anyone trying to build healthy interdependencies? Last week, I had a visit
P15_L2	from EcoPeace Middle East, led by Munqeth Mehyar, a Jordanian architect;
P15_L3	Gidon Bromberg, an Israeli environmental lawyer; and Nader al-Khateeb, a
P15_L4	Palestinian water expert. Yes, they travel together.
P16_L1	They came to Washington to warn of the water crisis in Gaza. With little
P16_L2	electricity to desalinate water or pump in chlorine — and Gazans having vastly
P16_L3	overexploited their only aquifer — seawater is now seeping in so badly that
P16_L4	freshwater is in short supply. Waste management has also collapsed, so

P16_L5	untreated waste is being dumped into the Mediterranean, where it moves north
P16_L6	with the current, threatening drinking water produced by Israel's desalination
P16_L7	plant in Ashkelon. It is all one ecosystem. Everyone is connected.
P17_L1	Up north, though, EcoPeace helped to inspire — through education, research
P17_L2	and advocacy — Israeli, Palestinian and Jordanian mayors to rehabilitate the
P17_L3	Jordan River, which they had all turned into an open sewer. Since 1994, Jordan
P17_L4	has stored water in the winter from its Yarmouk River in Israel's Sea of Galilee,
P17_L5	and then Israel gives it back to Jordan in the summer — like a water bank. It
P17_L6	shows how “prior enemies can create positive interdependencies once they start
P17_L7	trusting each other,” said Bromberg.
P18_L1	And that is the point. The only source of lasting security is not walls, rockets,
P18_L2	U.N. votes or European demonstrations. It's relationships of trust between
P18_L3	neighbors that create healthy interdependencies — ecological and political.
P18_L4	They are the hardest things to build, but also the hardest things to break <u>once</u> in
P18_L5	place.

Article 9: The World is Fast

P1_L1	We've just had a nonsense midterm election. Never has more money been spent
P1_L2	to think so little about a future so in flux. What would we have discussed if
P1_L3	we'd had a serious election? How about the biggest challenge we're facing
P1_L4	today: The resilience of our workers, environment and institutions.
P2_L1	Why is that the biggest challenge? Because: <i>The world is fast</i> . The three biggest
P2_L2	forces on the planet — the market, Mother Nature and Moore's Law — are all
P2_L3	surging, really fast, at the same time. The market, i.e., globalization, is tying
P2_L4	economies more tightly together than ever before, making our workers,
P2_L5	investors and markets much more interdependent and exposed to global trends,
P2_L6	without walls to protect them.
P3_L1	Moore's Law, the theory that the speed and power of microchips will double
P3_L2	every two years, is, as Andrew McAfee and Erik Brynjolfsson posit in their
P3_L3	book, "The Second Machine Age," so relentlessly increasing the power of
P3_L4	software, computers and robots that they're now replacing many more
P3_L5	traditional white- and blue-collar jobs, while spinning off new ones — all of
P3_L6	which require more skills.
P4_L1	And the rapid growth of carbon in our atmosphere and environmental
P4_L2	degradation and deforestation because of population growth on earth — the only
P4_L3	home we have — are destabilizing Mother Nature's ecosystems faster.
P5_L1	In sum, we're in the middle of three "climate changes" at once: one digital, one
P5_L2	ecological, one geo-economical. That's why strong states are being stressed,
P5_L3	weak ones are blowing up and Americans are feeling anxious that no one has a
P5_L4	quick fix to ease their anxiety. And they're right. The only fix involves big, hard
P5_L5	things that can only be built together over time: resilient infrastructure,
P5_L6	affordable health care, more start-ups and lifelong learning opportunities for
P5_L7	new jobs, immigration policies that attract talent, sustainable environments,
P5_L8	manageable debt and governing institutions adapted to the new speed.
P6_L1	That's just theory, you say? Really? Look at one aspect in one country: Mother
P6_L2	Nature in Brazil. On Oct. 24, Reuters reported this from São Paulo: "South
P6_L3	America's biggest and wealthiest city may run out of water by mid-November if
P6_L4	it doesn't rain soon. São Paulo, a Brazilian megacity of 20 million people, is
P6_L5	suffering its worst drought in at least 80 years, with key reservoirs that supply
P6_L6	the city dried up after an unusually dry year."
P7_L1	Say what? São Paulo is running out of water? Yes.
P8_L1	José Maria Cardoso da Silva, a Brazilian and senior adviser at Conservation
P8_L2	International, explains: The drought hit a landscape that had been stripped of 80
P8_L3	percent of the natural forest along the Serra da Cantareira watersheds that feed
P8_L4	six artificial reservoirs sustaining São Paulo. The Cantareira supplies nearly half
P8_L5	of São Paulo's water. The forests and wetlands have been replaced by
P8_L6	farm fields, pastures and eucalyptus plantations. So today the pipes and
P8_L7	reservoirs that gather the water are still in place, but the natural infrastructure of

P8_L8	forests and watersheds has been badly degraded. The drought exposed it all.
P9_L1	“Natural forests act like giant sponges soaking up rain and gradually releasing it
P9_L2	into streams,” he said. “They also protect watercourses and maintain water
P9_L3	quality by reducing sediment and filtering pollutants. The forest loss in
P9_L4	Cantareira increased erosion, caused the decline in water quality, and changed
P9_L5	seasonal water flows, reducing the resilience of the entire system against
P9_L6	climatic extreme events.” The Cantareira system has fallen below 12 percent of
P9_L7	capacity.
P10_L1	Sadly, deforestation increased under Brazil’s newly re-elected president, Dilma
P10_L2	Rousseff, but this was also barely an issue in Brazil’s election. Yet Reuters
P10_L3	quoted Antonio Nobre, a leading climate scientist at Brazil’s National Space
P10_L4	Research Institute, arguing that “global warming and the deforestation of the
P10_L5	Amazon are altering the climate in the region by drastically reducing the release
P10_L6	of billions of liters of water by rainforest trees. ‘Humidity that comes from the
P10_L7	Amazon in the form of vapor clouds — what we call ‘flying rivers’ — has
P10_L8	dropped dramatically, contributing to this devastating situation we are living
P10_L9	today,’ ” Nobre said.
P11_L1	Paul Gilding, the Australian environmentalist and author of “The Great
P11_L2	Disruption,” emailed from Brazil to say that the lack of a serious Brazilian
P11_L3	response “reinforces to me that we’re not going to respond to the big global
P11_L4	issues until they hit the economy. It’s hard to imagine a stronger example than a
P11_L5	city of 20 million people running out of water. Yet despite the clear threat, the
P11_L6	main response is ‘we hope it rains.’ Why such denial? Because the implications
P11_L7	of acceptance are so significant, and we know in our hearts there’s no going
P11_L8	back once you end denial. It would demand that the country face up to the
P11_L9	urgency of reversing rather than slowing deforestation” and “the need to prepare
P11_L10	the country for the risks that a changing climate presents.”
P12_L1	When changes in the market, Mother Nature and Moore’s Law all get this fast,
P12_L2	opportunities and stresses abound. One day, we’ll have an election about how
P12_L3	we cushion, exploit and adapt to them — an election to make America and
P12_L4	Americans more resilient. One day.

Article 10: ISIS Heads to Rome

P1_L1	The Italians got this one right. Last week, The Washington Post’s Adam Taylor
P1_L2	helpfully collected tweets that Italians put out after a murderous video issued by
P1_L3	the Islamic State, or ISIS, warned: “Today we are south of Rome,” one militant
P1_L4	said. “We will conquer Rome with Allah’s permission.”
P2_L1	As the hashtag #We_Are_Coming_O_Rome made the rounds in Italy, Rome
P2_L2	residents rose to the challenge.
P3_L1	Their tweets, Taylor noted, included:
P3_L2	“#We_Are_Coming_O_Rome ahahah Be careful on the highway-Ring Road:
P3_L3	there’s too much traffic, you would remain trapped!”
P3_L4	“#We_Are_Coming_O_Rome hey just a tip: don’t come in train, it’s every time
P3_L5	late!”
P3_L6	“#We_Are_Coming_O_Rome You’re too late, Italy is already been destroyed
P3_L7	by their governments.”
P3_L8	And “#We_Are_Coming_O_Rome We are ready to meet you! We have nice
P3_L9	Colosseum plot for sale, Accept Credit Cards Securely, bargain price.”
P4_L1	ISIS’s murderous ways aren’t a joke, but the Italians’ mocking of ISIS is rather
P4_L2	appropriate. While we agonizingly debate ISIS’s relationship to Islam, we’ve
P4_L3	forgotten a simple truth about many of the people attracted to such groups. It is
P4_L4	the truth uttered by Ruslan Tsarni on CNN after his two nephews, Dzhokhar and
P4_L5	Tamerlan Tsarnaev, were accused of the Boston Marathon bombing. They were
P4_L6	just two “losers,” he said, who resented those who did better than them and
P4_L7	dressed it up in ideology. “Anything else, anything else to do with religion, with
P4_L8	Islam, is a fraud, is a fake.”
P5_L1	There’s a lot of truth in that. ISIS is made up of three loose factions, and we
P5_L2	need to understand all three before we get deeper into another war in Iraq and
P5_L3	Syria. One faction comprises the foreign volunteers. Some are hardened
P5_L4	jihadists, but many are just losers, misfits, adventure seekers and young men
P5_L5	who’ve never held power, a job or a girl’s hand and joined ISIS to get all three.
P5_L6	I doubt many are serious students of Islam or that offering them a more
P5_L7	moderate version would keep them home. If ISIS starts losing, and can’t offer
P5_L8	jobs, power or sex, this group will shrink.
P6_L1	ISIS’s second faction, its backbone, is made up of former Sunni Baathist army
P6_L2	officers and local Iraqi Sunnis and tribes, who give ISIS passive support.
P6_L3	Although Iraqi Sunnis constitute a third of Iraq’s population, they’ve ruled Iraq
P6_L4	for generations and simply can’t accept the fact that the Shiite majority is now
P6_L5	in charge. Also, for many Sunni villagers under ISIS’s control, ISIS is just less
P6_L6	bad than the brutalization and discrimination they received from Iraq’s previous
P6_L7	Shiite-led government. Google “Iraqi Shiite militias and power drills” and
P6_L8	you’ll see that ISIS didn’t invent torture in Iraq.
P7_L1	The U.S. keeps repeating the same mistake in the Middle East: overestimating
P7_L2	the power of religious ideology and underappreciating the impact of

P7_L3	misgovernance. Sarah Chayes, who long worked in Afghanistan and has written
P7_L4	an important book — “Thieves of State: Why Corruption Threatens Global
P7_L5	Security” — about how government corruption helped turn Afghans away from
P7_L6	us and from the pro-U.S. Afghan regime, argues that “nothing feeds extremism
P7_L7	more than the in-your-face corruption and injustice” that some of America’s
P7_L8	closest Middle East allies administer daily to their people.
P8_L1	The third ISIS faction is composed of the true ideologues, led by Abu Bakr al-
P8_L2	Baghdadi. They have their own apocalyptic version of Islam. But it would not
P8_L3	be resonating were it not for the fact that “both religion and politics have been
P8_L4	hijacked” in the Arab world and Pakistan, creating a “toxic mix,” says Nader
P8_L5	Mousavizadeh, who co-leads the global consulting firm Macro Advisory
P8_L6	Partners. The Arab peoples have been mostly ruled by radicals or reactionaries.
P8_L7	And without the prospect of a legitimate politics “that genuinely responds to
P8_L8	popular grievances,” no amount of top-down attempts to engender moderate
P8_L9	Islam will succeed, he added.
P9_L1	Islam has no Vatican to decree whose Islam is authentic, so it emerges
P9_L2	differently in different contexts. There is a moderate Islam that emerged in
P9_L3	decent political, social and economic contexts — see Indian Islam, Indonesian
P9_L4	Islam and Malaysian Islam — and never stood in the way of their progress. And
P9_L5	there are puritanical, anti-pluralistic, anti-modern education, anti-women Islams
P9_L6	that emerged from the more tribalized corners of the Arab world, Nigeria and
P9_L7	Pakistan, helping hold these places back.
P10_L1	That’s why ISIS is not just an Islam problem and not just a “root causes”
P10_L2	problem. ISIS is a product of decades of failed governance in the Arab world
P10_L3	and Pakistan and centuries of a calcification of Arab Islam. They feed off each
P10_L4	other. Those who claim it’s just one or the other are dead wrong.
P11_L1	So, to defeat ISIS and not see another emerge, you need to: wipe_out its
P11_L2	leadership; enlist Muslims to discredit the very real, popular, extremist versions
P11_L3	of Islam coming out of Saudi Arabia and Pakistan; stem the injustice,
P11_L4	corruption, sectarianism and state failure now rampant in the Arab world and
P11_L5	Pakistan; and carve out for Iraqi Sunnis their own autonomous region of Iraq
P11_L6	and a share of its oil wealth, just like the Kurds have. I know: sounds
P11_L7	impossible. But this problem is very deep. This is the only route to a more
P11_L8	moderate Arab Islam — as well as to fewer young men and women looking for
P11_L9	dignity in all the wrong places.

Appendix B: Arabic Articles

Article 1: حسناء (Very Beautiful Girl)

P1_L1	حسنا طفلة عمرها عشر سنوات تدرس في إحدى مدارس الضليل ، وجه إليها الشهر الماضي اتهام من
P1_L2	قبل إدارة المدرسة بسرقة إحدى المعلمات- ولم يذكر التحقيق ماهية وقيمة السرقة لكنها حتماً لن تكون
P1_L3	بحجم سرقة الوطن - المهم أن الإدارة ارتأت إلا تحل القضية على النطاق المدرسي من خلال تفهيم
P1_L4	الطالبة الصغيرة خطأها (إن حدث)..بل أصرت الإدارة على استدعاء والدها من عمله في الأزرق إلى
P1_L5	المدرسة ، حيث قامت المديرية بسرد ما حصل على أسماع الوالد الذي بدا متفهماً بحضور المعلمات
P1_L6	حسب أقوال المديرية ، وعند عودة الطفلة إلى البيت برفقة أبيها (يشتهه) أنها تلقت عقاباً قاسياً وضرباً
P1_L7	ميرحاً على فعلتها ، فلم يتحمل جسدها الصغير قوة اللكمات فانتقلت الى جوار ربها ، وانتقل الأب
P1_L8	الى السجن فابتليت العائلة بمأساتين..
P2_L1	قلنا القصة مؤلمة.. فجميع الأطراف ضحايا.. الطفلة ضحية تعنيف قاسٍ لا تستحقه، والأب ضحية شحن
P2_L2	وتحريض وردة فعل مبالغ فيها.. بالتأكيد لا أحد يستطيع ان يتخيل أن يقتل أب ولده او يسبب له عاهة
P2_L3	دائمة ، لكن ما حدث يجب الوقوف عنده طويلاً... خصوصاً مع فقدان بعض الجزئيات والأحداث
P2_L4	الناقصة التي غابت في "كم التحقيق" مما أضفى على القصة ألم مضاعف على الأقل بالنسبة لنا
P2_L5	كمتابعين..
P3_L1	نعرف ان الكلام لن يعيد حسناء الى غرفتها الصفية، ولن يعيد الدفء الى مريولها المدرسي، ولن يرسم
P3_L2	خربشة طازجة على دفترها ، او يعيد ضحكتها التي تملأ الدار، او يصنع لها كوخاً وفراشة من الحبر
P3_L3	الأزرق .. لكن الكلام قد ينقذ العشرات مثل حسناء ممن يتعرضون للتعذيب اليومي على أخطاء طفولية لا
P3_L4	يأبه بها ميزان العقاب او حساب الخطايا...
P4_L1	أرجوكم أحبوا أطفالكم أكثر.. حاوروهم قبل ان تعاقبوهم ، اسمعوهم ، دعوهم يتوحدوا في نبضكم ،
P4_L2	خذوهم في أحضانكم وان كبروا، لا تجعلوا الحب موسمياً.. والقبلة موسمية.. والضحكة
P4_L3	موسمية.. خذوهم كل ليلة الى عشّ الفؤاد...
P5_L1	فمن القلب فقط تولد الحياة...

Article 2: (Don't Provoke Them) لا تستفزوهم

P1_L1	نحن جميعاً بغنى عن وجع الرأس.. ولسنا مجبرين على نبش عش الدبابير فقط لنجرب طول العصا التي
P1_L2	نملك أو نتباهى بها أمام الآخر...
P2_L1	فقبل أيام انتهى معرض سوفيكس.. بعد ان قدم وجبة استفزازية للمسلمين عموماً ملتحين ومحجبات عندما
P2_L2	لخص الإرهاب بالشكل لا بالفكر من خلال إحدى فقرات "مكافحة الإرهاب وتخليص الرهائن" وهذه
P2_L3	إساءة ما بعدها إساءة من دولة عربية دينها الرسمي الدين الإسلامي وفيها ستة ملايين شخص محافظ
P2_L4	بالفطرة والإرث الاجتماعي والعادة..
P3_L1	حتى لو تجاوزنا هذه النقطة.. فإن غيرنا لن يتجاوزها، خصوصاً اذا ما عرفنا أن (العبري) الذي اقترح
P3_L2	هذا المشهد التمثيلي كان يقصد الإشارة إلى تنظيم القاعدة وداعش وجبهة النصرة تحديداً والحركات
P3_L3	الإسلامية المسلحة بشكل عام... بغض النظر عن موقعها وضد من تقاوت... الأمر الذي سيجلب الينا دبابير
P3_L4	الدنيا ما دمنا قد تحدّيناهم وأشرنا إليهم بالاسم كعدو أول مكتوب في رأس القائمة..
P4_L1	المفارقة العجيبة... في اليوم الذي يعرض فيه وزير الداخلية حسين المجالي على الدول الأوربية
P4_L2	(الاستثمار) في خبرتنا في مكافحة الإرهاب، معتمداً على المشهد التمثيلي كـ(بايلوت) حسب تعبير
P4_L3	المشغلين في الانتاج الفني.. او (sample) حسب اللغة التجارية الدارجة... في اليوم التالي خضعنا لطلب
P4_L4	تنظيم القاعدة في ليبيا بالإفراج عن (الدرسي) وتسليمه لأهله وليس للسلطات الليبية مقابل ان يعود سفيرنا
P4_L5	سالمًا غانمًا الينا...
P5_L1	صحيح لم يكن لدينا أي خيار الا مبادلة السجين بالسفير وهي خطوة جيدة وممتازة... لكن كان علينا الا
P5_L2	نجاهر بتحدّينا بطريقة لا تخلو من الخيلاء والغرور وأن (نشطح) بعرض خدماتنا في مكافحتهم والقضاء
P5_L3	عليهم لأوروبا وأمريكا... في الوقت الذي يقوم فيه ثلاث أشخاص من التنظيم بـ(ليّ ذراع الدولة) كاملة
P6_L1	السؤال الذي يؤرقني... على ماذا يراهن الساسة وأصحاب القرار في الترويج المبالغ فيه عن مكافحة
P6_L2	الإرهاب وتحدينا العلني والاستفزازي لتنظيم القاعدة؟؟... صحيح أن لدينا أجهزة أمنية قوية ويقظة وفريدة
P6_L3	في المنطقة... لكن ماذا عن خارج الحدود الأردنية؟؟ ماذا عن العواصم التي تشهد اضطرابات وفجوات
P6_L4	أمنية... إن أي استفزاز يصدر من عمان تجاه مثل هذه الجماعات سندفع ثمنه هناك في الدول الشقيقة
P6_L5	والصديقة بدماء أردنية... من الذي يضمن عدم استهداف منشآت دبلوماسية وتعريض سفراء وملحقين
P6_L6	..دبلوماسيين وحتى مواطنين أردنيين عاديين الى الخطف او الايذاء
P6_L7	ثم ما الذي يجبرنا ان نخوض حرباً ليست لنا.. ولا تعيننا!!....
P7_L1	غطيني يا كرمة العلي..ما فيش رؤية!!

Article 3: هتلر (Because it Looks Like Hitler)

P1_L1	أن تشبه أحداً من المشاهير المحبوبين فإن ذلك قد يكسبك تميّزاً وقبولاً بين الناس ورغبة منهم في التقرب
P1_L2	منك؛ صورة من هنا، تعارف من هناك، ابتسامة عابرة "للمولات" الخ. لكن ان تشبه أحداً من المشاهير
P1_L3	الذين يثور حولهم الجدل دائماً بين محبّ وكاره.. فإنك قد تخسر حياتك لا سمح الله أو تفقد "عينك" على
P1_L4	الأقل..
P2_L1	هذا ما حصل مع القط البريطاني "باز" عندما قام مجهولون بركله وتعذيبه ورميه في حاوية القمامة فقط
P2_L2	لأنه يشبه الزعيم الألماني "هتلر". قد يستغرب البعض القصة برمتها، وأنا مثلكم استغربتها في بداية
P2_L3	الأمر عندما كنت أتصفح الأخبار كالعادة وقد مررت على العنوان سريعاً... ثم عدت بـ"السكرول" لأعيد
P2_L4	التأكيد على ما قرأت لأجد ان الواقعة حدثت فعلاً حسبما ذكرتها صحيفة الـ"ديلي ميرور". حيث تعرّض
P2_L5	قط يبلغ من العمر سبع سنوات الى التعذيب والركل وفقدانه عينه اليسرى، انتقاماً منه على سياسة هتلر
P2_L6	التي بالتأكيد لم يشارك فيها.. فلم يكن يشغل "القط" منصب وزير دفاع ولا وزير خارجية ولا قائد القوة
P2_L7	البرية آنذاك حتى يعامل بالسّحل و"الشقظ" والرمي في مزبلة التاريخ...
P3_L1	ذنبه الوحيد- حسبما شاهدت صورته المرفقة بالخبر- انه يتقاطع ببعض ملامح الزعيم الراحل "ادولف
P3_L2	هتلر". فعلى ناصيته وبرّ أسود ناعم يميل مفرقها الى الجانب الأيسر قليلاً. وعلامة مربعة سوداء تحت
P3_L3	أنفه مباشرة تشبه شارب الزعيم النازي الشهير.. وعين خضراء واحدة لكنها حادة تجعله يشبهه بعض
P3_L4	الشيء.. لكن هذا لا يعني أن يتحمّل "هرّ على باب الله" وزر الحزب النازي ومحاكمته التاريخية و
P3_L5	نتائج الحرب العالمية الثانية وكل ما جرى من "هوايل" من النصف السفلي من القرن المنصرم فقط لأنه
P3_L6	يشبه "مستر أدولف"!!!..
P4_L1	التفسير الوحيد للتشابه الكبير بين صورة القط وصورة الزعيم، ان الوالدة اقصت "الست قطة" كانت
P4_L2	تتفرّج على فيلم "وثائقي" عن معركة "ستالينجراد" ولمحت أخونا يخطب ويهزّ الميكروفونات فأعجبت
P4_L3	بشخصيته في ظل عالم مهزوز خائف مغرق بالتبعية "فتوّحمت" عليه من غير قصد وتمنّت ان يرزقها
P4_L4	الله بقطّ له نفس المواصفات.. فشرّف حبيبنا "باز" وعينه "بازّه"!!!..
P5_L1	ما علينا، ما جرى من الأشخاص المجهولين من اعتداء على القط تصرّف همجي وغير مقبول على
P5_L2	الإطلاق.. فلو كل شخص انتقم من كائن حي يشبه بصفاته "شخص سياسي" لا يحبه.. لقضينا على
P5_L3	الأرانب منذ زمن طويل!..

Article 4: ليسن تو مي اوباما (Listen to me, Obama)

P1_L1	يفتح باب الغرفة قليلاً ، يطل احد الأولاد برأسه وعندما يشاهدني مندمجاً في الكتابة يغلق الباب ويخرج ،
P1_L2	بعد ساعة أو ساعتين يفتح الابن الثاني الباب من جديد يحكّ شعره قليلاً أمامي ثم يغادر ، فأعرف ان هناك
P1_L3	شكوى أو طلب أو تذمر بالحجم العائلي تنتظر انتهائي من عملي لتصلني.. وعليه أقوم بتبطين الانجاز
P1_L4	وإشغال نفسي بلا شيء والظهور بمظهر المتفاني المرهق المتجهم قدر المستطاع ، وذلك كي لا تسنح
P1_L5	الفرصة لهم أن يشكوا وكي لا تسنح الفرصة لي أن اسمع!..ياختصار انه أسلوب حكم ولو على المقاس
P1_L6	الديتي!.
P2_L1	"فاليري مكاو"..سيدة أمريكية "مطلقة" وتربي ابنها الوحيد الذي وصل المرحلة الجامعية ، متحملة أعباء
P2_L2	دراسته ومعيشتهما منفردة ..السيدة الامريكية بعد ان تعبت من ظروف العمل والحياة ، ومعاناتها من
P2_L3	الوحدة وندرة من يسمع او يشارك بالحلول ..قررت ان تكتب رسالة في منتصف الليل الى الرئيس
P2_L4	الامريكي باراك اوباما "خبط لزق" وبعثتها على بريده الاليكتروني تقول له فيها: (انها تعمل سبعة أيام
P2_L5	في الأسبوع بلا يوم راحة ولا تستطيع أن تلبى احتياجات أسرتها ودفع الفواتير المستحقة عليها)...طبعا
P2_L6	من خلال رسالتها لم تقصد ان تطلب من رئيسها مبلغاً مالياً..وإنما تطلب منه حلاً عملياً يعيد حياتها على
P2_L7	سكّة التكافؤ..
P3_L1	الايميل لم يتم حذفه من قبل فريق الدعم الفني ، ولم يذهب الى الـ"spam" برمجيا، كما لم يتولى المهمة
P3_L2	الردّ الألي كما هي العادة (شكراً ..سيتم الاجابة على طلبك في القريب العاجل) وبعد ذلك لا تتم الإجابة
P3_L3	لا في القريب العاجل ولا في البعيد الأجل...بل وصلت الرسالة في لحظتها الى البريد الشخصي المباشر
P3_L4	للرئيس الأمريكي...الأمر الذي جعله يضع مقابلتها على برنامج عمله في مدينتها "كانساس سيتي" ، حيث
P3_L5	قابلها هناك وجهاً لوجه بالإضافة الى أربعة أشخاص آخرين على طاولة العشاء بعد ان تحرر من ربطة
P3_L6	العنق والملابس الرسمية وفضل الجلوس مع أناس عاديين لديهم مشاكل تقليدية وسماعهم ومشاركتهم
P3_L7	الأفكار للخروج من مأزقهم..على بروتوكولات الدنيا...
P4_L1	لقاء الرئيس بالسيدة الأمريكية لم يكن "طفرة" ، فقد خصص شهر يوليو الماضي كله للقاء مواطنين
P4_L2	أمريكيين عاديين كتبوا له على بريده الاليكتروني يشكون له همومهم الاقتصادية..
P5_L1	في الوطن العربي الوصول الى القمر أسهل بكثير من الوصول الى سكرتيرة مدير مكتب مرافق نائب
P5_L2	"مكوجي" الحارس الشخصي لحلاق الزعيم!!.

Article 5: الكائن الصغير (The little creature)

P1_L1	أثار شريط مصوّر على «يوتيوب» حفيظة جماعة معنية بحقوق الحيوان، فعرضت فوراً مبلغاً مالياً يقدر
P1_L2	بـ17 ألف دولار مكافأة لمن يفصح أو يتعرف إلى هوية الفاعل، الذي ركل سنجاباً بقوة، ليهوي في وادي
P1_L3	«جراند كانيون» الضيق بولاية «أريزونا» الأميركية، حسبما ظهر في تسجيل انتشر على الإنترنت.
P2_L1	المجموعة التي تطلق على نفسها «أناس من أجل معاملة أخلاقية للحيوانات»، ناشدت أي شخص لديه
P2_L2	معلومات أو تفاصيل بشأن الحادث الذي وصفته بالـ«مشين» الاتصال بقائد حراس المحمية، للمساعدة
P2_L3	في القبض على «الشرس المتحجر القلب» الذي ظهرت «رجله» في المقطع القصير المصوّر.
P3_L1	رجُلٌ رجُلٍ شغلت هذه المجموعة الإنسانية الرقيقة، وأجبرتها على وضع مكافأة مجزية لمن يتعرف إلى
P3_L2	«نمرة حدائه» ومقاس بنطاله الذي كان ظاهراً في عملية «الركل»... فمتى يا ترى سينشغل بال العالم
P3_L3	الغربي، ويلتفتون إلينا بطريقة التفاتهم نفسها إلى «السنجاب» المركول في الوادي الأخضر، ونحن أمة
P3_L4	مركولة منذ عقود في وادٍ غير ذي زرع؟!
P4_L1	متى سينشئون مجموعة «أناس من أجل معاملة أخلاقية للإنسان»، لترصد التصرفات المشينة التي
P4_L2	تغطّي الشرق الأوسط، وليعرفوا عن كثف ماذا تعنيه الشراسة وتحجر القلب بالفعل؟
P5_L1	أأناخ يا ريت أن الركل هو التصرف القاسي الوحيد الذي نتلقاه، فلدينا أجساد عريضة وناقشة ومتخمة،
P5_L2	أدمنت الصفح والركل منذ قرنين تقريباً، ولم يعد يضيرها أي إجراء مشابه، فإذا كانت الركلة «فعالاً
P5_L3	مشيناً» للسنجاب، فنحن نعتبرها عملاً روتينياً لا أكثر!
P6_L1	أتريدون أن تعرفوا هوية من ركل الكائن الصغير؟ فقط أغمضوا عيونكم قليلاً، دوّروا الكرة الأرضية
P6_L2	البلاستيكية التي أمامكم بهدوء، ستلامس أيديكم وحدها القارة الصفراء، حركوها قليلاً في غرب آسيا،
P6_L3	هناك أمة تقع بين بحرين أبيض وأحمر، قرّبوا أطراف أصابعكم من تلك المناطق، في عمق الخريطة
P6_L4	ستلمسون لزوجةً ودقناً ونعومة أكثر بكثير من لزوجة ودفء ونعومة فرو السنجاب، إنها «شفة طفل
P6_L5	».رضيع استشهد للتو برصاصة، وعلى أثرها دبق المصاصة
P7_L1	هل لكم أن تتضامنوا مع هذا الكائن الصغير أيضاً؟

Article 6: شكراً غزة (Thank you, Gaza)

P1_L1	تعودنا في الحروب العربية مع إسرائيل أن نعدّ أيام القتال على أصابع اليد الواحدة ونادراً ما كنا نستقرض
P1_L2	من أصابع الرجل اليمنى يوماً أو يومين حتى نسمع صرير الدبابات المصابة، وناقلات الجند الفارغة،
P1_L3	ونشاهد "السببانات" المنحنية، وتتابع اتهامات الخيانات المتبادلة.. مشفوعة بخطابات يبّحها زكام
P1_L4	"التبرير"...
P2_L1	تعودنا في الحروب العربية مع إسرائيل.. إن ثمة جيش لا يقهر، فالهزيمة حاصلة، فلا الكفّ يقاوم
P2_L2	المخرز، ولا المخرز سيرحم الكف.. لكننا تعلمنا أمس أن الجيش الاسطوري يقهر ويقهر ويقهر.. وان
P2_L3	الهزيمة تبني عشها من "الأرواح" لا من السلاح وأن الكف تدمي المخرز أحياناً وتكسره نصفين ان
P2_L4	أرادت...
P3_L1	تعودنا في الحروب العربية مع إسرائيل، أنه وبالتزامن مع اول رصاصه تفتح الملاجئ.. ويتم توزيع
P3_L2	خيم الهجرة عشوائياً، تصرف البطاقات مروّسة بكلمة "لاجئ".. لكن حرب غزة الأخيرة قلبت
P3_L3	الآية.. مع اول صاروخ قسّامي.. امتلأت ملاجئ الكيان.. وفرضت الهجرة على الاسرائيليين في كل
P3_L4	مكان.. وبقي الغزّي واقفاً في مكانه يصفح الموت بصدرة المصحّح بالايمان...
P4_L1	باسم البحر المبلل بزرقه السماء.. شكراً غزة.. باسم النوارس التي خلعت بزتها العسكرية "أبائيل"
P4_L2	وعادت للتحليق سالمة فوق الشواطئ.. شكراً غزة.. باسم الذين زفوا أطفالهم للرحيل، باسم الدمى
P4_L3	مقطوعة الرأس.. شكراً غزة.. باسم الأمهات اللاتي ذرفن دمعاً حاراً على أبنائهن الشباب شكراً
P4_L4	غزة.. باسم فستان "الفرح" الوحيد الذي بقي صامداً في المركز تجاري رفح.. شكراً غزة.. باسم الموت
P4_L5	بكرامة.. باسم الارادة.. والشهادة.. باسم الحياة بعزّة.. شكراً غزة.. باسم "الضيّف".. سيد الصيف وسيد
P4_L6	الفصول وسيدّ القادة.. شكراً غزة.. باسم الشعوب المسحوقة مثلكم الذي هتفوا وذرفوا الدعاء والدمع
P4_L7	.. شكراً غزة..
P5_L1	شكراً غزة.. لأنك تبذرين الموت لتحصدي الحياة

Article 7: إيبولا خاصتنا (Our own Ebola)

P1_L1	من الموجع حقاً ان يذهب مواطن وعائلته ليقتضوا عطلة او نزهة في مكان "مرموق" ويعود بدونهما
P1_L2	بسبب تسمم غذائي..ومن المفزع حقاً ان يتم اغلاق مطاعم من ذوات الخمس نجوم بسبب استخدام هذه
P1_L3	المطاعم للحوم منتهية الصلاحية بحثاً عن "الرخص" ..
P2_L1	في الأسبوعين الأخيرين تم إغلاق وشمع مطاعم كبيرة - تملأ دعايتها الدنيا - بالشمع الأحمر بسبب
P2_L2	الكوارث الصحية المخفية في مطابخ هذه المطاعم والتي لا تسمح لزبونها مجرد المرور من أمامها أو
P2_L3	معرفة ما يدور ويخزن فيها..
P3_L1	نخشى فقاعة الـ "إيبولا"؟؟؟ والـ"إيبولا" الغذائية تقدم إلينا يومياً على طبق من وجع وألم دون ان نعرف
P3_L2	مصائر هذه المطاعم..طيب اذا كان هذا الحال البائس في المطاعم الكبرى ذات السمعة العالية والشهرة
P3_L3	العربية ماذا نقول عن المطاعم الشعبية والكافيتريات المزروعة في الأحياء وبين البيوت والتي يزورها
P3_L4	كل صباح المئات من المستهلكين الذين يضطرون للتعامل معها..
P4_L1	قبل سنتين قاطعت الحمص والفلافل عدة شهور بسبب تصرف قام به احد صبيان "صاج الفلافل"...حيث
P4_L2	كنت أهم بالدخول الى الكافيتريا وكان يضع في فمه قطعة بلاستيك ينسلى بها على سبيل "العلكة"...ودون
P4_L3	ان ينتبه إلي ..تفلها في المقلية لتسبح جنباً الى جنب مع حبات الفلافل المقلية..ثم قاطعت الشاورما حتى
P4_L4	لحظة كتابة هذا المقال بعد ان تسربت صورة على مواقع التواصل الاجتماعي لأحد مطاعم الشاورما
P4_L5	حيث كان "الجردون" الحبيب يتسلق لفة الشاورما ويطل من أعلى قمتها في لحظة انطفاء "الشواوية"
P4_L6	وغياب عمال المطعم...كل يوم "ننمغص" و"ننسم ونموت والضمانر" "المخدره" من اصحاب المصالح لا
P4_L7	تتحرك ولا توقظها "وخزة" تأنيب واحدة..
P5_L1	نخاف من ايبولا..ونحن نتصبح بايبولا..ونتمسى بايبولا...ونوصي على وجبة "ايبولا" جامبو...
P6_L1	فلنعد الى ما كنا عليه..بطل ينفع "الزيت والزعر"؟؟؟...
P7_L1	فعلاً... "خبزه ناشفة بالدار احسن من خروف برة" ..

Article 8: وسط البلد أبعد من باريس (Downtown is farther than Paris)

P1_L1	ما زالت الصورة المخجلة حاضرة لذوي "البالطوهات السوداء" من المسؤولين العرب وهم يقفون صفاً
P1_L2	واحداً في مظاهرة باريس تضامناً واحساساً مرهفاً وشعوراً بالذنب وهزاً للذنب" حول حادثة قتل صحفيين
P1_L3	فرنسيين كرسوا كل أعمالهم شتماً للدين الإسلامي وللرسول الكريم..
P2_L1	الأيادي تحضن الأيدي والدموع كادت ان "تفرّ" وهي تنظر في عيني الرئيس الفرنسي شعوراً بمأساة ما
P2_L2	حصل ، ثم شبكوا أذرعهم على طريقة "التشوبي" العراقية وساروا جنباً الى جنب وفوق رؤوسهم ترفّ
P2_L3	صور مسيئة جديدة للنبي العظيم محمد صلى الله عليه وسلم... فلم يستيقظ عرق الحياء النائم ليحتجوا أو
P2_L4	ينسحبوا أو حتى يجاملوا الشعوب التي أتوا قادمين باسمها ، فضّلوا لاستمرار بالمشي تحت الاساءة.
P3_L1	اليوم نظّمت مسيرة في وسط البلد نصره للرسول العظيم بعد ان اصرت الصحيفة السخيفة "شاربي
P3_L2	إبدو" ان ترسم الرسول محمد صلى الله عليه وسلم بصور أكثر اهانة على صفحاتها الأولى ووزعت
P3_L3	سبعة ملايين نسخة لعشرين دولة في نوع من التحدي الجديد للمسلمين كافة... ومع ذلك لم نر المسؤولين
P3_L4	ينزلون الى وسط البلد ليستكروا ويشجبوا ويتضامنوا مع مليار وستمائة مليون مسلم حول العالم.. لم نر
P3_L5	ذلك التضامن ولا الاحساس المرهف ، ولا الايدي تحضن الأيدي ولا الدموع "المقرزة" لم نر حتى
P3_L6	امين عام او وزير يتحرك بصفته الشخصية لا بصفته الرسمية... فهل يا ترى وسط البلد أبعد من
P3_L7	باريس؟؟.
P4_L1	غطيني يا كرمة العلي... أمة واقعة!

Article 9: كرة وقضية (A Ball and a Cause)

P1_L1	من قال ان الرياضة ليست سياسة!...الرياضة هي النسخة الخضراء من قطران السياسة ، حتى أنني أرى
P1_L2	بعض مباريات كرة القدم عبارة عن حروب صغيرة تجري حول "كرة من المطاط" بدلاً من أن تكون
P1_L3	على حفل نبط أو إقليم محتلّ أو اختلاف مصالح.و تحت مجلس أمن رياضي "دايت" يسمى "الفيفا" ..
P2_L1	ما ينطبق على الملعب الأخضر ، ينطبق تماماً على الملعب السياسي والعكس صحيح ،أقصد هناك من
P2_L2	يناضل وينزف دماً أو عرقاً - لا فرق- حتى ينتصر أو يفوز ، وهناك من يبيع الجولة/الدولة تحت
P2_L3	الطاولة أو فوقها بأي ثمن..هناك من يحاول الانتصار حتى بأظافره أو بنهايات شعر رأسه ، وهناك من
P2_L4	يريد ان يغلف الخسارة أو الهزيمة بورق من القصدير ويعطيها للآخر..هناك من يهرول اذا ما أصيب
P2_L5	شقيق أو زميل في الفريق بـ"شد عضلي" أو جرح قطعي...وهناك من يتمنى البتر ليتلذذ بمنظر "
P2_L6	الانفصال" ..هناك من يحاول أن يسجل على الخصم وهناك من يحرض "الحكم/العالم" على رمية
P2_L7	"حماس"...
P3_L1	لم تفاجئني تصريحات رئيس الاتحاد الفلسطيني لكرة القدم وهو يتمنى للفريق العراقي أن يفوز على
P3_L2	منتخب بلاده طالباً وبإصرار ضرورة التأهل، على الإطلاق لم تفاجئني... سيما ان عرفنا أو تذكرنا انه
P3_L3	ليس التمني الوحيد الصادر من نفس الشخص، وان كان هذه المرة بطبعته "الرياضية" ..وقد سبقها تمنيات
P3_L4	أخرى بالهزيمة بطبعة سياسية وأخرى عسكرية..طبعاً تمنى رئيس الاتحاد الفلسطيني خسارة بلاده في
P3_L5	المباراة التي لعبها ...ليس حباً في المنتخب العراقي الشقيق هذا بالمؤكد..وإنما بسبب عدم إيمانه بمنتخب
P3_L6	بلاده بالدرجة الأولى ، وحاجة في نفس "الرجوب" حول المنتخب الأردني بالدرجة الثانية ...الم نقل في
P3_L7	بداية المقال : ان الرياضة هي النسخة الخضراء من قطران السياسة ؟..
P4_L1	أنا لا أعرف كيف يُرأس شخص استمرأ الخسارة ويرنو إليها في كل تصريحاته الرياضية والسياسية لوفد
P4_L2	كروي ذاق مرارة الاحتلال بحجم "الكرة الأزضية" كيف له أن يصنع فرحاً ولو مستعاراً ، أو أملاً ولو
P4_L3	هلامياً بحجم "الكرة المطاطية"؟؟..
P5_L1	المبدأ واحد: من يتمنى الخسارة بمباراة يتمنى الخسارة بمعركة...ومن يتهاون في الدفاع عن "كرة"
P5_L2	يتهاون في الدفاع عن قضية...ومن يضحي بالتأهل في الجولة...يضحي بتأهل الدولة...
P6_L1	يا أيها الشقيق العتيق..لا يحزننا خسارة كأس اللقب ..يكفيانا أننا تجرّعنا من قبل كل أحزان العرب...
P7_L1	يا ايها الشقيق تذكر ..أن الدفاع بطولة والهجوم بطولة والصمود بطولة ..فألف الف تحية لمن استشهد او

P7_L2	اعتقل وما "انسحب"...يا أيها الشقيق العتيق الرفيق تذكر... في الدقائق الأخيرة ،من المعركة الأخيرة ،
P7_L3	من التصفية الأخيرة من صافرة الزمن... المناضل وحده من يظفر بكأس "الوطن"!..

Article 10: تصفيق بلاستيكي (Plastic Clapping)

P1_L1	ظل التعبير المرافق لكل قفزة جديدة في ثورة المعرفة والاتصالات والمواصلات ان العالم أصبح "قرية صغيرة" ..واندهشنا ورددنا هذا التعبير طوال العقود الماضية دون ان نأخذ دلالة كلمة "قرية " من كل زواياها ..ففي القرية إقطاعي وفي القرية فلاح مسحوق يعمل بقوت يومه ..في القرية ذئاب وفي القرية خراف ..في القرية رأسمال وفي القرية بؤس ..في القرية سلطة وفي القرية عبودية...باختصار هذا الجانب الآخر من "العالم القرية "...
P1_L2	في نفس المطبوعة سترى تناقض الكون كله بين خبرين لا يفصل بينهما سوى ثلاثة "سنتمترات" ..
P1_L3	على اليمين تقرأ:
P1_L4	ان منظمة أطباء بلا حدود ،تصرخ كل يوم بوجه العالم محذرة أن المدنيين المصابين بجروح بالغة في حلب بحاجة لراحة وكراس نقالة وأطراف صناعية راجية العالم "الغافي" انه بسبب النقص الحاد في التجهيزات الطبية ، يصبح الأطباء مضطرين أحيانا إلى القيام بعمليات بتر ، في حين أنه في الأوقات العادية يمكن إنقاذ أطراف الجرحى.
P1_L5	كما ان إيجاد كرس متحرك هو شبه مستحيل، وهناك نقص حاد في الأطراف الصناعية بالمجمل .
P2_L1	ناهيك عن تناقص عدد الأطباء العاملين في حلب حيث كانوا قبل الحرب حوالي 2500 والآن لا يتجاوز عددهم المئة طبيب في حين فرّ الآخرون من المدينة أو هجّروا منها أو خطفوا أو قتلوا.
P2_L2	وعلى الشمال تقرأ:
P2_L3	عن اقامة جناز مهيبه ومراسم دفن لـ"روبوتات" كلاب في اليابان.. ومرفق مع الخبر صورة لراهب في معبد بوذي يتلو صلوات لطلب الراحة لنفس الراحل "الكلب الآلي آيبو" الذي انتجته شركة سوني عام 1999 وتوقفت عن انتاجه عام 2006 ، وبات يعاني مقتنو الروبوت "آيبو" في الآونة الأخيرة من ايجاد قطع غيار لهذه اللعبة الأمر الذي دعا جميع المهتمين بـ"آيبو" باقامة جنازة جماعية ومن ثم التوجه فيهم الى المقبرة الاليكترونية العامة حيث سيوارى "السوفتوير" الظاهر الى مثواه الأخير هناك.
P2_L4	أرأيتم كيف أصبح العالم قرية لثيمة..شعوب تموت تحت الردم ، وروبوتات تقام لها "جناز" مهيبه ، شعوب تحتاج الى اطراف صناعية لتعيش ،وربوتات تسحب من السوق بسبب قلة "قطع الغيار" ، هم يعيشون بترف ثورة التكنولوجيا ،ونحن لم نحقق بعد ثورة الحرية !!!..
P2_L5	هم يكرمون "انتاجهم" وان كان مجرد اسلاك ومعدن ...ونحن نقطع يد ولسان ورجل كل من يختلف

P9_L2	معنا...
P10_L1	طيب امنحوهم اطرافاً صناعية كمكافأة نهاية خدمة ...علّهم ينضموا اليكم ويهرعوا الى صناديق
P10_L2	الاختراع ليرموا الـ"تسعة" في 99.99%...كما لا تنسوا ان تركبوا لهم يدين صناعيتين لتظفروا
P11_L3	بتصفيق "بلاستيكي" يكلل نشوة الانتصار..
P12_L1	إنهم بعض كائنات المزرعة...