

Cohesion and Coherence in Political Newspapers and Discussion Sections of Academic Articles

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Abstract: *The purpose of this study is to explore and explain the occurrence of two types of lexical cohesive devices, i.e. collocation and synonymy evident generally in both academic and news genre, in a comparative approach. The corpus for the analysis comprises 20000 words for each genre and the model for analysis was mainly taken from Halliday and Hasan (1976). The manner and frequency of occurrence of both collocation and synonymy in each genre were investigated and calculated. The results show that in the discussion sections of academic articles, synonymy is the prominent cohesive device which manifests itself within a large number of cohesive chains. Another significant finding is the salient presence of chain leaps across unrelated synonymous and collocational words. The analysis of the news genre demonstrates that collocational bonds are the salient cohesive devices occurring in this genre. The striking presence of chain leaps across unrelated collocational words is another important finding. The frequency and percentage of synonymous words are higher than collocational words in academic articles. In the news genre, the frequency and percentage of collocational words are higher than synonymous words. The study makes some suggested comments on how the discourse of each genre and the discursive forces therein could render the textual realization of cohesion what it is. The findings of this study carry implications for writing instruction awareness and language teaching/learning scenarios in the EFL classroom.*

Keywords: *chain leap, coherence, cohesion, cohesive chain, cohesive devices, collocation, synonymy*

1. INTRODUCTION

Different texts or discourses are classified into different genres. According to Swales (as cited in Berzánovich, 2008), the theory of genre concerns the pragmatic knowledge shared between the members of a discourse community concerning a more or less conventionalized group of communicative events with common communicative aims. This shared knowledge involves established default items in texts of a particular genre and also assumptions about subject matter and stylistic choices. In Halliday and Hassan (1976), it has been stressed that cohesion is sensitive to the diversities of discourse. Though lexical cohesion is present in the cohesive systems of all forms of discourses, the collocation of cohesive types strongly varies for genres. Studies have demonstrated that discourse and text tend to be cohesive to a greater or lesser degree, depending on genre (Bublitz, 2011).

Dividing cohesive devices into two main categories of grammatical and lexical cohesion, Halliday and Hassan (1976) mention that “however luxuriant the grammatical cohesion displayed by any piece of discourse, it will not form a text unless this is matched by cohesive patterning of a lexical kind” (p. 292). They suggest that lexical cohesion, though on the surface of text, is nevertheless related to conceptual structures, and that cohesion is able to signal the relations between these structures. Halliday and Hasan’s (1976) model of lexical cohesion is based on a division of the various lexical cohesive devices into two main categories: reiteration and collocation.

For over three decades now, matters of cohesion and coherence have intrigued researchers of text and discourse. According to Halliday and Hasan (1976), Halliday (1985) and Hasan (1984), the type, number, and degree of utilization of cohesive devices used in the text contribute to the cohesiveness of a text. In spoken and written English discourses, accordingly, individual clauses and utterances are linked semantically by grammatical connections (McCarthy, 1991), which make a text cohesive.

According to Bublitz (2011), connectedness is present in every part of language such as word, phrase, clause, and sentence. But they are different in kind since they are intra-sentential connections which are ruled by phonological and grammatical procedures. The inter-sentential semantic connections which connect current items with preceding or following ones by grammatical and lexical items are the evidence for cohesion.

Hoey (1991) argues that lexical cohesion is the single most important form of cohesion, accounting for something like forty percent of cohesive ties in texts. He continues that various lexical relationships between the different sentences making up a text provide a measure of the cohesiveness of the text. The centrality and importance to the text of any particular sentence within the text will be determined by the number of lexical connections that sentence has to other sentences in the text.

Halliday and Hasan use cohesion to refer to relations of meaning that exist within a text and that define it as a text (Halliday & Hasan 1976:4). The definition is thus a semantic one, and like all the components of the semantic system, cohesion is realized through grammar and vocabulary.

1.1. Cohesive Devices

According to Halliday and Hasan, cohesion can be divided into grammatical and lexical cohesion. Grammatical cohesion includes devices such as reference, substitution, ellipsis and conjunction, while lexical cohesion is divided into reiteration (repetition, synonymy etc.) and collocation (co-occurrence of lexical items).

Synonymy

Synonymy refers to “[...] the fact of two or more words or expressions having the same meaning.” In this case, “[...] lexical cohesion results from the choice of a lexical item that is in some sense synonymous with a preceding one [...]” (Halliday and Hasan, 1976: 331). For example *sound* and *noise* in the following example illustrate synonymous cohesion, with *noise* manifesting the ‘repetition’ type of lexical cohesion too:

He was just wondering which road to take when he was startled by a noise from behind him. It was the noise of trotting horses. He dismounted and led his horse as quickly as he could along the right-hand road. The sound of the cavalry grew rapidly nearer.

Collocation

Halliday and Hasan (1976) say that collocation is achieved through the association created by habitually co-occurring lexical items. The items occur in similar environments because they describe things or happenings that occur in similar situations. For example, when one sees the noun *pipe* in a sentence, it is more probable that the verb *to smoke* will also appear in the sentence.

2. THIS STUDY

2.1. Research Questions

Research Question 1: What are the patterns of lexical cohesion in the discussion sections of applied linguistic academic articles?

Research Question 2: What are the patterns of lexical cohesion in the language of well-established political newspapers?

Research Question 3: What are the differences in the use of lexical cohesion between the two genres?

Research Question 4: What are the implications of these differences for ‘coherence’ in the two genres?

2.2. Method

To reiterate, the aim of this study is to analyze lexical cohesion in samples selected from the genres of academic articles in applied linguistics and political newspapers. Selected samples will be analyzed in terms of the uses of cohesive devices, namely ‘synonymy’ and ‘collocation’. Before conducting this research, we are not aware of the uses of lexical cohesion in these two

genres. Therefore, analyzing the texts produced in these discourses will provide us with a picture of the differences, in type and frequency, of the use of lexical cohesion in their respective genres. Then attempts are made to demonstrate the relevance of the cohesive elements realized in texts to their contributions to the overall meaning of texts. To these ends, a qualitative, exploratory and text-analytic design of research was employed.

The corpus for this study constituted the discussion sections of academic articles in applied linguistics and well-established newspapers. From each genre sample, a 20,000 word limit was the yardstick, with factors like the number of articles playing no part as a result.

The corpus for the news was selected randomly from The Guardian and New York Times websites which were seen to be adequate for the purposes of analysis because they both represented high-ranking, officially and widely recognized outlets in the press world to represent, in turn, the language of the press. The point was to go for the language of the modern press. The corpus for academic research articles was selected randomly from the authoritative journals cited on the internet. These applied linguistic research articles were taken from the following websites:

- <http://applied.oxfordjournals.org/>
- <http://ijla.khu.ac.ir/>

The reason why a strange looking comparison was made between the “discussion” sections of applied linguistics academic articles and political newspapers was that the discussion sections in such articles deal with the more human contribution of thinking and reasoning in such an academic genre and with where the human agent (the author) steps in to provide reasoning, logic and his/her own explanations and calculations on the findings of research and data. This is why the whole of political newspaper is compared with the discussion sections of applied linguistics academic articles to find some generic differences in cohesive textuality between the two genre samples.

3. RESULTS & DISCUSSION

3.1. Sample Analysis of Synonymy and Collocation in the Corpus

The following part maps out some of the results of analysis, as allowed by the scope of this research paper, in the selected corpus for both the academic and the news genre samples, which illuminates the occurrence of cohesive categories in terms of collocation and synonymy in both genres. The symbol (→) shows that there is prospective or retrospective relationship of collocation/synonymy discourse patterning, i.e. the cohesive item or chain points prospectively forward, or retrospectively backwards, in such a way that the following or preceding cohesive chain logically and coherently follows from, or ripples downwards towards, each other, and is discursively substantiated in real-time unfolding text by their retrospective or prospective counterparts, thereby establishing coherence in discourse.

3.1.1. News Article Sample 1

*Ms. Merkel **was informed** of the case on Thursday, her spokesman said, just before she **spoke** to President Obama **by telephone**. But the **White House** described that **conversation** as one that was primarily about Ukraine and the continuing negotiations with Iran over its nuclear program. Neither German nor **American officials** would say on the record whether the **subject** of the arrest came up during the **call**. But another senior United States official, speaking on the condition of **anonymity** because the president's **conversations** were intended to be **private**, said the **issue** did not **come up** on the **call**, which was previously scheduled to **discuss other matters**, and that Mr. Obama **was not aware** of the **case** at the time of the **call**.*

In this paragraph, some of the cohesive terms manifest themselves in three different chains. Occurrence of collocational terms is more salient than synonymous ones. The chains are as follows:

Collocation

1. *Was informed – spoke – by telephone*→
2. *Telephone – conversation*→
3. *Call – telephone*→

4. *White House – American officials*
5. *Aware – be informed*
6. *Discuss – other matters→*
7. *Issue – come up*

Synonymy

1. *Subject – issue – matters – case*
2. *Anonymity – private*

3.1.2. News Article Sample 2

The testimony on Thursday lastedlate into the evening, delayed in part by an extraordinary meeting between the inquirypanel and the controlcommission that oversees Germany's intelligenceservices. The lawmakers were said to have been informed of the arrest of the accusedspy at that meeting; attendees at such sessions are sworn tosecrecy.

In this paragraph, there exist eight cohesive chains of collocationally related words and only two synonymous chains. The chains are as follows:

Collocation

1. *Lasted – late into*
2. *Inquiry – panel→*
3. *Control – commission→*
4. *Intelligence – services*
5. *Meeting – attendees→*
6. *Arrest of – the accused spy→*
7. *Intelligence – spy→*
8. *Spy – sworn to secrecy*

Synonymy

1. *Late – delayed→*
2. *Meeting – session*

3.1.3. News Article Sample 3

On the surface, these would appear to be heady days for the Kurds, who seem closer than ever to attaining their centuries-old dream of statehood. With Iraq's Shiite-dominatedgovernment reeling after an assault by Islamicmilitants, the autonomous Kurdish region has seizedcontrol of the oil-rich city of Kirkuk and has begun preparations for a referendum on independence.

Here again, we have cohesive chains of conceptually related lexical items in collocation and synonymy, the former seen to be at play more dominantly than the latter, although the two seem to work in tandem and in leaps that jump over each other.

Collocation

1. *Shiite – Islamic*
2. *Centuries-old – dream of – statehood*
3. *Assault – militant*
4. *Seize – control*
5. *Shiite-dominated – Government→*
6. *Reeling after – an assault*
7. *Referendum on – independence*

Synonymy

1. *Appear-seem*
2. *Autonomous-independence*
3. *Heady days-dream→*
4. *Region-statehood*

3.1.4. News Article Sample 4

But many of the **nonprofit groups** say that even notifying an insurer of their **objections** through the **opt-out** form would make them **complicit** in a **moral wrong**. Some consider all **contraception** to be wrong; others object only to devices and **drugs** like the so-called **morning-after pill** that they believe may cause **abortions**. One such objector was Wheaton **College**, a Christian liberal arts **school** in Illinois, and the Supreme Court **granted** it a **temporary exemption** in **the ruling** on Thursday.

The dominant cohesive device used in the forgone paragraph is allotted to collocation which is realized in different chains as follows. Note that cohesion, like any other system of language, is a semantic network of choices (to use a systemic-functional outlook) realized in the lexicogrammar in the form of lexical or grammatical cohesion, which are categorized and visible in terms of their various kinds and occur in various conceptual leaps. These leaps illustrate the fact that text, as argued by linguists and researchers in the past, is driven by forces of coherence tied into the expected conceptual flow of meaning if the text is supposed to fit into the category of a 'textured' text, such that there is logical coherence binding together the building blocks of these conceptual meanings in a sort of cognitively appealing and comprehensible unfolding of the text in actual processing by the reader.

Collocation

1. Nonprofit – groups
2. Objection – opt-out – form
3. Complicit – in a moral wrong→
4. Morning – after pill – contraception→
5. Morning – after pill – abortion→
6. Drugs – pill
7. Grant – an exemption→
8. Temporary – exemption→
9. Exemption – in the ruling

Synonymy

1. College – school
2. Drug – pill

3.1.5. News Article Sample 5

The report has been **issued** just as Congress is **considering changes** in the **laws governing N.S.A. activities**. But the **legislation** which has **passed** the **House** and is under consideration by the **Senate**, deals largely with the call-records program, which the board and President Obama said in January must be changed. That program involved the agency's **retention** of billions of **records** for all **phone calls** made from or to the United States; under the legislation, **telecommunications** companies would **retain those records**, and the N.S.A. would have access under court orders.

Collocational and synonymous words constitute the cohesive bonds in this paragraph. Occurrence of collocational terms is more salient than synonymous words. The marked chains signal the arrival of coherence, with, for example, *the House* evoking *the passing, legislation* and *senate* frames of conceptual reference. The chains are presented here:

Collocation

1. The report – issued
2. Consider – changes
3. Changes – in the laws→
4. Governing – NSA activities
5. Legislation – passed – House – senate→
6. Retention – of records
7. Record of – phone call – telecommunications
8. Court – orders

Synonymy

1. Law-legislation

3.2. Analysis of the Genre of Academic Articles

3.2.1. Research Article Sample 1

Going successfully through different stages of foreign/second language learning and gradually becoming competentbilinguals brings about some degrees of biculturalism that will have its due effect on the personal identity of language learners. Norton's (1995) "Investment Hypothesis" asserts that L2 learners who invest in the reconstruction of their identity by means of learning a new language will have an impetus, even stronger and more efficient than integrated or intrinsicmotivations, to master the language. Furthermore, the languagemastered in this fashion by investors will be a perfect one with all its due sociopragmatic and cultural features. Therefore, as EFL students who have invested in their L2 learning further their academic careers, their personality also develops alongside and consequentlygraduate EFL students, as the resultof the analyzeddata indicated, gained a higher multicultural personality development.

The synonymous and collocational cohesive chains in this paragraph both occur, but here it is synonymy that outnumbers collocation:

Collocation

1. Student-graduate-academic
2. Analyzed-data
3. Master – language→
4. Personality – develops→
5. Gain – development→
6. Further – their careers

Synonymy

1. Successful – competent→
2. Stronger – efficient→
3. Efficient – perfect – higher→
4. Develop – further – gain→
5. Personal identity – personality
6. Integrated – intrinsic→
7. Impetus – motivation
8. Learn – master→
9. Learning – becoming competent→
10. Develop – further→
11. Consequently – the result of

3.2.2. Research Article Sample 2

The fluent L2 speakers' use of approximation strategy allowed them to omit or substitute specificspecifications of the lexical chunk and to use another lexical item that had the same semanticfeatures as the intended lexical item. Even sometimes, the fluent participants deleted many facets of the preverbal chunk so that they could only use a broad specification; that is, they used an all-purpose word or a general lexical item (e.g., *thing* and *what-do-you-call-it*) instead of their intended lexical item. In general, when the fluent L2 speakers made use of approximation and all-purpose-words PSMs, they used substitution strategy and modified or removed one or more conceptual specifications set in the preverbal message to compensate their insufficient knowledge of lexical items. The fluent L2 speakers, besides reforming the conceptual specifications of the lemma, also utilized L1 or L2 morphological and phonological encoding processes that led to the substitution plus strategy (Poullisse, 1993). The fluent L2 participants particularly benefited from the literal translation subcategory of the substitution plus strategy

group (Dörnyei&Kormos, 1998) and unconsciously transferred a lexical item or a compound word from their L1 so that their speech seemed more automatic. The fluent L2 speakers' adeptness at using these strategies made their speech more fluent and natural and helped them to bridge the communication gaps.

In this paragraph, the cohesive relations are manifested in terms of synonymy more prominently. Again the existence of chain leaps in this paragraph is very prominent, manifesting themselves across both synonymous and collocation boundaries. The related synonymous words are separated from other unrelated synonymous words by means of chain leaps. The chains are presented here:

Collocation

1. *Fluent – speaker*→
2. *Insufficient – knowledge*
3. *Semantic – lexical item*
4. *Bridge – gap*

Synonymy

1. *Omit – delete – remove*
2. *Specifications – features – facets*
3. *Lexical item – word*→
4. *Use – utilize*
5. *General – broad*
6. *Modifying – reform*
7. *Made use of – benefited*→
8. *Unconsciously – automatic*
9. *Fluent – natural*→
10. *Fluent – adeptness*

3.2.3. Research Article Sample 3

Regarding the existence of bias due to rater-examinee interaction, the bias analysis provides information about how well the performance of each individual rater matches the expected values predicted by the model generated in the analysis (Sudweeks, Reeve, & Bradshaw, 2005). As the results show (Tables 5 & 6), rater bias has resulted from two kinds of interaction. The first is the interaction between raters and examinees. As Table 5 indicates, the interaction between some given raters and examinees has caused 24 cases of bias (out of 192) among which 13 cases show that the given examinee has been scored harsher than expected by the model while other 11 ones indicate that the given examinee has been scored more leniently. Meanwhile, most of these bias cases deal with the examinees of extreme high or low ability (18 cases). Furthermore, raters 1 (7 cases) and 2 (9 cases) are the most inconsistent raters, while the most consistent ones are raters 3 (1 case) and 5 (1 case). This finding is in accordance with what Kondo-Brown (2002) concluded in assessing U.S. university students' Japanese L2 compositions. The fact that rater-candidate bias interaction was much higher for candidates of extreme high or low ability might be to some extent the result of raters' expectations or attitudes concerning these groups of learners. That is, raters might expect high performance of candidates of higher ability, and therefore, they might rate their essays more severely while they might ignore the errors of the candidates of lower ability in order to encourage their performance. However, the results of this study show that rater-examinee interactions are observed specially for raters 1 and 2 and this indicates the need for rater training and awareness with regard to bias-related factors.

This paragraph discloses the presence of cohesive chains a large number of which is allocated to synonymy. Again the presence of chain leaps is salient in this paragraph:

Collocation

1. *Rater – examinee*

2. Provide – information→
3. Analysis-information
4. Encourage – performance

Synonymy

1. Result – finding→
2. Due to – result from
3. Indicate – show
4. Score – assessing-rate
5. Harsher – severely
6. Students – learners→
7. Examinee – candidate→
8. Compositions – essays
9. Regarding – concerning – with regard to

3.2.4. Research Article Sample 4

Another interesting **result** obtained from the bias of the OSF **scores** is related to the pattern **emerged** for the bias along the θ continuum. Bias values **decreased** in magnitude as θ **estimates increased**. In comparison to the CT, OSF **showed** the biggest gap in **measurement** at the low score range ($\theta < -1$); but, while approaching the positive end of the continuum, OSF **showed** the least biased scores. In loose terms, the difference between the scores obtained from the CT and OSF was the biggest for the **examinees** in the **lower** end of the θ scale ($\theta < -1$); the difference then decreased for those in the **middle** of the scale ($-1 < \theta < 1$) and reached its lowest value for those in the **higher** end of the scale ($\theta > 1$). Remember that the extent to which the scores of the two **tests** are similar **indicates** how well the OSF functions in estimating the **examinees' scores**. **The pattern** emerged for the bias in the present study runs somehow counter to those of Hol et al., (2007) and Wang (2009) who found that a short form like OSF performs better for midrange scores in terms of the score bias as they observed that the difference between the short test and the conventional test was the least for the examinees in the middle of the scale rather than in the higher end of the scale. The difference in **theresults** may in part be explained by the quality of the items used in the present study where the total item information curves had a quite peaked information function at the positive part of the scale. That is, the exams from which the items were drawn had the most informative items for those in the middle to higher end of the scale and few items providing high information for **test takers** with low ability were available. Then, the influence of item characteristics on the short forms' scores **became apparent** in the pattern of bias of θ estimates where the bias became increasingly lower towards the positive end of the θ continuum, closely **resembling** TIF curves. If we had had more informative items for the low-ability examinees, probably the scores of these examinees on the OSF would have been more **similar to** those of the CT and consequently the bias values would have been lower. These findings **draw attention** to the **critical effect** of the item characteristics on the results of a test, **repeatedly** echoed by many studies (e.g. Cella, Gershon, Lai, & Choi, 2007; Choi et al., 2010; Hol et al., 2007). The other potential source of such bias pattern is related to the phenomenon of guessing. Previously, we discussed that due to the short length of the **test**, probably most of the **examinees** read and **answered** the OSF **questions** with more care and attention which, in turn, **reduced** the rate of guessing in the answers. On the other hand, due to the long length of the CT, some examinees might have lost their interest, read the questions with less care and were encouraged to **guess** the **answers**. Such examinees were **logically** more among low-ability examinees rather than high-ability examinees. As such, it would be then quite **reasonable** to expect the difference between the OSF scores and the CT **scores** to **decrease** in magnitude as θ estimates increased and approached the positive end of the continuum. It remains to note that the **findings** of this part must be considered in the context of the sample size limitation. Remember that for this part, we divided the sample ($n = 253$) into three levels. The sample size of **different**

ability levels was **unequal**; particularly, the examinees of low ability level (n=9) were considerably fewer than those of the intermediate level (n=128) or high ability level (n=116). It is possible that the **results** of the negative end of the continuum might have differed if the **tests** had been **administered** to more low ability examinees. Thus, **replication** of this study with larger sample size at all ranges of ability would help to have a better understanding of the results.

This paragraph demonstrates a number of cohesive chains in terms of synonymy and collocation but mostly synonymy. By noticing the leaps we can understand how the text exploits the distance between cohesive pairs and members in the language and increase the meaning potential of the propositional contents used, achieving ‘textuality’ in discourse not just at the sentential/clausal level but going beyond it into the stratum of semantics and discourse as well.

Collocation

- 1. Test-examinee-score→
- 2. Question – answer – test
- 3. Draw – attention
- 4. Guess – answers→
- 5. Administer – tests

Synonymy

- 1. Emerged – became apparent→
- 2. Show – indicate→
- 3. Findings – results
- 4. Estimate – measurement
- 5. Reduce – decrease
- 6. Logically – reasonable
- 7. Different – unequal→
- 8. Resemble – similar to
- 9. Repeatedly – replication
- 10. Examinees –test takers

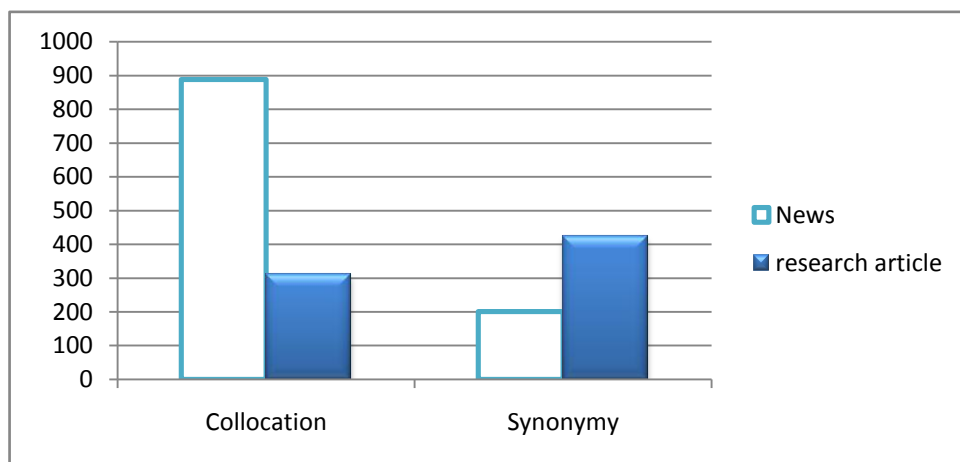


Fig4.1. the Total Comparative Frequencies of Collocation and Synonymy in corpus

Figure 4.1 demonstrates the comparative frequencies of collocation and synonymy in the discussion sections of academic articles and political newspapers within the equal rough 20000 word limit for samples of both genres. As the figure shows, as studied and observed in this study, collocation in the news genre evidences the frequency of more than 850, while in the research article genre, the frequency of this cohesive device is seen to be less than 350. The frequency of synonymy in the research article genre amounts to above 400, while in the news genre, synonymy points to a frequency of almost 200. The figure reveals the salient presence of collocation in the news genre and the prominent role of synonymy in the research article genre.

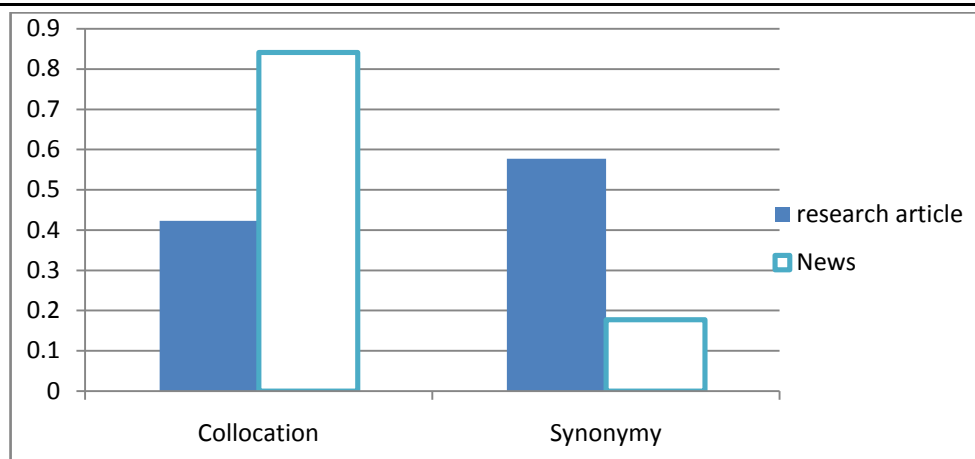


Fig4.2. *the Total Comparative Percentage of Collocation and Synonymy in the corpus*

Figure 4.2 maps out the total comparative percentage of collocation and synonymy in the discussion sections of academic research articles and news genre. As the figure shows, while the total percentage of the collocational terms in the sample of academic articles is less than 45%, the amount rises to more than 80 % in the news genre. Regarding synonymy, while the total percentage of this cohesive device in the sample of academic articles is more than 55 %, it is less than 20 % in the news genre. The total comparative percentage of collocation and synonymy in academic articles and news genre signifies the salient presence of collocation in the news genre and the prominent position of synonymy in academic articles, at least as represented by the sample of the two genres analyzed here.

4. CONCLUSION

This study lent support to a systemic-functional perspective on cohesion. Such an outlook views cohesion to be a ‘system’ like many other systems of language. The system of cohesion would then be interpreted as a semantic network of choices realized in the lexicogrammar in lexical or grammatical guises which are categorized and visible in terms of their various kinds and occur in various conceptual leaps. These leaps illustrate the fact that text, as argued by linguists and researchers, is driven by forces of coherence tied into the expected conceptual flow of meaning in the cognitive makeup of the native speaker’s mind, if the text is supposed to fit into the category of a ‘textured’ text, such that there is logical coherence binding together the building blocks of these conceptual meanings in a sort of cognitively appealing and comprehensible unfolding of the text in actual processing by the reader.

In this study, our first and second questions concerned the patterns of lexical cohesion in the discussion sections of Applied Linguistics academic articles and well-established political newspapers. The samples of the genres were analyzed in terms of two devices of lexical cohesion (collocation and synonymy). The analysis of the selected corpus from the English academic article genre shows that most of the cohesive chains in this genre belong to the lexical cohesive type of synonymy. In other words, ‘synonymy’ which is the modified form of repetition is the most prominent cohesive device applied in this genre. The occurrence of collocational items was also prominent in this genre, but less than synonymy. The chain leaps are also strikingly present across both synonymous and collocational chains.

The analysis of the news articles reveals that most of the cohesive chains in this genre include the collocational type of lexical cohesion, while the synonymous terms occur in a small number of chains. Chain leaps are also existent across synonymous and collocation chains.

Another important finding is the role of cohesive items and chains in creating coherence in this genre. The cohesive items or chains direct prospectively forward, or retrospectively backwards, in such a way that succeeding or preceding cohesive chain logically and coherently runs from or ripples downwards, toward each other and it is discursively established. Their retrospective or prospective counterparts unfold text in real time and thereby establish coherence.

One can offer discourse analytic explanations for these patterns. Their purpose being the development of a coherent text in order to make it possible for their readers to attain optimal

comprehension, academic articles utilize lexical cohesion which serves to deliver this function, among others. Since academic texts are about persuasion involving making choices to argue in ways which fit the community's assumptions, methods, and knowledge (Hyland, 2009), disciplines such as sociology, psychology, and linguistics give more attention to explicit interpretation than other fields.

On the other hand, the news genre and media, have the aim of pursuing and securing a different sort of reader persuasion, one that seeks to leave a certain ideological and political worldview and imprint on the readers' minds resorting to implicit, crafty and sometimes cunning ways. Exploring cohesive devices in this genre and the organization of the two types of cohesion reveals the fact that collocation receives greater force and emphasis, with synonymy taking up second position of prominence.

Our fourth question concerned the implications of these differences for 'coherence' in the two genres. The difference between the cohesive chains in synonymy and collocation in the study samples of the news and academic articles points to the differential generic makeup and composition of these two genres. This means that the conventions governing the textual instances in the genre of the news derive a bigger part of their cohesive textuality from the collocational category of lexical cohesion than from the synonymous one. In other words, the cohesive chains and chain leaps occurring in the text types of this genre favour collocation over synonymy for maintaining cohesion and thereby achieving cohesion and coherence. This has implications for the paradigm of TEFL that views the teaching of genre and generic conventions as an important cornerstone of the syllabus and the teacher's repertoire. On the other hand, this understanding of cohesion would similarly bear certain insights into the language of academic articles as well, in that, lexical cohesion in the language of academic articles is shown to carry forward synonymy more prominently than collocation to construct and maintain its cohesive textuality.

On a final note, this study might have implications for researchers and teachers of English for specific purposes (ESP), English for academic purposes (EAP), applied linguistics, etc. Genre-based pedagogy is a long and strongly-believed-in tradition now – with roots in the Sydney school, London School, Prague School and ESP, among many others – which argues in strong terms for the incorporation of genre teaching in all dimensions of teaching English as a foreign or second language. This recognition has gone so far as to consider it a given that students require explicit instruction in different established genres in order to succeed in the different stages of their career. More specifically, English language learners' awareness of lexical cohesion will improve the quality of their reading and writing. Awareness of lexical cohesion in texts can help the reader identify the necessary linkage provided by the producer of the text, and arrive at an interpretation.

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