

## Cohesive Devices in Selected ESL Academic Papers

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### Abstract

This paper identifies the cohesive devices obtainable in two selected ESL academic papers: S. Faniran, *Paralinguistic communication in Chinua Achebe's "A man of the people"* and S.A Fabunmi's *"The 'Nigeria project' and the indigenous languages of National integration"*. It examines the various lexical and grammatical cohesive devices used in the papers mentioned above. These cohesive devices are identified and highlighted as they connect one another to form a whole. The analysis of the cohesive features used in these academic papers revealed that for a text to be cohesive, it must be held together by some lexical and grammatical linguistic devices. The study adopts the taxonomy of cohesive relationship as provided by Halliday and Hassan to establish relationship within a text. These authors have given the most comprehensive and adequate treatment of the subject (cohesion in text) and has become the standard text in this area.

### Introduction

Longman Dictionary of contemporary English defines cohesive as an adjective, connected or related in a reasonable way to form a whole. Eminent scholars like Halliday and Hassan (1976) and van Dijk (1992) are concerned with the Principles of connectivity which bind a text together and force co-interpretation. Linguistic analysis is interested in analyzing sentence sequences in order to understand how meanings reflect mutual dependence in a text. It is generally believed that a text whether written or spoken is only meaningful when the various segments are brought together to make a unified whole. Osisanwo (2005:31) remarks that a text is said to be cohesive when the linguistic means by which a text function is held together as a single unit. The term 'cohesion' is sometimes confused with 'coherence' which has to do with sense. Osisanwo (2005:43) explains that cohesion differs from coherence. He illustrates with these sentences:

- {He phoned the police } Coherent but not cohesive
- { The midnight guests had come }
- He phoned the police because the midnight guests had come } Cohesive and coherent  
The cohesive device used in the above text is 'because'; it gives the reason why the police was phoned. Thus, this makes a complete text. The parts are well connected and it's meaningful.

However, the concern of this paper is to evaluate a second language user's ability in the English language to select appropriate lexical and grammatical cohesive devices for effective communication and text creation. Halliday and Hassan (1976) identified three functions of language. These are ideational, interpersonal and the textual functions.

- **Ideational Function:** This relates to the content of what is said. The speaker realizes this function by expression his experiences of the external world and the internal world of his own consciousness.
- **Interpersonal Function:** This is the function of language in which the speakers participate in the speech situation. That is our use of language to interact among ourselves, to ask, to relate, to exclude and so on. Interpersonal function of language helps to maintain and establish social relations, as well as to influence people's behaviour and get things done.

- **Textual Function:** Halliday and Hassan (1976) are of the opinion that textual function is used to create text. It is through this function that the speaker is able to communicate with his/her audience. Textual function helps to provide texture to what is said, and quality of coherence and cohesion to what is said. Without texture, text can not be created. Thus, these three functions help to express three independent semantic choices. For the purpose of this work, we shall dwell on the textual function of language as it concerns the use of language to organize the text itself.

Two Selected ESL academic papers are the focus of this study because of their enormous contribution to knowledge as regards language issue in Nigeria. Academic papers as used in this research refer to that which relates to education especially at the college or university level. It is usually concerned with studying from books and research findings. Academic papers, further relate to scholarly papers presented at local, national and international conferences as well as seminars and workshops. These papers largely take care of the formal use of language as well as the field of study or discourse. That is, the content of the paper focus strictly on the research aim(s) and objectives, and the language use reflects the field of investigation. Also, such papers are meant to educate and to contribute to the pool of knowledge. They could be documented into local journals, institutional journals, national journals and international journals for reference purpose

### **Theoretical Background**

**Cohesion:** Halliday and Hassan (1976) opine that texts achieve their status and communicative events through the use of cohesive devices. According to them, “the primary determinant of whether a set of sentences do or do not constitute a text depends on the cohesive relationships within and between the sentences, which create texture”. These authors explain that cohesive relationships within a text are set up where the interpretation of some element in the discourse is dependent on the other. The one presupposes the other in the sense that it can not be effectively decoded except by recourse to it (Brown G. and Yule G. 1989). Bex (1996) views cohesion as residing in the semantic and grammatical properties of the language. In the opinion of Olatunde (2002:317), cohesion is interested in relating the internal organization of language to the functions of language, and to the social situation of language.

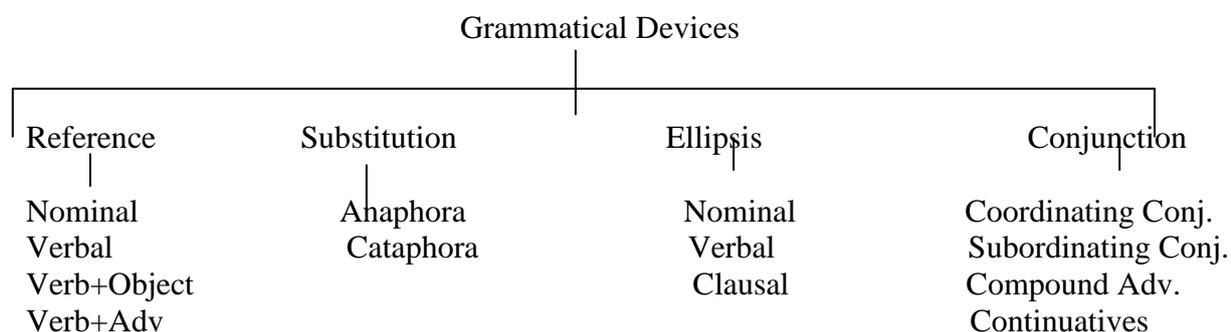
**Text:** Halliday (1978) notes that we cannot discuss cohesion without mentioning ‘text’ ‘texture’ and ‘tie’. Brown G. and Yule G. (1989) define ‘text as the verbal record of a communicative event. Scholars such as van Dijk (1972), Gutwinski (1976), de Beaugrande and Dressler (1981) claim ‘text’ has to do with the principles of connectivity which bind a discourse (spoken or written text) together and force co-interpretation. The word ‘text’ is used generally in linguistics to refer to any passage spoken or written of whatever length, that forms a unified whole as opposed to a collection of unrelated sentences. This distinction goes to show that there are certain features which are characteristics of texts.

A text has texture, and this is what distinguishes it from something that is not a text. For example, wash and cut six cooking apples. Put ‘them’ into a fire proof dish (Halliday, 1976:2) ‘them’ in the second sentence refers back to the ‘six cooking apples’ in the first sentence. That is, anaphoric to the ‘six cooking apples’. This anaphoric (relations that look back into the text for their interpretation) function of ‘them’ gives cohesion to the two sentences as indicated above. Therefore, the two sentences can be interpreted as a whole. Both sentences together constitute a text. The texture is provided by the cohesive relation that

exists between ‘them’ and the ‘six cooking apples’. The two items are identical in reference or co-referential. ‘A tie’ on the other hand is a single instance of cohesion, or an occurrence of a pair of cohesively related items. For instance, the relation between ‘them’ and ‘six cooking apples’ in the example above constitutes a ‘tie’.

The concept of ‘tie’ makes it possible to analyze a text in terms of its cohesive properties and gives a systematic account of its patterns of texture. ‘Tie’ can further show the relationship between cohesion and the organization of written texts into sentences and paragraphs (see Olatunde, 2002). However, cohesion occurs in texts where the interpretation of some elements in the discourse is dependent on that of another.

**Grammatical Devices:** Halliday and Hasssan (1976) give taxonomy of the types of cohesive relationship which can be formally established within a text. Therefore, the main cohesive devices which bind a text together are of two main categories. Grammatical and lexical devices. The kinds of grammatical cohesive ties discussed by Halliday (1978) and Osisanwo (2005) are reference, substitution, Ellipsis and conjunction. This is represented below for explicitness.



Osisanwo, 2005:38).

**Reference:** This implies the use of language to point to something. Reference therefore has the ability to point to something within or outside a text. Halliday and Hassan (1976) states that co-referential forms are forms which instead of being interpreted semantically in their own right, make reference to something else for their interpretation. When the interpretation is within the text, this is an ‘endophoric’ relation but in a situation where the interpretation of the text lies outside the text, in the context of situation, the relationship is ‘exophoric’. However, exophoric relations play no part in textual cohesion. Endophoric relations on the other hand, form cohesive ties within the text. Endophoric relations are also of two types, those which look back in the text for their interpretation (anaphoric relations) and those which look forward to the text for their interpretation (cataphoric relations). For instance, the following sentences show the use of reference.

- There was an orange on the Table. So I ate it.
- The woman prepared the dinner. She used a lot of seasoning.

In the first sentence above, ‘It’ refers back to ‘an orange’ while ‘She’ in the last sentence refers back to “the woman”. This kind of references is referring to an anaphora (i.e. looking backward). The other kind of reference, where the pronoun is given first and then kept in suspense as to its identity, which is revealed later, is known as cataphora (i.e. looking forward). Examples:

2. He was aggressive. My Boss.
3. He made tremendous impact. The Provost.

Referring expressions help to unify the text and create economy because they save writers from unnecessary repetition.

**Substitution:** This is the replacement of one item by another. It is a relation in the wording rather than in the meaning. This implies that as a general rule, the substitute item has some structural function as that for which it substitutes. There are three types of substitution. These are nominal, verbal and clausal substitution. Examples:

1. I have eaten your meal. I must get you another one (Nominal substitution)
2. Do you play games? Yes I do (Verbal Substitution)
3. Does she say there is going to be a nationwide strike? Yes she says so. (Clausal Substitution)

**Ellipsis:** The idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear is known as ellipsis. There is nominal, verbal and clausal ellipsis. For example:

1. Sade bought some oranges and Seun some guavas (Verbal ellipsis).
2. Three members of staff went there and yet another three (Nominal ellipsis)
3. I left my meal in the kitchen and someone came in and ate it up without saying a word to me. I wish I could find out who (Clausal ellipsis)

In sentence 1, the verb “bought” has been elided, In 2, the noun “ members” have been elided while in 3, “who” replaces ‘someone’ and the clause ‘came in ...’ has been elided. Moreover, the following lines from (Halliday, 1978: 4) may be considered for illustration.

. Time flies  
You can't they fly so quickly.

The above lines from Halliday show that ‘cohesion’ is expressed no less than three ties:

The Elliptical form ‘you can't’

The Reference item “they”

The Lexical item “fly”

These cohesive devices combine to give the two sentences the quality of being a complete text analysis.

**Conjunction:** Generally, conjunctive adjuncts are three: compound adverbs, and prepositional expression. Halliday and Hassan (1976) maintain that conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily for reaching out into the preceding or following text but they express certain meanings which presuppose the presence of other components in a discourse.

Halliday (1976) recognizes four types of conjunction. They are additive, Adversitive, Causal and Temporal. Osisanwo (2005) identifies the following conjunctive types: Coordinating Conjunction, Subordinating Conjunction, Compound Adverbs and Continuatives. Beaugrande and Dressler (1992:50) reports that procedurally the basic phrases and clauses of English can be viewed as configurations of links. Between pairs of elements, many of them have further linkages. Thus, in grammatical units like phrases, clauses, and sentences, cohesion is upheld by fitting elements into short-range grammatical dependencies. Therefore, with conjunction as a cohesive relation, what follows is systematically connected to what has preceded. However, for the purpose of this research, we shall make use of the conjunctive categories identified by Osisanwo (2005).

**Coordinating conjunctions:**

1. We came and we conquered.

2. The fire brigades did their best but the fire was pierced.
3. The road is slippery because it rained yester night.
4. Although I am a native of Ogbomosho, I was born in Ghana.

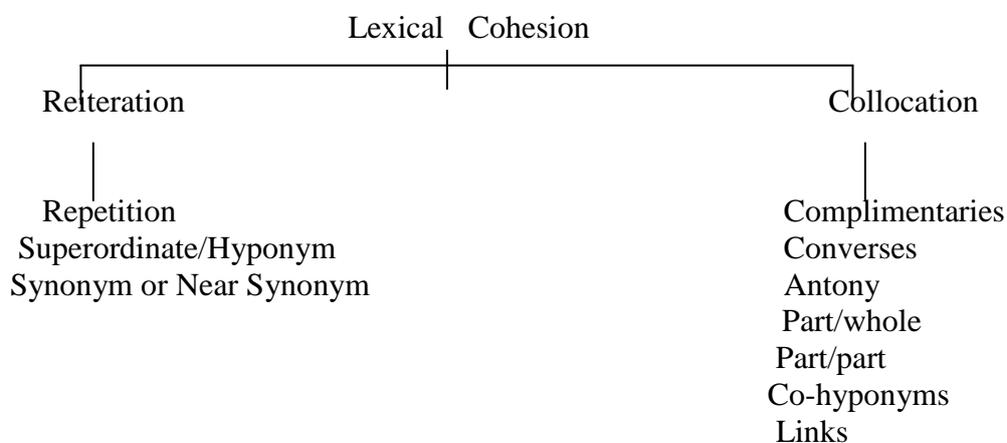
**Compound adverbs**

5. There was not enough meal for the guest; furthermore, the reception was congested.
6. The football match was tough; nevertheless, our team impressed us.

**Continuatives.**

7. We have toiled all day. Well we have to insist.
8. The thieves have left before the police arrival. Anyway, we have to be vigilant.

**Lexical Cohesion:** Halliday and Hassan (1976) argue that lexical cohesion is established through the structure of lexis or vocabulary. Lexical cohesion encompasses reiteration and collocation. Also, it involves using the characteristics and features of words as well as the group relationship among them to achieve cohesion. We have words used repeatedly, words used as umbrella terms under which some other words co-exist. Hence, there are two main types of lexical devices. These are Reiteration and collocation. Reiteration simply means repetition of a lexical item, or the occurrence of synonyms of some kind in the context of reference. That is, where the two occurrences have the same reference. Reiteration manifest in three ways: Superordinate/ Hyponym, Synonym or near Synonym. This is represented on a diagram for easy understanding.



(Osisanwo, 2005:34)

**Reiteration:** This implies saying or doing something several times. As a lexical device for achieving cohesion, it manifests in three ways. Repetition, Superordinate/Hyponym and Synonyms or Near Synonyms.

**Repetition:** I met some young ladies at the conference. The ladies were good looking.

**Superordinate/Hyponym:** I bought plenty of fruits yesterday at the market. These fruits are oranges, pineapples and pawpaw.

**Synonym:** I was served with a good meal yesterday at the party. The food was delicious.

**Collocations:** This is achieved through the association of lexical items that regularly occur. It also involves pairs of words drawn from the same order series. Examples are Naira...,

Kobo, North..., South, Car... brake, Father... mother, doctors... patients, spoken language etc.

**Text and Context:** The successful interpretation of text depends on recognizing which features of context are treated as important. Bex (1996) refers to linguistic elements, involved in order to show how specific local interpretation depends on surrounding features of the text “as co-text”. Thus, context has to do with the relationship that may be contracted between the text and such textual features that are involved to establish a particular interpretation. Similarly, contextual relationships which have been conceived by the writer to trigger off (by means of the text) identical relationships within the readers, where in these relationships are in conflict, meaning will not be achieved, or achieved with difficulty.

However, the focus of this study is to empirically appraise two ESL academic papers selected from (PEL) *Papers in English and Linguistics* v.6, 200. , with the aim of highlighting the various grammatical and lexical cohesive devices used to show connectivity as it gives meaning to the entire text and to communicate through the use of English in the second language context.

### **Methodology**

This research is entirely linguistics. The analysis depends on two selected ESL academic papers from *Papers in English and Linguistics* (PEL) an Ife Journal. The selected academic papers are *Paralinguistic Communication* in Chinua Achebe’s “*A Man of the people*”. By Segun Faniran, and the ‘*Nigeria project*’ and *the Indigenous Language of National Integration*. By Fabunmi F.A. This journal was selected based on the fact that it is an academic journal, and the papers selected for analysis dwelt much on language related problems facing Nigeria as a second language user of English language. The journal itself is widely read and accepted locally, national and internationally. It is as well known for its simplicity of diction and coherence in getting messages across to its readers. More so, for a close study, this study makes use of the taxonomy of cohesive relationship as provided by Halliday and Hassan (1976) to establish relationship within a text. Halliday and Hassan’s taxonomy types of cohesive relationship have given the most comprehensive treatment of the subject (cohesion in text) and has become the standard text in this area.

### **Text Analysis 1**

Lexical devices in *Paralinguistic Communication* in Chinua Achebe’s “*A Man of the people*”. By Segun Faniran. In this paper, various lexical cohesive devices were used to get his message across to his readers. From the abstract of this paper, Faniran gives an insight to the work. He stresses the significance of paralinguistic features as it enhances the aesthetics and linguistic quality of the novel. In addition, a careful study of the paper shows various lexical and grammatical devices that have been used to ensure connectivity within the text. These include:

#### **Repetition**

Quite apart from the spoken or verbal form, the non-verbal form, otherwise known as paralinguage, is another important medium that is exploited to articulate ideas. As a matter of fact, literacy writers benefit very much from this non-verbal form in their creative pre-occupations. The literary text consists of both the verbal and non-verbal forms of communications, and text writers use both forms in their literary endeavour (Faniran, 2005: 23).

The term non-verbal is repeated in the first few lines of the abstract of this paper, this has to do with the writer's intention to give emphasis to the subject of discourse. The repeated use of the words 'non-verbal' draw attention to the title of the paper which has to do with 'paralanguage'. The way Faniran introduces the discourse by connecting it with the 'verbal' which are both aspects of communication, creates textuality.

**Superordinate/Hyponym:** This refers to a relation of inclusion holding between words. As observed below, the excerpts from the text show that there are instances of hyponym in the text under consideration:

Two media of communication, however, exist in language: written and spoken. The spoken or phonic medium is the channel through which ideas are communicated in words while the written or graphic form is that which is committed on paper (pg. 23).

Whereas language consists of the audible or spoken form of sounds, paralanguage is concerned with the manner in which a particular message is transmitted without the aid of the spoken apparatus. In every communication event, the spoken form of language is as valuable as the gestural form as each compliment s the other. Paralanguage features of speech in a text or discourse are the gestures made, the postures assumed or the movement of a part of the body either to compliment verbal acts or pass a definite message to an individual or a group of individuals (pg.23).

The above underlined words relate to registers in the concept of both verbal and non verbal communication and these lexical items expose to the reader the subject matter of the paper.

Evidence of synonyms also abounds in the paper. These synonyms were used to further heighten and emphasize the subject matter being discussed in the text. The following excerpts revealed this.

Synonyms.

Audible-spoken-phonic

Gestral – postures-postures

Paralinguistic-paralanguage-non-verbal

Ideas, feelings, things, intensions, thoughts

Collocations: In discourse, some words go together. That is, the mention of one brings to mind the other one. Osisanwo (2005) identified seven collocation types. These are complementaries, converse, antonyms, part and whole, part and part, co-hyponyms and links. The collocations used in the paper include:

Social-political

Verbal acts

Semiotic device

Spoken form

Hands shake

Communication event

Veritable tool

Goodwill

Spoken language

Modern civilization

Verbal acts

Antonyms

Written/spoken

Verbal/non verbal

Gestural/spoken

(Faniran, 2005: 23-29).

The collocations above relates to what is refer to in text as semantic mapping in text analysis. It does not only give textuality to the discourse through its connectivity but it as well gives insight to the subject matter.

Grammatical devices in *Paralinguistic Communication* in Chinua Achebe's "A Man of the people". By Segun Faniran. Sentential elements can as well be used by writers to achieve cohesion in discourse. Such sentential elements come under grammatical devices. These are substitution, References, ellipsis and conjunction as highlighted above. The following are some of the grammatical devices extracted from Faniran's discourse:

Substitution: This involves replacing an element which could be a word or a group or a clause with a word in the next clause or sentence. There are about four types of substitution. These are nominal substitution, verbal substitution verb plus object substitution and clausal substitution.

Nominal Substitution

- When Nanga was introduced to Odili, he is visibly delighted at meeting with one of his former students (pg.28)

'One' is being substituted with 'Odili' a nominal element. 'One' is functioning as an anaphoric element in the text. This demonstrates an enumeration of referents. 'One' though substituted for 'Odili', it is referring back to 'Odili'.

- David Abercrombie is one of the most popular researchers on paralanguage. In one of his intellectual efforts, he elaborately discusses the symbiotic relationship that exists between the linguistic apparatus of communication and its non-linguistic variant (pg. 24).

In the above excerpt, 'one' is used in the second sentence to replace 'David Abercrombie' in the first sentence. This is a nominal substitution. The element 'one' is used to replace the nominal element to avoid repetition of the proper noun. The element 'one' is also co-referential to the proper noun (David Abercrombie). This helps to give the text interpretation.

Verbal substitution / verb + object substitution

- ...Nanga is shocked by the shoddy and slovenly appearance of Mr. Jalió, the president of the writer's society who protocol demands should have savoured the august occasion in his best attire. The Chief does not hide his disgust for his carelessly clad host He retorts... (pg. 26).

The word "does" and the negation "not" as a verbal substitution shows Nanga's disgust for Jalió which protocol demands should have savoured the occasion.

Reference: This implies referring expression. These are words whose meaning can only be discussed by referring to other words in the text. The most obvious example of them is third person pronoun. The following samples from the excerpt are examples of reference.

- Language is used essentially for communication: It is the veritable tool by means of which, we transmit ideas, feelings, thoughts and intentions. Communications, that close cousin of language, is the process through which these ideas and intentions are articulated (pg.23).
- Communication has, for a very long time, been at the fore-front of linguistic studies. Its pride of place is accentuated by the fact that it is a network through which the whole world is inter-connected (pg.23).
- Mr. Jolio is portrayed in the novel as a carelessly and poorly clad fellow. He, infact, is a shocking anti-thesis of chief Nanga.
- When Nanga is introduced to Odili, he is visibly delighted at meeting with one of his former students. The elated chief Nanga demonstrates the outpouring of emotions Paralinguistically (p.28).

This is an anaphoric reference. In the first excerpt, 'it' refers back to 'language'. In the second 'it/its' refer back to 'communication' while in the third and fourth excerpt, 'He' refers back to 'Mr. Jolio' and 'Nanga' respectively. Referring expressions identified in the excerpts above fulfill a dual purpose of unifying the text and of economy. This is because it saves writers from having to repeat the identity of whom or what they are writing about over and over again and again.

Ellipsis: The idea of omitting part of sentences on the assumption that an earlier sentence will make the meaning clear is known as ellipsis. We have nominal ellipsis, verbal ellipsis, and clausal ellipsis. Instances of ellipsis noticed in this paper are rare; this is because elliptical forms are common with the spoken discourse. The few ones highlighted below were lifted from the actual text - Chinua Achebe's *A Man of the People* into the discourse.

- The minister stepped out wearing damask and gold chains and acknowledging cheers with his ever-present fan of animal skin... (p.8)
- If you want me to attend any of your functions, you must wear proper dress... (p. 70). I could have wept. I just stood looking at it and biting Lip... without taking my eyes from the food, I murmured that I was sorry... (p. 106)

In addition, elliptical element is a relation within the text. The presupposed item is present in the preceding text. A close look at the excerpts above, one would observe that there is a presupposition. The three dots implies that something has been left unsaid (there is a sense of incompleteness associated with the statement).

Conjunction: Conjunction as a cohesive device focuses attention not only on the semantic relations as realized throughout the grammar of the language but a particular aspect of the function they have of relating to each other by linguistic elements that occur in succession, but that are related by other structural means. Halliday et al (1971) gives four categories of

conjunction: additive, adversative, causal and temporal. The following conjunctive forms were observed in the text:

Additive: and, or, furthermore, similarly, in addition.

- Equally, there are various gestures in African culture to suggest that someone is crazy or that a particular meal is delicious.
- The spoken or phonic medium is the channel through which ideas are communicated in words while the written or graphic form is that which is committed on paper ( pg. 23)
- In addition to the linguistic context which refers to the syntactic and collocational substances, the non-linguistic context as well as the various postures and gestures in which exchanges take place equally from the parameter for a successful literary text (pp24-25).

Adversative: But, however, on the other hand, nevertheless. Instances of adversative used in the paper are:

- But in this context the gesture carry a different semiotic undertone.
- However, a handshake may be complemented with, or replaced by kisses.

Causal: so, consequently, for this reason, it follows from this. We have causal linkers in form of the following.

- Consequently Azoge raises an alarm which immediately attracts the attention and sympathy of the passers by to him (p.28)

Temporal; Then, after that, an hour later, finally, at last. Temporal conjunctions used in the paper include.

- As earlier stated, that those paralinguistic feature mentioned earlier are culture dependent.
- The military takes over the reins of governance and subsequently, puts paid to the absurd socio-political theater of the first republic ( see, pp 26-28).

The conjunctions highlighted above give a sort of inter sentential cohesion to the paper under consideration and this enhances interpretation.

**Sentence Connection in Discourse:** Language users, as well as writers connect their sentences in order to achieve cohesion. Semantic relationship exists between a sentence and a succeeding one in terms of content and message. This implies that successive sentences in a paragraph can be found to be expatiating, explaining, describing repeating or providing alternative that are connected to a joint content. Meanwhile, meaning interpretation is more realistic when successive sentences show some relationship through their vocabulary or register. In the lines below, vocabularies like symbols, icons, emblems, totems, paralinguistic, gestures, communication, hurl, abuses, insults vituperations and so on are used in the discourse to expatiate, explain, repeat or provide alternatives in terms of content and message.

- Symbols, icons, emblems and totems are all markers of paralinguistic communication and they convey meanings as forcefully as spoken language. Every culture presumably has its own repertoire of gesture and emblems for passing remarks on

people and objects. For instance, in some culture there are abuses and vituperations that are accompanied by verbal and non-verbal cues (Faniran P. 27).

## Text Analysis 2

Cohesive Devices in F.A Fabunmi's *The "Nigeria project" and the Indigenous Language of National Integration*. This is a paper that strongly advocates for the development and implementation of our indigenous languages; especially Hausa, Igbo and Yoruba due to its extensive use in Nigeria to be developed to the standard of a national language and be used vis a vis English language as regards functionality. Fabunmi employed various lexical and grammatical devices to put his message across and this account for the paper's textuality.

Lexical Devices used in the text:

Reiteration

(i) Repetition

- The scheme, which the present political dispensation in Nigeria holds as sacred as the soul of the national productivity, is packaged in what is known as the 'Nigeria project.' It aims at achieving even development and guaranteeing mutual understanding amongst Nigerians. However, it is clear that successive governments find the scheme very difficult and unworkable (cf Fabunmi 2005:85)

A close study of the abstract of this paper gives an insight to the topic under consideration. Fabunmi has succeeded in delivering his message through the use of repetition in showing emphasis through out the text. 'The scheme', Nigeria project, national, integration, indigenous language. Ethnologic Data and so on are used throughout the paper to reveal the message of this discourse.

(ii) Superordinate/ Hyponym

The programme aims at achieving national integration; it outlines some natural development plans.

The underlined words have the relation of inclusion with the word 'programme'.

The productive sectors are those which are susceptible to concrete statistical measurement and expression in units such as the Gross National product (GNP), Gross Domestic Product (GDP), Per Capital income (PCI)

The underlined words are parts of the productive sector. They help to give interpretation to the text and thereby achieve textuality.

(iii) Synonym/near synonym

The scheme, which the present political dispensation in Nigeria holds as sacred as the soul of national productivity is packaged in what is known as the 'Nigeria project'

The scheme- Nigeria project

Difficult – Unworkable

Vast majority- people

Indigenous languages – Nigerian languages

Homogenous – one language

The various lexical devices used above in form of synonyms help to expose the theme of the discourse. Fabunmi has connected these words in the text in such a way that textual cohesion is achieved as a result of his careful selection of words.

Collocations

Nigeria project  
Indigenous Languages  
National integration  
Socio-cultural  
Minor languages  
European nations

(iv) Antonyms  
Homogenous-heterogeneous  
Foreign language- indigenous language  
Read-write  
Majority - minority  
English - vernacular ( Fabunmi, 2005: 85-92).

The collocations used in the text do not only give textual cohesion but it help to give insight to the subject matter.

#### Grammatical Devices

The commonly identified grammatical devices in the text are:

Substitution  
Conjunction  
Reference

(a) Nominal Substitution:

- The current one is tagged the ‘Nigeria project’ ‘one’ refers forward to the ‘Nigeria project’.

This is a cataphoric reference because it is referring forward to ‘Nigeria project’. ‘One’ is co-referential to ‘Nigeria project’. The element ‘one’ gives textuality to the surrounding sentential element.

- The reality on the ground, which cannot be denied even by the present government, is that English is not the only language which these ethnic militias boys understand. They conduct their affairs in their indigenous languages; and even rigorously canvass for the adoption of such indigenous languages as the official means of communication nationwide (p. 89)

In this excerpt, ‘they’ is an anaphoric reference. This is because it is referring back to ‘militias boys’

- The Nigeria project. It aims at achieving even development. ‘it’ is an anaphoric reference because it is co-referential with ‘ the Nigeria project’.
- European nations that is linguistically homogenous. They have only one language ‘they’ referring back to European nation.
- It is emotionally impossible for people to voluntarily give up their languages. ‘It’ is referring forward to the idea of giving up their languages.

(b) Verbal Substitution /Verb + object /adverbial substitution

The vast majority of Nigerians do not participate in the productive live of the nation. Only the minority who can read or write the official language do. ‘Do’ replaces ‘participate in’.

(c) Clausal substitution

There are no way the indigenous languages, most especially the three languages for communication at the national level, could get in the way of buying and selling in the business world. This is so...

‘so’ replaces the clause ‘could get in the way of buying and selling’

Referring expressions as used in the excerpts above fulfill a dual purpose of unifying the text and of economy as it saves writers from having to repeat the identity of whom or what they are writing about over and over again and again.

#### Conjunction

Additive: and, or, furthermore, similarly, in addition

and totally jettison the vernaculars

and prosperity of Nigeria

the practicable facts of the matter must be analyzed and correctly dispensed with

in addition, some important national programmes like the National census, General Election, National identity card etc.

moreover, development planning should not be seen as the exclusive field of the social sciences.

Adversative: but, however for the other hand, nevertheless.

However, since the vast majority does not understand the language they speak.

Ultimately, the most important carrier of people’s culture is their language.

But, development plans in Nigeria always regard certain sectors as productive while others are tagged unproductive.

Causal: so, consequently, for this reason, follows from this.

Consequently, any organization like any of these ethnic Militias that mobilize citizens to achieve a common goal is bound to succeed.

In the first place, the belief that the vast number of the Nigerian language does not benefit the nation.

Secondly, the belief that sharing a single language – English, will bring harmony, peace and national integration in Nigeria.

Temporal: then, after that, an hour later, finally, at last

Finally, the paper considers the potentials of Nigeria’s national languages.

No wonder then, that the Nigeria project is doomed right from the take off.

Presently, the country is rapidly witnessing the emergence of ethnic militias.

As pointed out before, since only the political and economic levels of integration are allowed to thrive at the expense of socio-cultural.

Also, inferential conjunctions such as the ‘if’ clause are also used in this paper as they act as linkers.

- If all African nations are, till today, regarded as either underdeveloped or developing in the committee of nations...
- If foreign languages will never guarantee Nigerian’s break true, it is high time she adopted the indigenous languages as complements ( see Fabunmi, 2005:85-92).

The highlighted conjunctions above have helped to relate what is said to what has been said earlier to create textuality.

#### **Sentence Connection in Discourse**

Fabunmi has succeeded in portraying his message across to his readers through the use of the appropriate lexical terms and semantic relationship that relate to the object of discourse. Among these are: the scheme, Nigeria project, the programme, national integration, language,

government, indigenous languages, official language and so on. The use of the appropriate registers and its sense of connectivity have helped to give the discourse a good interpretation.

### **Conclusion**

This study has attempted to explore the various cohesive devices in two ESL academic papers, selected from (PEL). S.A. Faniran's *Paralinguistic Communication, in Chinua Achebe's "A man of the people"* and F.A Fabunmi's, the '*Nigeria Project*' and the *Indigenous languages of National integration*. The analysis of the cohesive devices used in these texts under study revealed that a discourse or text can only be meaningful if various segments are brought together to form a unified whole. Therefore, for a text to be cohesive, it must be held together by some linguistic devices. Halliday (1976) reiterates that the social action, the role structure and the symbolic organization which is referred to as field, tenor and mode, constitute the situation, or context of situation of a text. However, considering Halliday's idea, the various cohesive devices identified in these papers are lexically and grammatically related to the discourse as they provide cohesion, which is the linguistic means through which a text functions as a single unit.

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