UNIVERSITY OF EDUCATION, WINNEBA

THE USE OF COHESIVE DEVICES IN POLITICAL

DISCOURSE IN THE 2016 STATE-OF-THE-NATION'S

ADDRESS IN GHANA

FAUSTINA AHWIRENG

JULY 2017

UNIVERSITY OF EDUCATION, WINNEBA

THE USE OF COHESIVE DEVICES IN POLITICAL DISCOURSE IN

THE 2016 STATE-OF-THE-NATION'S ADDRESS IN GHANA

AHWIRENG, FAUSTINA

(8150060007)

A THESIS IN THE DEPARTMENT OF ENGLISH EDUCATION, FACULTY OF FOREIGN LANGUAGES AND COMMUNICATION, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE MASTER OF PHILOSOPHY OF ENGLISH DEGREE

JULY, 2017

DECLARATION

STUDENT'S DECLARATION

I, AHWIRENG, FAUSTINA, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: …………………………………….

DATE: …………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. CHARLES EWU-EWIE

SIGNATURE: …………………………………………………………

DATE: …………………………………………………………..

i

ACKNOWLEDGEMENTS

I am most grateful to my maker for seeing me through the vicissitudes of life up to this level of my education. I am also indebted to my supervisor Dr. Charles Owu-Ewie and Dr, Amma Abrafie Adjei for their guidance and contributions which enabled me to complete this work on time.

To all those whose contribution made this study a success, God bless you mightily.

DEDICATION

I dedicate this work to my caring father Mr. Emmanuel Ahwireng and all my children.

TABLE OF CONTENT

ABSTRACT

The study examined how cohesive devices have been used by President John Mahama to present the message in his State-of-the-Nation Address in 2016. The main focus of the study was the analysis of cohesive devices and their communicative implications in the address. Halliday and Hasan's cohesion theory (1976) was applied as a theoretical framework to analyse the use of both grammatical and lexical cohesive devices in the address. The study discovered inter alia the use of grammatical cohesive devices such as reference, substitution, ellipsis and conjunction as well as lexical cohesive devices such as reiteration (repetition, synonymy, among others) and collocation. Grammatical cohesive devices such as reference and substitution are dominantly used to avoid unnecessary repetition in order to relieve his audience of boredom so that their interest will be sustained to enable them to pay attention to the address. Lexical cohesive devices such as repetition and synonymy among others are preponderantly used to emphasise the achievements of his government and the plans he hopes to carry out in the years ahead and to create simple variants for complex words so as to break down the meaning of words in the address respectively. The study affirms and concludes that the use of cohesive devices helps users of language especially politicians to convince and sway their audience to their side on various issues, subjects, or particular demands by using well-articulated and tightly knit speeches (Qudah, 2016, p. 1). The study recommends among others that the study of cohesion should be made an integral part of the English Language syllabi for teaching and learning for all levels of education.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the general contextual view of the study. The chapter discusses the background of the study, the statement of the research problem, the purpose of the study, the research questions and the organisation of the study. The chapter further presents the significance, limitation, delimitation of the study and ends with a synopsis of the content of the chapter.

1.1 Background to the Study

The analysis of political speeches has aroused a profound interest among linguists in recent years. Analysis of political speeches reveals the crucial role of communication in the process of governance. It would have been difficult if not impossible, for political leaders to govern their people without receiving information or giving information. Language serves as the bedrock of every communication because it houses the intended messages encoded in various forms of communication. Linguistic strategies are used to perform numerous functions. In order to understand these functions, linguists often analyse what speakers intend to convey through the linguistic forms they use. This is carried out by looking at the accurate representation of the forms and structures used in a speaker's language. In linguistic research, the meanings in the linguistic forms are conveyed by first identifying and carefully subjecting each linguistic item to interpretation within a given context to enable the linguist to better understand the intention of the speaker.

Politics is an important fabric in society which employs language for its practice. Language is primarily used in politics to make communication possible. Taiwo (2009, p. 192) describes

1

"politics as the struggle for and control of resources, values, norms, behavior of a social group". Language serves as a powerful tool which helps in the attainment of political power. The practice of politics is mainly anchored on speeches delivered by seekers of political power and directed at their supporters and society as a whole. These speeches which form a major component of politics are composed based on the selection of linguistic items at various levels of language to suit the context of the speech delivery. Language serves as a crucial political weapon because it functions as one of the main ways through which political power can be attained. According to Opeibi (2009), political actors achieve their goals in their speeches through the avenues created by the faculties of language. Language therefore becomes a tool for achieving political success.

The study of the use of cohesive devices in political discourse has become an important aspect of linguistic research because it helps to identify how political speakers compose their messages to achieve the intended meaning they hope to transmit to their listeners. The use of cohesive devices in political speeches may vary from one speaker to the other since there exist idiosyncrasies in the use of the various linguistic items. The increasing studies on cohesion in political discourse have been an effective tool to help unearth various ways in which politicians use cohesive devices to build their speeches. These studies such as (Adesanmi, 2010; Prados and Penuelas, 2012; Enyi and Chitulu, 2015; Aghdam and Hadidi, 2015; Al-Majali, 2015; Qudah, 2016; Akoto, 2016) have looked at speeches of mostly presidents of countries such as Barack Obama of the united states of America, Tunisian president, Zain Al-Abedeen Bin Ali; the Egyptian president, Hosni Mubarak, the Libyan president, Muammer Al-Gaddafi, president Kufour of Ghana. Out of the varied genres of political discourse, the available literature dominantly researched into inaugural presidential speeches thereby giving little attention to the other genres of presidential political speeches. This research is therefore of benefit as it would

help unravel the use of cohesive devices in other genres of political speeches such as the state of the nation addresses.

1.2 Statement of the Problem

It is worth noting that some studies have investigated the use of cohesive devices in presidential inaugural speeches such as (Adesanmi, 2010; Prados and Penuelas, 2012; Enyi and Chitulu, 2015; Aghdam and Hadidi 2015; Al-Majali, 2015; Qudah, 2016; Akoto, 2016). Other studies such as Adjei, Ewusi-Mensah & Okoh (2015) and Dadugblor (2016) also looked at the major process types in the 2009 state-of-the-nation address in Ghana and the analysis of clusivity in the State-of-the-Nation Addresses in Ghana and The United States respectively. The SONA is one of the most important genres of political speeches dear to the hearts of people because it directly affects peoples' livelihood. Citizens show interest to hear or read about issues presented in state-of-the-nation addresses to be abreast of the past, present and future plans of the government. Adjei, Ewusi-Mensah & Okoh (2015) in their study establish that the SONA since 2001 has become an integral part of Ghana's democratic system, yet it has not received much attention in terms of research. If the SONA is very dear to the hearts of Ghanaians, then studying the use of linguistic items such as cohesive devices in the construction of the SONA should also be important as well.

The most related study to the current study is a study carried out by Akoto (2016) who employs a descriptive qualitative approach to analyse lexical cohesive devices in inaugural speeches of President Kufuor and Mills using Enkvist (1973) checklist for lexical cohesive categories as framework. The present study differs from Akoto's work since it analyses the use of both lexical and grammatical cohesive devices in the State-of-the-Nation Address delivered by John Mahama in 2016 using Halliday and Hassan's (1976) cohesion theory.

3

This research thus takes a linguistic approach to studying the use of cohesive devices in State-of-the-Nation Addresses; it examines the function of cohesive devices in State-of-the-Nation Addresses and not just lexical but also grammatical cohesive devices. In this case, examining the function of cohesive devices will help identify the meanings these devices convey. Following Halliday and Hassan's (1976) cohesion theory, the study takes a functional perspective towards language and primarily assumes that the language of a text reflects the functions the text performs.

1.3 Objectives of the Study

1. Identify the grammatical and lexical cohesive devices that are used in the 2016 State of the Nation's Address.

2. Examine the communicative implications encoded in the cohesive devices used.

1.4 Research Questions

The study therefore seeks to answer these two questions.

1. What grammatical and lexical cohesive devices are used in the state of the nation address?

2. How does cohesion contribute to the major themes captured in the SONA?

1.5 Significance of the Study

Political speeches have received ample attention in terms of linguistic research whereas the analysis of the use of cohesive devices in the State of the Nation's Addresses has seemingly

not received any attention premised on the current literature on political speeches. This study therefore seeks to analyse the use of cohesive devices in the 2016 state of the nation address.

The study when completed will add to literature on the use of grammatical and lexical cohesive devices in political speeches in general and State of the Nation's Addresses specifically. The findings of the study will help both speakers and listeners to know the corresponding significance attached to the use of cohesive devices in discourse in general and political speeches in particular.

Moreover, the findings of the study will have theoretical significance on the theory of cohesion. It will extend the application of the Halliday and Hasan's (1976) cohesion theory from other presidential speeches to the State of the Nation's Addresses in Ghana and the world at large.

The study when completed will be a good reference material for researchers who wish to carry out studies on the use of cohesive devices in political speeches. This will help future studies extend the use of this framework to study unstudied presidential speeches such as Independence Day speeches, New Year messages and other presidential speeches which have not been given attention regarding the analysis of the use of cohesive devices.

Finally, the study when completed will be of immense benefit to speech writers in general and presidential speech writers in particular regarding the effect carried by the use of cohesive devices in speeches. This will help presidential speech writers employ cohesive devices in ways that will help carry the messages contained in these speeches to their intended audience.

1.6 Delimitations of the Study

The scope of the current study covers the use of both grammatical and lexical cohesive in the 2016 state of nation address. The study is further delimited in that, it only uses Halliday and Hasan's (1976) cohesion theory as its framework but excludes other theories of cohesion by other proponents. The data for this study is limited only to the 2016 State-of-the Nation's Address by John Dramani Mahama.

1.7 Limitations of the study

Many challenges were encountered during the study. Notable amongst the limitations was the difficulty encountered in getting the authentic and the full text of the 2016 state-of- the-nation's address. All efforts to retrieve the document from the internet proved futile. The researcher therefore had to go through all the protocols at the outfit of Ministry of Information and Communication to officially request for a copy of the document.

1.8 Organization of the Study

The study is divided into five chapters. Chapter one begins with a general background leading to the statement of the problem of the study. It is followed by the purpose of the study, objectives of the study, research questions, significance of the study, scope and limitations of the study, organization of the study and then the summary of the chapter. Chapter two is dedicated to the review of literature. It examines existing works on the theoretical framework so as to provide a basis for the study. Thematic review on political discourse and cohesion as well as other studies on cohesion are also carried out. The cohesion theory is further discussed in detail with the aid of tables to illustrate the various types of cohesion. Chapter three discusses the

methodology used for the study. This includes a brief introduction, research approach, research design, data collection instrument, population, sampling procedure, treatment of data and ends with a chapter summary. Chapter four analyses and discusses the 2016 state-of-the-nation address to examine how the types of cohesive devices are used and their respective significance. Chapter five presents the summary of findings, conclusions and recommendations.

1.9 Summary of Chapter

This opening chapter provides a holistic context for the study. It explicates the background of the study, the statement of the research problem, the purpose of the study, the research questions, and the objectives of the study. The chapter also presents the significance, delimitation and limitation of the study, organisation of the study and concludes with a summary. The next chapter reviews related empirical literature and thematic literature on cohesive devices and discusses in detail the theoretical framework and its application to the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter conducts a review of related literature on the topic of the study. The chapter also discusses the theoretical framework which underpins the study, which consists of the cohesion theory and other relevant concepts that are related to the study. The chapter finally reviews other studies that have applied the cohesion framework in analysing other forms of discourse, especially political discourses.

Every communicative event is made up of speaker(s) and hearer(s), as it is not possible for one to do the speaking and listening at the same time on any occasion. For this reason, there is the need for every community to have a leader, and leaders most often than not, communicate with their subjects through speeches which employ the use of language. Language therefore becomes an obligatory facet of every form of human communication. Language serves as the bridge that connects people to their leaders in order for the leaders to communicate their thoughts to them.

2.1. Political Discourse and Cohesion

Language in discourses in general and political discourse in particular plays a pivotal role in communication across cultures which cannot be downplayed. The study of political discourse has been a fertile field of research from time immemorial because the study of political discourse is as ancient as politics itself (Anderson, 2014). The crucial role played by language in political discourse is premised on the fact that political language is basically used as a powerful tool in winning the support, as well as the consent of both the public and national lawmakers. For this

8

reason, everywhere in the world, political discourse, especially speeches given by Presidents, Governors, and Prime Ministers, are aimed at achieving a predetermined goal. "Achieving the goal of analysis of political discourse entails politicians pushing across the entire and exact meaning of their message to their target audience" (Enyi and Chitulu, 2015, p. 77).

Cohesion is thus one of the text properties that contribute to the organization of political discourse. Basically, cohesion reflects the idea that "a coherent text has certain words and expressions in it which link the sentences together…They are like the glue which holds different parts of a text together" (Salkie, 1995, p. 65). Cohesion in political discourse helps in the logical arrangements of ideas to aid comprehension. Schiffrin et.al (2001) defines cohesion as "the set of resources for constructing relations in discourse which transcend grammatical structure" (p.35).

Cohesion therefore unifies various parts of texts. Qudah (2016) foregrounds the importance of cohesion in political discourse when he says that the semantic unity in political speeches hinges upon the extent to which the speaker is capable of hanging together his ideas, sentences and utterances by dint of the so-called text forming devices, formal links or more widely used cohesive devices. These devices refer to the grammatical and lexical ties in discourse that join utterances and sentences together in such a way that there would be a semantic unity which flows throughout the text and makes it an overall meaningful whole (Halliday and Hassan, 1976). Halliday and Hassan (1976) are widely known for their great work in cohesion which has served and is still serving a multiple of purposes in linguistic studies especially in academic writing and political discourse. Cohesive devices enable the writers or speakers in general, and politicians in particular, to establish relationships across sentence or utterance boundaries which ultimately help to tie the sentences together in order to appeal to their audience.

2.1.1 Political Discourse

Communication is the cement that holds friendships, families, communities, societies and government together (Ahmed, 2012). Discourse in linguistic studies is synonymously used to also mean speeches. Discourse or speeches generally could be social, religious, academic or political in nature. Political discourse forms one of the aspects of discourse which deal with speeches and other writings authored by politicians. In simple terms, political discourse can be defined as any form of discourse which is politically motivated. Ewusi-Mensah (2015, p. 4) says that "political discourse analysis is a field of discourse analysis which focuses on discourse in political forums - debates, speeches, and hearing- as the phenomenon of interest".

They include policy papers, ministerial speeches, presidential speeches at international organisations, government press releases, press conferences, parliamentary discourse, party manifestoes, pre and post electoral speeches. The State-of-the-Nation's Address forms an integral part of political speeches and can be specifically classified under post electoral speeches since it is usually delivered by presidents and not presidential aspirants.

2.1.2. Presidential Speeches

Presidential speeches form part of the political state of affairs of every nation. They reflect the philosophy, values, and beliefs of a particular party, organisation, community and society. This implies that presidents deliver speeches not in their personal capacity but on the ticket of their respective parties and governments. Therefore the speeches of presidents are not considered as their personal thoughts but the thoughts of the party or government they represent.

Balogun (2015) says that making or giving speeches is one of the fundamental duties of a president since these speeches are one way they reach out to those they rule. Presidential

10

speeches are very important because presidents are considered the most qualified representatives of their countries, whose words therefore bear a semantic load of their nations' ethos and soul.(Adetunji, 2006). Presidents are used as channels to present the ideas of their parties or governments.

Presidential speeches therefore serve as a political linguistic museum for various countries. They involve inaugural speeches, acceptance speeches, campaign speeches, State-of-the-Nation addresses and even addresses to party congress as well as speeches on other special occasions such as the independence day of any given country. One very important aspect of presidential speeches which is not given much attention in linguistic research is the State of the Nation's Address, although it is of great concern to citizens because it presents the annual condition of the state.

2.1.3 The State of the Nation's Address

"The State of the Nation's Address traces its roots from the late 1938 where Governor-Generals and monarchs gave a speech from the throne". (Ewusi-Mensah, 2015, p. 4). The State-of-the-Nation Address was identified with certain monarchies where the monarch presented a prepared sacrosanct and codified speech indicating his plans and policies for the year. It was used to mark the opening of a new session of parliament.

Many countries which do not practise the monarchical system have adopted the delivery of the State-of-the-Nation Address and with different names in different countries. For instance, it is called State of the Union Address in the United States of America. In the United States of America, the President presents the State of the Union Address jointly with the session of the United States Congress annually. The address serves as a medium which allows the president to

11

present the condition of the nation and his legislative agenda. The address is a constitutional obligation requiring the President to periodically give the Congress information on the "state of the Union" and recommend any measures that he believes are necessary and expedient. (Ewusi-Mensah, 2015).

The address was ideally meant to be between the President and Congress but through the advancement of technology which has made presidential speeches universally accessible it has now become a direct communication between the President and the citizens. Since the United States of America is the world's trade centre and is always busy especially during the day, it was considered expedient to present the State of the Union Address during the evening so that it can reach masses in their homes at a time where they are not occupied with much work.

In the United Kingdom, the State-of-the-Nation Address is called the Queen's speech because it is written by the Prime Minister and Cabinet members, and reflects the legislative agenda for which the government seeks the agreement of both Houses of Parliament under the authority of the Queen.

In countries like Russia, South Africa, India, Singapore, Malta and Ghana, the SONA refers to an address presented by the president to parliament on the state of various pivotal facets of the economy. The address is presented annually to cover aspects of the economy such as economic, health, education, and agriculture.

In Ghana, the State-of-the-Nation Address forms part of one of the key presidential speeches that citizens are always itching to hear in order to know if their needs are captured in the nation's agenda. Interestingly, the address was adopted in Ghana under the administration of the second President of the fourth Republic of Ghana, President John Agyekum Kufuor in 2001. Due to its centrality in the lives of the citizens, it is even hailed above some presidential speeches

which were in force since the birth of the nation. The address marks the opening of the parliamentary year. Due to the centrality of the State-of-the-Nation Address in Ghana, it is usually attended by important political and governmental figures such as former Presidents, the Chief Justice, Ambassadors and Diplomats to the Republic of Ghana. Since its inception in 2001, all presidents of Ghana have complied with its delivery.

The State-of-the-Nation Address is presented in the official language of Ghana, English. The President is obligated to give a robust and realistic assessment of Ghana's economy and set out a clear vision and direction of governance. Ewusi-Mensah (2015, p. 6) says "Just like in the USA, the address is often broadcast in order to inform the nation about its present condition". It comes as an opportunity for the president to present his achievements and what he hopes to achieve in the subsequent year(s). John Mahama in 2015 which marked the pre-period of political tension for the 2016 general elections, fulfilled this constitutional requirement by delivering the State-of-the-Nation Address which he christened as 'The Evidential State of the Nation Address'. The address delivered by John Dramani Mahama in 2016 therefore serves as the data for this current study.

2.2 Cohesion

Cohesion is a basic terminology in discourse analysis that plays an important role in the organization of ideas in discourse. Cohesion system is considered as mainly introduced by Halliday & Hasan (1976) although Gutwinski in 1976 released a volume on textual cohesion which came a few months before Halliday and Hasan's (1976) theory of cohesion. Halliday and Hasan's (1976) theory of cohesion has been considered as the seminal work on the topic. This

might be attributed to the level of acceptance given to Halliday and Hasan's (1976) work thereby making it overshadow that of Gutwinski (1976).

Halliday and Hasan (1976) argue that cohesion has a semantic concept, which refers to relations of meaning that exist within the text and define it as a text. Halliday (1989) further confirms that cohesion occurs where the interpretation of some elements in discourse is dependent on that of another. After the publication of Halliday & Hasan's (1976) work about the cohesion concept, many scholars attempted to explain different aspects of this feature in speech, among which are Dooley & Levinsohn's (2001) view which is taken primarily from Halliday & Hasan (1976) and Brown & Yule's (1983) framework. Dooley & Levinsohn (2001) divide cohesion devices into six categories, namely, descriptive expressions, identity, lexical relations, morpho-syntactic patterns, signals of relations between propositions (conjunctions), and intonation patterns.

According to Dooley & Levinsohn (2001) the conjunction device, in turn, contains four elements including associatives, additives, adversatives, and developmental markers. Morris & Hirst (1991) also consider cohesion as a textual quality that makes sentences hang together. Hoey (1991, p. 12) claims that "cohesion is objective, capable in principle of automatic recognition". From a broader perspective, Stoddard (1991) defines cohesion taking into account the different perspectives of theoretical linguistics, philosophy, psychology and pragmatics and their common elements. For Stoddard, a cohesive element stands in a meaning relationship with another element called cohesion node. The association is called a cohesive tie, which can be signaled either implicitly or explicitly by linguistic devices. However, cohesion cannot be said to exist only in the physical text, but rather, it is "a mental construct from reader processing" (1991,

14

p. 17). The presence of linguistic signals indicates the potential for cohesion that can only be realized when the reader recognizes the cohesive ties.

2.3 Theory of Cohesion

There are competing theories of cohesion in linguistic analysis. Some of these theories of cohesion include De Beaugrande and Dressler's (1981) who distinguish two types of cohesive devices: those that contribute to text stability (or equivalence) and those which contribute to economy. These are two somehow contradictory linguistic principles, since the first set implies some sort of repetition (either of content and/or form), whereas the second one conforms with the general linguistic principle of economizing resources in communication, avoiding to repeat those references or concepts known by the addressee of the message.

Another theory of cohesion was propounded by Stoddard (1991) who considers a cohesive element as one which stands in a meaning relationship with another element called cohesion node. The association is called a cohesive tie, which can be signaled either implicitly or explicitly by linguistic devices. He also adds that cohesion cannot be said to exist only in the physical text, but rather, it is a mental construct from reader processing.

The theory also establishes a clear distinction between grammatical and lexical cohesion which other theories fail to do. For Halliday and Hasan, cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of the text (1976). Structure in text is provided by grammar therefore cohesion is considered to be outside of the structure. Cohesion refers to the "non-structural text-forming relations" (Halliday and Hasan 1976, p. 7). This relation refers to the occurrence of a pair of cohesively related items in a text.

The concept of cohesion in text is related to meaning ties or relations of meanings that exist within the text, and that define it as a text. Within text, if a previously mentioned item is referred to again and is dependent upon another element, it is considered a tie. Without semantic ties, sentences or utterances would seem to lack any type of relationship to each other and might not be considered text. In other words, no single element can be cohesive by itself since grammatical and lexical devices become cohesive only when they are interpreted in relation to some other element in the text.

2.3.1 Types of Cohesion

According to Halliday and Hasan (1976), cohesion is classified into two broad types: grammatical, and lexical. While the grammatical type is realized by various grammatical devices used to make relations among sentences more explicit, the lexical one is established through the structure of vocabulary; by relating words in terms of their meaning. Grammatical cohesion includes devices such as reference, substitution, ellipsis and conjunction, whereas lexical cohesion is divided into reiteration (repetition, synonymy, among others) and collocation (co-occurrence of lexical items).

An in-depth explication of Halliday and Hasan's (1976) theory of cohesion from the aspects of grammatical and lexical cohesion is presented with the aid of tables. Both types of cohesion and their divisions are presented in table 2.1, based on (Halliday and Hasan 1976). Since the main focus of the current study is on examining grammatical and lexical cohesive devices in John Mahama's State-of-the-Nations Address in 2016, an elaborate explanation of both types of cohesion will be presented.

Table 2.1: Types of Cohesion based on Halliday and Hasan (1976)

Cohesion			
Grammatical Cohesion		**Lexical Cohesion**	
Reference	Exophoric [situational]	Reiteration	Repetition
			Synonyms
	Endophoric [textual]		
			Superordinate
	Anaphoric [to preceding text]	Cataphoric [to following text]	
Substitution			General word
Ellipsis		Collocation	
Conjunction			

(Adapted from Tsareva 2010, p. 10)

2.3.1.1 Grammatical Cohesion

Grammatical cohesion refers to the various grammatical devices that can be used to make relations among sentences more explicit. Abdelreheim (2014) posits that assuming that any sentence in a text is grammatically structured, researchers presuppose that all individual sentences in a text are linked together in a way which contributes to the construction of the whole text. Thus, denoting the linguistic structure established in a text as a whole, grammatical cohesion can be achieved by using grammatical cohesive devices to fix pieces of text together in a particular way, so that the reader can perceive the items referred to, replaced, or omitted (Harmer 2006).

Found within and between sentences, these cohesive devices help a text function as a text through constructing cohesive relations among all of its pieces (Halliday and Hasan 1976). Cohesive devices are used to tie pieces of text together in a specific way. The aim is to help the reader understand the items referred to, the ones replaced and even the items omitted (Harmer

2004). Furthermore, the combination of sentences using cohesive devices which have semantic relation need a shared linguistic environment to interpret items.

The table below illustrates the types of grammatical cohesive devices according to Halliday and Hasan (1976), who classify them into four categories namely: reference, substitution, ellipsis and conjunction. These categories have a theoretical basis which provide researchers with heuristic approach to describe and analyse texts in terms of grammatical cohesion.

Table 2.2: Types of Grammatical Cohesion based on Halliday and Hasan (1976)

Grammatical Cohesion				
Reference		**Substitution**	**Ellipsis**	**Conjunction**
Personal		Nominal	Nominal	Additive
Existential	Possessive	One, ones, same		and, and also
I/me, you we/us, he/ him, she/her, If, they/them, one	My/mine, You/yours, Our/ours, his, her/hers, its, their, theirs, one's			nor, or, or else, furthermore, by the way, in other words, likewise, for example, on the other hand, thus
Demonstratives This/that, these/those, here/there and the definite article: the		Verbal Do	Verbal	Adversative yet, though, only, but, however, at last, in fact, rather, on the contrary, I mean, in any case
		Clausal	Clausal	Clausal
		So, not		So, then, therefore, because, otherwise, apart from this
Comparatives Same, identical, similar(ly), such, different, other, else, more, so many, better				Temporal Then, next, before, that, first…then, first, formerly…finally, once, soon, to sum up, in conclusion

(Adapted from Tsareva 2010, p. 13)

2.3.1.1.1 Reference

Reference is one of the main types of grammatical cohesion used to create surface links between sentences. According to Halliday and Hasan (1976), the features of reference are dependent on some other features in the text for their semantic interpretation. In the same vein, Nunan (1993) confirms that referential cohesion pivotally helps construct cohesive ties between the elements which can be difficult, or even impossible, to interpret if a single sentence is isolated from context. While pronominalisation is the most common referring device, there are other linguistic elements used to fulfill the same function, such as demonstratives and comparatives. As illustrated in Table 1, reference can serve exophoric and endophoric functions. Regarding the exophoric function, the reader is required to look out of the text so as to interpret the referent. In other words, through exophoric reference, the reader is directed out of the text towards an assumed world shared between him and the writer (McCarthy 1991) in order to retrieve the meaning of the sentences (Halliday and Hasan 1976). An example of exophoric reference presented by Flowerdew (2013, p. 34), is "…[t]*hat picture is beautiful"* in which *that* may refer to a picture hanging on the wall. The picture in this example is part of the context of situation, even if it does not appear in the text anywhere else. Although it interacts with the cohesion system and contributes to text coherence (Flowerdew 2013), exophoric reference is not incorporated as a component of cohesion since it does not connect two elements together in a text (Halliday and Hasan 1976).

Pertaining to endophoric reference, it exists when readers refer to elements within the text itself to recognize it (Brown and Yule 1983). It is categorized by Halliday and Hasan (1976) into two types: anaphoric, and cataphoric. In the anaphoric, readers review previous sentences to discover the referent, such as in the example: "[l]ook at the sun. It's going down quickly"

(Brown & Yule 1983, p. 193), where *it* indicates the previously mentioned noun; the sun. In contrast, readers in the second type examine the following sentences to realize the referent, as in the example: "[i]t's going down quickly, the sun" (Brown and Yule 1983, p. 193), where *it* refers to the subsequently mentioned noun; the sun.

As illustrated, referential cohesion is classified by Halliday and Hasan (1976) into three sub-categories: personal, demonstrative, and comparative. They enable writers to make several references to people and things within a text. Employed to identify people, objects or other things that are mentioned somewhere in the text, personal reference items include: personal pronouns, possessive determiners, and possessive pronouns. In the example: "[w]ash and core six cooking apples. Put them into a fireproof dish" (Halliday and Hasan 1976, p. 2), *them* expresses an anaphoric reference which creates grammatical cohesion between the two sentences, and can be interpreted only when readers refer back to the previous text. Classified as the second type of reference, *demonstrative* is regarded as "… a form of verbal pointing" (Halliday and Hasan 1976, p. 57). Expressed through determiners and adverbs, it is realized by means of location, "…on a scale of proximity" (Halliday and Hasan 1976, p. 57); i.e. nearness in time, place, occurrence, or relation. In the text: "I like the lions, and I like the polar bears. These are my favourites" (Halliday and Hasan 1976, p. 57), *these* is a demonstrative reference element, acting as a grammatical cohesive device, i.e. linking the two sentences and expressing proximity to the speaker by referring to the animals mentioned in the first sentence.

As for the definite article *the*, which is included in the class of demonstrative reference, it cannot specify anything on its own because it has no content. Though it does not contain information in itself; as it depends on something else in the text, *the* signals definiteness by

creating a cohesive link between the sentences it occurs in and the link it refers to (Halliday and Hasan 1976).

Table 2.3: Types of Comparative Reference based on Halliday and Hasan (1976)

Comparative reference			
	General		Particular
Identity	*We have received exactly the <u>same</u> report as was submitted two months ago.*	quantity/ numerative	*There were twice <u>as many</u> people there <u>as</u> last time.*
Similarity	*The candidates gave three <u>similar</u> answers*	quality/ epithet	*There are <u>more</u> things in heaven and earth, Horatio, than are*
Difference	*A: Would you like <u>these</u> seats? B: No, I'd like <u>the other seats.</u>*		*dreamt of in your philosophy.*

(Adapted from Tsareva 2010, p. 15)

Regarding *comparative*, the third type of referential cohesion, Nunan (1993) elucidates, that it is expressed by using adverbs and adjectives in order to compare and contrast items within a text. Including examples, table 2.3 shows that comparative reference is categorised by Halliday and Hasan (1976) into two sub-categories: general, and particular. While the general sub-category expresses resemblance between things with regard to identity, similarity, or difference, the particular one demonstrates comparability between things in terms of quantity or quality.

2.3.1.1.2 Substitution

Substitution occurs anaphorically in a text when a feature replaces a previous word, phrase or clause, such as in the example: "[m]y axe is too blunt. Do you have a sharper one?" (Halliday & Hasan 1976, p. 89), where *one* replaces *axe*. Halliday and Hasan (1976) expound that substitution holds a text together through avoiding repetition and creating cohesive grammatical relations, not in the meaning but in the wording, between words, clauses and

phrases. Table 2.4 demonstrates with examples that there are three types of substitution, as distinguished by Halliday and Hasan (1976).

Table 2.4: Types of Substitution based on Halliday and Hasan (1976)

Nominal substitution	Verbal substitution	Clausal substitution
Which kind of engines do you want? Ones with whistles, or ones without?	He never really succeeded in his ambitions. He might have done, one felt, had it not been for the restlessness of his nature.	Is there going to be an earthquake? - It says so.

(Adapted from Almasi & Fullerton 2012, p. 100)

As demonstrated in Table 2.4, the example provided for the first type, *nominal substitution*, shows that the two questions in the text are grammatically linked by the first and second words *ones*. The words act as substitutes for the noun *engines*, which functions as head of a nominal group. In the example that appears below the second type *verbal substitution*, *done* is an anaphoric substitute for the verb *succeeded*, whereas *so* in the example provided for the last type, *clausal substitution*, substitutes the clause t*here is going to be an earthquake*.

2.3.1.1.3 Ellipsis

Ellipsis is defined as "… the omission of elements required by grammatical rules" (ed. Cummings 2009, p. 124). It is the deliberate omission of words in a sentence whereas the meaning is still obvious (Harmer 2006). A rationale for ellipsis, as introduced by Carter, Hughes and MacCarthy (2000), is that it occurs in texts to avoid redundancy which is caused by repetition of words. Ellipsis and substitution are very closely similar because *ellipsis* is the replacement of elements within a text by nothing, though readers can recover omitted elements

by referring to their antecedents in the text. Like *substitution*, *ellipsis* is categorized by Halliday and Hasan (1976) into three categories, as illustrated in Table 2.5

Table 2.5: Types of Ellipsis based on Halliday and Hasan (1976)

Nominal Ellipsis	Verbal Ellipsis	Clausal Ellipsis
The men got back at midnight. All were tired out.	Have you been swimming? - Yes, I have.	Who was going to plant a row of poplars in the park? – The Duke was.

(Adapted from Tsareva 2010, p. 12)

The first category, nominal ellipsis, "…often involves omission of a noun headword" (McCarthy 1991, p. 43). In Table 2.5, the example provided under this category shows that the two sentences are cohesive because *all* functions elliptically and refers anaphorically to the nominal group *the men*. The second category, *verbal ellipsis*, occurs in the verbal group when a verb is omitted from a sentence, but the meaning can be recovered from a previous one. The example cited for this category shows that the answer *yes I have* is an instance of verbal ellipsis, as it presupposes *have been swimming* from the verbal group within the previous question. *Clausal ellipsis*, the third category, refers to the partial or entire omission of a clause, such as in the example included for this category, where *going to plant a row of poplars in the park* is omitted from the answer.

2.3.1.1.4 Conjunction

Most researchers concur that *conjunctions* are words that bind a variety of language units together, though they define them a little differently. Crismore, Markkanen and Steffensen (1993) consider them as *textual markers* which facilitate organising discourse, whereas Hyland

23

(2005) identifies them as *frame markers*, such as *first*, *second*, and *next*, which are used to sequence information within a discourse. Likewise, Kopple (1985) believes that *conjunctions* are called *text connectives*, which are used to link units of a text. Showing relationships between sentences in a text, conjunctive ties are significant devices that "...make text comprehension proceed more efficiently" (Donnelly 1994, p. 96). *Conjunction*, according to Halliday and Hasan (1976), is the fourth grammatical cohesion type which differs from reference, substitution, and ellipsis in that it does not express anaphoric relations within a text. Still, denoting indirect cohesive relations through certain meanings, conjunctions presuppose the presence of other elements in the discourse. Table 2.6 presents Halliday and Hasan's (1976) classification of conjunctions.

Table 2.6: Types of Conjunction based on Halliday and Hasan (1976)

Type of Conjunction	Function	Example
Additive	To add more information to what is already in the sentence	*and, also, furthermore, in addition, besides, that is, in other words, moreover* To indicate comparison: *likewise, similarly, in the same way* To indicate dissimilarity: *on the other hand, in contrast, alternatively*
Adversatives	To indicate contrast between information in each clause	*but, however, although, yet, though, only, nevertheless, despite this, on the other hand, instead, on the contrary, anyhow, at any rate*
Causal	To indicate causality	*so, then, hence, therefore, consequently, because, for this reason, it follows, on this basis, to this end*
Temporal	To indicate time	*then, next, before, after, during, when, at the same time, previously, finally, at last, soon, next day, an hour later, meanwhile, at this moment, first, second, third, in conclusion, up to now*

(Adapted from Almasi & Fullerton 2012, p. 132)

As illustrated in table 2.6, conjunctions are classified into four types. *And*, *in addition*, *moreover*, *in other words*, and *on the other hand* are examples of the first type *additive*, which is used to

24

present further information to what has been mentioned. The second type *adversative* includes conjunctions which indicate contrast between different positions or situations. Examples of this type include *but*, *though*, *however*, and *nevertheless*. *Causal conjunctions*, the third type, incorporates words and phrases which are used to introduce causes and results, such as *so*, *because*, *then*, and *therefore*. *First*, *next*, *then*, *in conclusion*, and *finally* are examples of the fourth type, *temporal,* which is used to express relations in time.

2.3.1.2 Lexical Cohesion

Halliday and Hasan (1976) use the term lexical cohesion to refer to the various types of semantic relationships created by a writer's choice of lexical items and grammatical structure to produce the sense of a text. They define lexical cohesion as a network of semantic relationships that link together sentences or paragraphs, units of discourse that are structurally independent of each other. In this respect, Halliday and Hasan (1976, p.288) point out that: "In lexical cohesion…EVERY lexical item MAY enter into a cohesive relation, but by itself, it carries no indication whether it is functioning cohesively or not". Lexical cohesion can be divided into two categories: reiteration involving repetition, synonymy, and hyponymy. The second category of lexical cohesion is collocation.

Reiteration pertains to the repetition of a lexical item, either directly or through the use of a synonym, a superordinate or a generally related word. Collocation pertains to lexical items that are likely to be found together within the same text. Collocation occurs when a pair of words are not necessarily dependent upon the same semantic relationship but rather they tend to occur within the same lexical environment (Halliday and Hasan, 1976, p. 286). The closer lexical items are to each other between sentences, the stronger the cohesive effect.

2.4 Criticisms on the Theory of Cohesion by Halliday and Hasan (1976)

In a review article of Halliday & Hasan's *Cohesion in English*, Huddleston (1978) considers Halliday & Hasan's taxonomy of phoric relations, which they had subdivided in "endophora" (i.e. a cohesive relation between elements inside the same text) and "exophora" (i.e. when the relation is established between an element in the text with one in the situation) as two cases of the same phenomenon. According to him, no distinction should be made between endophoric and exophoric references, since, in both cases, the antecedent is identified with the referent. Huddleston (1978, p. 304) also disagrees with Halliday & Hasan's notion of *replaceability* (i.e. in substitution and ellipsis it is always possible to 'restore' the presupposed item) and with their total identification between a referential anaphora and its antecedent.

Moreover, Huddleston (1978) further criticizes Halliday & Hasan's opposition between referential anaphora and substitution based on the fact that the former involves identity of reference between anaphor and antecedent and the latter does not, since he claims that co-referenciality can be found in both. This argument put up Huddleston does hold much substance because in substitution, the reference is not direct and explicit as compared to referential anaphora.

In turn, Brown and Yule (1983) disapprove of Halliday & Hasan's notion of texture as the element that contributes to the identification of texts through the explicit expression of the semantic relationships that hold between items in a text. For the former, even when no explicit links are used marking the relationships between sentences, it is possible to affirm that they constitute a text because there exist underlying semantic relations that hold the sentences together.

They further criticize Halliday & Hasan's distinction of endophoric relations. According to Brown and Yule (1983: 200-201), it is more likely to occur that "the processor establishes a referent in his mental representation of the discourse and relates subsequent references to that referent back to his mental representation, rather than to the original verbal expression in the text." That way the reader would not need two kinds of representation of the world: a mental representation of the real world for endophoric relations and a mental representation of the world created by the discourse of the text for exophoric relations. Both Huddleston(1978) and Brown and Yule(1983) point out that Halliday & Hasan's view of substitution as an element that can be substituted by another one in the text is far too narrow to cover all cases. While Halliday and Hasan's model serves to explain those examples where there is total identification between antecedent and pronoun, it cannot explain those where the referent has undergone changes.

Finally, Halliday & Hasan's view of lexical cohesion has also received profuse criticism by different authors (e.g. Morgan and Sellner, 1980; Green and Morgan, 1981; Stotsky, 1983; Carrel, 1982; Green, 1989 and Tyler, 1994) and, in more general terms, they claim that Halliday & Hasan's model is text-based rather than founded on principles of pragmatic interpretation, attaching excessive weight to the contribution of cohesion to coherence and disregarding the processor's contribution to the interpretation of a text. Notwithstanding, for Tyler (1994) lexical repetition makes contributions to the overall discourse comprehensibility "because [it] cuts down on the risk of the listener assigning a different interpretation to the lexical item than that intended by the speaker (...) and reduces the amount of processing the listener has to engage in" (1994, p. 686).

Another criticism on lexical cohesion was Hoey's (1991), which disapproves of the term "collocation", which Halliday & Hasan used to name an heterogeneous group of lexical relations

that appear at random in a text. Hoey happens to be right in his assertion because all words that are structurally compactible in usage can be said to be collocates but this is not the case in Halliday & Hasan's (1976) model of lexical cohesion.

In spite of the criticisms that Halliday & Hasan's work has been subjected to, *Cohesion in English* has given invaluable insights into the study of analysis of discourse and has been the basis of later studies that have complemented it. Besides, Halliday and Hasan's later contributions (Hasan 1984, Halliday and Hasan 1985/1989) improve some of the previous criticisms, particularly with regards to lexical cohesion. For the analysis of cohesion, we propose a coding scheme model that includes all the types of cohesion that Halliday and Hasan distinguished with changes to ameliorate some of the most important criticisms and one that includes other devices to complement it taken from de Beaugrande and Dressler (1981), since they can be pervasively found in rhetoric. These latter authors distinguish two types of cohesive devices: those that contribute to text stability (or equivalence) and those which contribute to economy. These are two somehow contradictory linguistic principles, since the first set implies some sort of repetition (either of content and/or form), whereas the second one conforms with the general linguistic principle of economizing resources in communication, avoiding to repeat those references or concepts known by the addressee of the message.

The cohesive devices contributing to stability are, according to de Beaugrande and Dressler (1981), Recurrence (i.e. the same as Repetition in Halliday and Hasan's taxonomy), Partial Recurrence (i.e. repetition of a word but shifting the word class, for instance, from a noun to a verb, e.g. *discovery-discover*), Parallelism (i.e. repetition of the structure but filling it in with different elements, e.g. "Our nation is at war… Our economy is badly weakened… Our health care is too costly...", taken from Obama's Inaugural Address), Paraphrase (i.e. repeating content

28

but conveying it with different expressions; this subsumes both traditional synonymy (e.g. *freedom-liberty*) and paraphrase (e.g. *bankrupt- insufficient funds*). Regarding the devices that contribute to economy are Pro-form, which is equivalent to Halliday and Hasan's Reference and Substitution (it consists in the replacement of lexical words by grammatical words, i.e. nouns by pronouns like *him* or *one*, verbs by pro-verbs like *do*, and clauses by adverbs like *so*), Ellipsis, and other resources such as tense and aspect maintenance, functional sentence perspective (i.e. distribution of old and new information throughout the text) and intonation.

2.5 Review of Related Empirical Studies

The theory of Cohesion by Halliday and Hasan (1976) is considered as the seminal work on cohesion based on which order propositions on cohesion exist. Halliday and Hasan's theory of Cohesion and other competing theories on cohesion have been used in analysing various forms of discourse. This section of the study reviews various studies that have employed the theory of cohesion on various types of discourse. The review covers analysis of cohesion in media texts, literary works, academic discourse and political speeches and establishes the relationships between such works and identifies gaps in literature that the current study seeks to fill.

2.5.1 Cohesion and Academic Writing

Khalil (2002) analyzed cohesion in twenty (20) compositions written by Arab EFL college students in terms of Halliday and Hasan's model. Moreover, the relationship between cohesion and coherence is investigated. The analysis of cohesion showed that Arab students overused reiteration of the same lexical item as a cohesive device, but underused other lexical

29

and grammatical cohesive devices. The correlation of coherence score with the number of cohesive ties was quite low (0.18). The preponderant use of reiteration indicates lack of enough vocabulary on the part of the students hence the need to encourage extensive reading to broaden the students' horizon.

Guiju (2005) conducted an experiment using eighty-five (85) students from second year non-English major in Guandong University of Foreign Studies to test the correlation between cohesive knowledge and the quality of writing of college students. He found that there was a statistically significant difference between the high-score and low-score compositions in the use of cohesive devices. The results of his study indicate the need to beef up the teaching of cohesive devices at the tertiary level.

Morris and Hirst (2006) investigated the readers' perceptions and interpretations of lexical cohesion in text for individual differences. Five participants were instructed to read 'Reader Digest' article and marked the word groups using different colour for every group. All of the word groups were transferred into a data sheet, where they stated which pair or words as related, what was the relationship and its meaning. The data was analyzed to examine the degree of individual differences in the response. The finding showed that for both theory and as a practical tool to decide on the commonly agreed on and the subjective aspects, the lexical cohesion was useful in text understanding.

Azzouz (2009) conducted a discourse analysis of grammatical cohesion in student's writing: a case study of second year students, Mentouri University-Constantine. His study aimed at the importance of using cohesive devices to create cohesive discourse. The results of his study show that the use of grammatical cohesive devices by second year students of English at the Department of Foreign Languages, University of Mentouri, Constantine, is quite enough.

However, some inappropriate uses of grammatical cohesive devices are easily noticed concerning the total use of those devices. In addition, some grammatical cohesive devices are widely used but inappropriately; and some of them are less used but appropriately. The results also remarked that in each type of grammatical cohesive devices used there was always a predominant device.

Liu and Qi (2010) carried out a contrastive study of textual cohesion and coherence errors in Chinese EFL abstract writing in engineering discourse. The study examined the deficiency of textual cohesion and coherence reflected in genre-based English abstract production of the engineering discourse by most Chinese English as a Foreign Language (EFL) advanced learners, using cohesive theory, text linguistics, and intercultural theory as the theoretical framework. Their study compared the data obtained from thirty (30) abstracts written by Chinese advanced EFL writers and another 30 abstracts written by English as Mother Language (EML) writers in terms of structural cohesion and non-structural cohesion. The contrastive results showed that Chinese and English are surprisingly different in strategies of cohesion and coherence, and that the major cohesive and coherence errors made repetitively by most Chinese EFL respondents are more associated with their cultural transfer in a way of fossilization.

Seddigh, Shokr-Pour, and Kafi-Pour (2010) analyzed lexical cohesion in English and Persian abstracts based on Seddigh and Yarmohamadi's (1996) lexical cohesion framework. They used the SPSS package for contrastive analysis. The results indicated that there were some similarities and differences in the application of lexical cohesion in their corpus. All sub-types had nearly the same occurrences in the two sets of data and the two-tailed t-test revealed that the differences between their applications in English and Persian abstracts are not statistically

significant. Both languages reported repetition as the most frequent sub-type, but synonymy and meronymy were the least used sub-categories.

In analyzing cohesive ties in English as a foreign language in students' writing, Abu-Sa`eedi (2010) investigated the most frequently used cohesive device in his sample. He came to surprising conclusions. Poor students were expected to have low density of cohesion, because they could not combine sentences together coherently, e.g. by the use of conjunctions. So, he realized that, in his study, conjunctions are not a discriminating factor between good and poor students. Also, it was observed that the frequency of additives were higher in both groups, followed by temporals. In addition, adversatives and causals had almost the same frequency of occurrence.

Tsareva (2010) studied the use of grammatical cohesion in argumentative essays by Norwegean and Russian learners. Her findings reveal that Norwegian learners introduce a few conjunctions that signal the initial stage of a writer's arguments or a concluding remark. Russian learners are reluctant to organize their essays in a sequence of arguments. They neither summarize nor give a resume what has been said. Instead they highlight the end of an argument by an expression of personal opinion.

Akindele (2011) analysed cohesive devices in two academic papers which examined both grammatical and lexical devices. All of the cohesive devices were highlighted and identified thoroughly. Akindele (2011) adapted the taxonomy of cohesive relationship based on Halliday and Hassan to create the relationship inside the text. The result showed that a cohesive text must hold together some grammatical or lexical linguistic devices. It also stressed the importance of a meaningful discourse or text which can only be achieved when it involved variety of segments in developing a unified form. The variety of cohesive devices found in this research was

grammatically and lexically attached to discourse because of the cohesion provided by the linguistic means which a text operated as a single unit.

Yang and Sun (2012) explored the use of cohesive devices in argumentative writing by Chinese sophomore and senior EFL learners. The results of ellipsis and substitution analysis revealed that the two devices were mostly found in spoken language and were seldom used in formal written discourse. About 56.67% of the sophomores and 70% of the seniors had not used these devices; because they had become aware of the inappropriateness of using ellipsis and substitution in formal writing.

Ye (2013) also conducted a study on achieving Coherence in Persuasive Discourse: A Study of Chinese ESL Undergraduates in The United States. The study explored the features of coherence at both local (sentence) and global (discourse) levels. The findings suggest that the Chinese ESL learners' writing quality could be improved in the Western context through coherence-related classroom instruction, revision practice, and teacher-student writing conferences, all aimed at helping them to understand Western notions of coherence while continuing to value their own cultural traditions.

Wahby (2014) conducted a study on the effect of implementing cohesive ties by Saudi prep-year pre intermediate students on their written texts. His study aimed to measure Saudi prep-year pre-intermediate students' writing proficiency (represented in writing scores) in relation to their knowledge of implementing cohesive devices in writing a texture. An experiment is conducted with two research tools to test students' writing proficiency and those students' capability of implementing cohesive ties. All participants were randomly selected from the preparatory year in the Deanery of Academic Services in Taibah University in Medinah, KSA. A closer examination of the data demonstrated that the more students are aware of

33

cohesive ties and how to be used, the higher their English writing scores are and the closer they are from writing texture rather than texts.

Fatimah and Yunus (2014) studied the use of lexical cohesion among TESL post graduate students in academic writing where they looked at the use of lexical cohesion among TESL post graduate students in academic writing. 15 TESL post graduate students' essay writing were collected and analyzed by the researchers to identify the types, the most and least usage of the types and also how the TESL post graduate students used lexical cohesion in their writing.

Kalajahi and Abdullah (2015) conducted a discourse connectors and cohesion in writing. They looked at study was to find out the relationship between use of discourse connectors and cohesion of writing1 in the writing samples of Malaysian school students. The reliability test result showed that inter-rater reliability was very high (was 0.90). The analyses indicated that there was a very weak negative correlation, but insignificant, between writing quality and the frequency of the use of the DCs in the writing of Malaysian ESL students.

Sharif (2015) conducted an analysis of cohesive devices in psychology research papers using discourse analysis technique where the research sought to investigate the cohesive devices used in psychology research papers. The findings reveal the types of cohesion used and the range of cohesive devices for each type & focus on the importance of cohesion in reading and writing. It highlights the reasons of why psychology academic articles are written employing cohesive devices layered in the text.

The review of studies on the use of cohesive devices in academic writing indicates that the application of knowledge about cohesion in academia is highly unimpressive. Most of the academic writings analysed recorded a low use of cohesive devices and a high use of few cohesive devices over the lot. The overall use of cohesive devices in academic writings has

implications for pedagogy in the light that, teachers at all levels must endeavor to stress the appropriate use of cohesive devices in students' writings.

2.5.2 Cohesion and Media Studies

Gonzalez (2011) investigated lexical cohesion in multiparty conversations. He presented an integrated model of lexical cohesion called 'associative cohesion'. His research data consisted of 15,683 word-corpuses of broadcast discussions. The analysis of 11,199 lexical ties illustrated that repetition (59%) is the most frequent sub-category of lexical cohesion, followed by associative cohesion (24%) and inclusive relations (8.2%). The uses of different shades of lexical cohesive devices indicate the efforts made by various parties in their conversation in order to sound appealing to their audience.

Stokes (2004) looked at applications of lexical cohesion analysis in the topic detection and tracking domain. He investigated the appropriateness of using lexical cohesion analysis to improve the performance of Information Retrieval (IR) and Natural Language Processing (NLP) applications that deal with documents in the news domain. His results for the New Event Detection tasks are mixed, and a consistent improvement in performance was not achieved. However, in contrast, his News Story Segmentation results are very positive. In addition, His experiments show that News Story Gisting performance improves when a lexical chaining approach to this task is adopted.

Ahangar, Taki and Rahimi (2012) studied the use of conjunctions as cohesive devices in Iranian sport live radio and TV talks. They selected two-hundred (200) minutes of twenty (20) different sport live radio and TV recorded programs, presented conjunctions functionality by comparing their extent of occurrence frequency using T-test. Results support that associatives are

35

most frequently used while adversatives are the least. Additives, adversatives, and developmental markers (but not associatives) hold a meaningful difference between their applications in the corpus. Finally, conjunctions are reported to have a significant relation in their utilization in the two sets of data.

2.5.3 Cohesion and Literary Studies

Roberts et al. (2009) following Dooley and Levinsohn`s (2001) analytical methodology described different aspects of discourse analysis including an introductory description of cohesion and coherence in 16 Iranian stories. They have also shown the style of working on discourse studies in Persian language. They have stated that their study is just an introductory work which guide people in knowing how discourse studies in Persian can be managed based on Dooley and Levinsohn (2001).

Margolin (2012) study sought to identify the linguistic, grammatical and syntactic cohesive devices used in a corpus of thirty Modern Hebrew prose stories. Based on the corpus examined in this paper, it appears that authors writing in Modern Hebrew usually use linguistic and grammatical cohesive devices to create the text's primary linear cohesive axis, while they employ syntactic cohesive devices to generate the secondary axes. The paper demonstrates the use of linguistic, grammatical and syntactic cohesive devices in these Modern Hebrew stories and examines the various contextual conditions affecting author preference for the different types of cohesive devices.

2.5.4 Cohesion and Political Speeches

Adesanmi (2010) explored the effect of cohesion on political discourse exemplified in the address of a Nigerian President, Umaru Musa Yar'Adua, as delivered at a dinner organised by the partnership against corruption initiative (PACI) in Davos, Switzerland, on January 23, 2008.

36

The researcher found out that the cohesive analysis of the text uncovered that the President was not only addressing the topical issues of national relevance like corruption and good governance, he was also very much selling himself and the agenda of his regime to the perceived stake-holders, on the one hand, and the general public on the other.

Prados and Penuelas (2012) inquired into the cohesive devices including lexical cohesive devices that were used in three political texts - The Gettysburg Address; I have a dream and Obama's Inaugural Address – and their potential persuasive function. Thus, they carried out an analysis of cohesion in these three masterpieces of political writing and applied their own model based on the combination and adaptation of those found in Halliday & Hasan's (1976) and Beaugrande & Dressler's (1981), in order to cover a wider range of devices and, at the same time, ameliorate some flaws ascribed by critics to Halliday & Hasan's (1976). Their results revealed that, although they shared similarities, the texts also showed differences in the cohesive devices employed. The researchers went further to suggest a new dimension for the analysis of cohesion: what we have termed "intertextual cohesion", a device to extend the scope of cohesion beyond the limits of the text.

Enyi and Chitulu (2015) conducted an analysis of the lexical cohesive devices employed by Nigeria's President Goodluck Jonathan in crafting his May, 2011's Presidential Inaugural Address. Specifically, the study concentrated on the various lexical cohesive devices the President used to bring his message and intentions to the forecourt of the listeners' and readers' attention. The basic finding was that the President made preponderant use of lexical repetitions, synonyms and near synonyms, superordinate/ hyponyms and the various shades of oppositeness in language use, in fleshing out the details of his text and making the text to say what it intends to say.

Al-Majali (2015) conducted a discourse analysis of the political speeches of the ousted Arab Presidents during the Arab Spring Revolution using Halliday and Hasan's framework of cohesion. The results of his study revealed that the political speeches which were delivered during the Arab Spring Revolution have their distinctive features which are different from those features of the usual speeches of these presidents during the normal circumstances. Most of the lexical features such as repetition, synonymy, and hyponymy are widely used in the speeches of the ousted presidents to achieve different political ideologies and strategies such as the ideology of threatening the civilian protesters.

Last but not least, Akoto (2016) employs a descriptive qualitative approach to analyse lexical cohesive devices in inaugural speeches of President Kufuor and Mills using Enkvist 1973 checklist for lexical cohesive categories as framework. Her study finds out that repetition and synonymy are dominantly used to make the speeches lyrical which create rhythm to draw the attention of listeners to make the speeches memorable. Her study concludes that applying Enkvist's 1973 model, will enable language users to do both grammatical and stylistic analysis of language since the model is grammatical and at the same time stylistic in nature.

The most current research on cohesion was carried out by Qudah (2016) who examined the use of lexical cohesive devices in political speeches by Obama. The findings of his study revealed that Obama made preponderant use of lexical reiteration with its components namely, partial and total repetition, synonymy, superordinate, general word and the various shades of oppositeness in language use coupled with the use of collocational bonds with primacy for repetition and antonymy. The study concludes that President Obama used a properly crafted, well-articulated and tightly knit coherent body of discourse rich in lexical cohesive ties in order

to sway his audience to his side on various issues. The appropriate use of cohesive devices enriches the composition of various texts which go a long way to boost understanding.

2.6 The Relationship between Previous Studies and the Present Study

The review above shows that the analysis of cohesive devices has been studied from different perspectives in the linguistic literature. In summary, studies have examined the use of cohesive devices in varied types of discourse such as in media texts, literary works, academic discourse and political speeches. Various theories and methods have also been used, notably the Seddigh and Yarmohamadi's (1996) lexical cohesion framework, Halliday and Hasan's cohesion theory in (1976), Beaugrande & Dressler's (1981) theory of cohesion and Enkvist's 1973 model of cohesion. Halliday and Hasan's cohesion theory in (1976) appears to be the most used theory of cohesion in the studies reviewed which attests to the fact that, it is the leading theory of cohesion. A number of gaps can be identified in the literature. First, while most of the studies on cohesion are based on academic discourse, only a few studies examine the use of cohesion in the Ghanaian political context. As the review shows, the analysis of cohesion in the Ghanaian political context is particularly lacking for State-of-the Nation Address. The few studies on cohesive devices in political discourse have focused either on lexical or grammatical cohesive device only but this study conducts a holistic analysis of cohesive devices by analysing both lexical and grammatical cohesive devices. The analysis of the use of cohesive devices in political speeches, in general, and State-of-the-Nation Addresses, in particular, are however important in revealing hidden and underlining communicative implications of the use of such devices.

Second, studies on the use of cohesive devices in political speeches have focused mainly on inaugural speeches. There is therefore the need to undertake a study in order to get a

comprehensive understanding of the linguistic implications underpinning the use of cohesive devices in State-of-the Nation Address. The present study is intended to fill some of these gaps. The study identifies the cohesive devices used in the 2016 State-of-the Nation Address in order to examine the communicative implications encoded in the use of the identified cohesive devices.

2.7 Summary

This chapter has discussed theoretical concept, and conceptual frameworks of cohesion. A review of previous studies on cohesion has also been provided in terms of relevant research topics and research methods used in those studies. The review showed that the cohesion theory can be applied in almost all spectra of human endeavour, notable amongst them are academic writing, media discourse, political discourse to mention but a few. The review has also revealed an important gap that exists in literature in the context of Ghana as far as the analysis of cohesion is concerned. The next chapter discusses the methodology used for the study which includes the research design, data collection procedure, and methods and procedures for data analysis.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Research methodology presents a systematic way to solving the research problem. This section of the study looks at the various steps employed in undertaking the study in a systematic manner. The research methodology does not only deal with the research methods but also considers the rationalisations behind the selection of the methods used in the context of the study and explains why some methods and techniques are employed over other possible methods and techniques. This makes the research results comprehensive and susceptible to being evaluated either by the researcher himself or other researchers. The methodology used in the study is segmented into six parts: research design, research approach, data collection instrument, population, sampling procedure and data analysis procedure. The details of each part are discussed.

3.1 Research Approach

The present study employs the qualitative research approach. Creswell (1994, p. 145) avers that qualitative researchers investigate "how people make sense of their lives, experiences, and their structures of the world". Vanderstoep & Johnston (2009, p. 183) also say that, "the qualitative research approach is more descriptive than predictive". This means that the goal of the qualitative approach is to understand in depth the description of various elements in the data. Another characteristic of qualitative research is that it is an inductive and a non-generalizable research approach. Its inductiveness indicates that the researcher analyses the data and from the

findings, he draws conclusion on the study and its non-generalizable quality also indicates that the findings only represent the data studied.

Owu-Ewie (2012) refers to qualitative data as the raw materials researchers collect to solve a research problem. The data serve as the object of analysis, and can include photos, objects, video tapes, observations, interviews, documents and other elements that can be described. The scope of qualitative data is confirmed by Dornyei (2007, p. 37-38) when he posits that 'qualitative research works with a wide range of data including various types of texts'. Since qualitative research is interpretative in nature, the biases, values and judgement of the researcher become explicitly stated in the research report (Creswell, 1994).

Owu-Ewie (2012) says that the manner in which qualitative data is analysed and interpreted has major implications on the result and for that matter the analysis and interpretation must be carried out meticulously. His reasons for analysing data qualitatively are paraphrased below.

a. The qualitative research approach takes the researcher and readers beyond the raw data;

b. It provides evidence to convince readers;

c. It makes the familiar strange;

d. It sheds light on the research questions.

The main reason for choosing the qualitative design is that the present study, as indicated by the research questions, is exploratory and descriptive in nature so the content of the state-of-the-nations address is analysed and the findings described. As noted by Creswell (1994), qualitative research, with its flexible procedure, is the appropriate design for exploring and describing phenomena that are covert to the researcher. Creswell's (1994) assertion on qualitative research falls in line with the purpose of the current study since the study analyses the use of grammatical

cohesive devices which on the surface are covert to the researcher and only become overt after the analysis.

3.2 Research Design

The specific type of qualitative design employed for the study is content or textual analysis. Hsieh & Shannon (2005) defines qualitative content analysis as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns. The researcher looks at the emerging themes from the data as he codes them and then puts them into conceptual categories in a way which describes what is happening. The researcher presents a story line that will be meaningful to readers through re-examining the categories identified to see how they are linked in order to translate their conceptual model. The qualitative content analysis design gives attention to the features of language in communication with particular focus on features of language to contribute to the content or contextual meaning of the text. Taylor-Powell & Renner (2003) cited in Owu-Ewie (2012, p. 42) outline the steps below to describe the basic elements of analyzing and interpreting qualitative data:

a. Get to know the data. This means that the researcher has to invest time and effort to get in-depth understanding of the data by familiarising himself with the data through close reading.

b. Focus on the analysis. To begin with the analysis, the researcher has to review the purpose of the research and what he wants to find by identifying a few key questions that he wants his analysis to answer.

c. Categorize information. This involves identifying themes and patterns in the data - ideas, concepts, behaviours, interactions, and incidents that are used and organize them into coherent categories with descriptive labels for each category.

d. Identifying patterns and connections within and between categories. Here, the researcher organises his data into categories either by question or by case to identify patterns and connections both within and between categories. This can be done by:

    i. Capturing the similarities or differences in the given data.

    ii. Creating larger super categories that combine several categories.

    iii. Showing categories which appear more frequent by counting.

    iv. Showing the consistent relationship between two or more themes in the data.

e. Interpreting – bringing it all together. The researcher has to use the themes and connections to explain the findings.

Kaid (1989, p. 45) further outlines seven steps that are involved in doing content analysis, namely, formulating research questions to be answered; selecting the sample to be analysed; defining the categories to be applied; outlining the coding process; implementing the coding process; determining trustworthiness or credibility; and analysing the results of the coding process. Coding serves as an obligatory facet in carrying out content analysis.

Coding basically refers to the process of putting tags, lines, names or labels against pieces of data (Ewusi-Mensah, 2015). The point of assigning such codes is to attach communicative values to these pieces of data. Coding serves as a useful step in content analysis that enables the researcher to reduce the data into sizeable and meaningful units. Weber (1990) confirms the important role played by coding in content analysis when he postulates that doing content analysis in qualitative

research is a means that examines language intensely for the purpose of classifying large amounts of text into sufficient number of categories that represent similar meanings.

The present study uses content analysis design to examine the use of cohesive devices in the 2016 State of the Nations Address by John Mahama. Because the State of the Nations Address is a voluminous political speech, the need to break it down into units to aid the analysis to be carried out in a systematic manner becomes very vital. For this reason the speech is first analyzed by identifying and isolating sentences with paragraphs which contain sentential or grammatical cohesive devices as well as lexical cohesive devices. The sentence is used as the unit of analysis in this study. The motivation for the choice of the sentence is that grammatical as well as lexical cohesive devices are usually found in sentences since they are used to establish sentential ties between and among sentences in discourse. The sentence as the unit of analysis is capable of presenting the grammatical and lexical cohesive devices and how they link various words and sentences.

The identified cohesive devices are then categorized into grammatical and lexical types. The grammatical types are further put into four main groups according to the cohesion framework while lexical cohesive devices are also further grouped into two. These cohesive devices are analysed in order to identify their communicative value in the Address.

The content analysis is deemed the most appropriate research design for addressing the concerns of the current study. Sarantakos (2004) and Fraenkel & Wallen (2000) state that a person's or group's conscious or unconscious beliefs, attitudes, values and ideas often are revealed in their communications through a rigorous content analysis. By employing content/textual analysis, the study aims to reveal the linguistic and non-linguistic meanings

encoded in the use of cohesive devices in construction and presentation of the State-of-the-Nation Address as a genre of political discourse.

3.3 Data Collection Instrument

The data used in this study was the 2016 SONA delivered by the President John Dramani Mahama on Thursday February 25, 2016 barely nine months before the 2016 general elections. The speech under study was obtained from www.ghanaiandiaspora.com>SoN-2016, an approved and officially recognised website in Ghana. This website provides news and information database with comprehensive content which is easy and convenient to access. It serves as a source of reliable information, and further provides a wide range of content categories ranging from news, articles, press releases and other information. The State of the Nations Address in 2016 was downloaded in a PDF mode which also indicates it authenticity since PDF documents cannot be altered.

3.4 Population

Kusi (2012, p.80) defines a population as a group of individuals or people with same characteristics in which the researcher is interested. It can be presumed that in a population where all the items are covered no element of chance is left and highest accuracy is obtained. The population of the study includes all State of the Nations Addresses received from the ministry of information.

3.5 Sampling Procedure

The study used the purposive sampling technique to select the state-of-the-nation address in 2016 delivered by President John Dramani Mahama. The choice of this address was not politically motivated and did not consider the socio-political events at the time and the socio-

economic issues happening at that time. The data for the study was purposively selected based on its currency and availability at the time of the study. Other state-of-the-nations addresses were equally available at the time of the study but were not current and had already been researched into by researchers such as (Ewusi-Mensah, 2015; Adjei, Ewusi-Mensah, & Okoh, 2015; Adjei, & Ewusi-Mensah, 2016) hence the selection of this address which was the most recent address at the time the data was collected.

The researcher could have selected the state-of-the-nations address by any of Ghana's presidents provided it were available and the most current at the time of the study. However, this address was very current and could be easily accessed at the time of gathering the data. The choice of this address, therefore, has no personal political underpinnings.

3.5.1 The Choice of the 2016 State of the Nations Address

The state-of-the-nation's address serves as a medium through which the president addresses his people in fulfilment of Article 67 of the constitution of the Republic of Ghana. The presentation of the State of the Nation's Address is made possible through the avenue of language in context to perform certain linguistic functions. The selection of the data is therefore rationalised by the fact that the researcher wanted to explore the grammatical cohesive devices used in the address and their communicative implications by conducting a textual analysis.

Lastly, the researcher wanted to test the cohesion framework on the selected address to find out how linguistic choices of grammatical cohesive devices affect utterances and meanings. The study used the State of the Nations Address because it has a wider audience due to the crucial role it plays in the country's socio-political arena and for that matter wide range of

linguistic resources to fulfil its crucial role which makes it a rich source of data for textual analysis.

3.6 Treatment of Data

The data analysis consisted of two main stages and is in line with the two research questions posed by the researcher. The first stage was the identification of the grammatical cohesive devices used in the address. The cohesion analysis, the analysis of sentential ties or links, is applied and interpreted focusing on the cohesive devices in sentences. The analysis of cohesive devices concentrates on describing the different types of cohesive devices and how they link various words and sentences in the address.

The second stage was the investigation of the communicative functions of the linguistic choices of cohesive devices made in the speech. This was done by examining cohesive devices in relation to the types of cohesive devices and how they are used to link various words and sentences.

3.6.1 Cohesion Method of Analysis

Cohesion analysis is concerned with the relations of meaning that exist within the text which define it as a text. The sentence was used as the unit of analysis in this research because the study is solely based on the analysis of grammatical and lexical cohesive devices. The function of cohesion makes relations among words and sentences more explicit. The cohesion analysis of grammatical cohesive devices followed the following three steps:

(1) The text was generally demarcated into various paragraphs to aid in making reference to the portions of the text where cohesive devices were used. The cohesive devices identified were

lexical and grammatical cohesive devices which were further analysed under their respective sub-types.

(2) The various sentences in the paragraphs were analysed in order to identify the lexical and grammatical cohesive devices that have been used to link the various paragraphs, sentences and words in the address.

(3) The study finally contextually examined the communication implications of the lexical and grammatical cohesive devices used in the address.

3.7 Summary of chapter

This chapter has described the methodology used in the study which is segmented into six parts: research approach, research design, data collection instrument, population, sampling procedure and data analysis procedure and explained the motivation for choosing them for the study. The next chapter will present and discuss the results from the two main sections of the analysis. The first section will present the results obtained from the cohesion analysis of the grammatical cohesive devices used predominantly in the 2016 state-of-the-nations address. In addition, the next chapter will examine the communicative implications encoded in the grammatical cohesive devices used in the address.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results from the analysis and discussion of the 2016 SONA in Ghana in relation to the use of cohesive devices and the effect they carry in the text. In view of this, grammatical and lexical cohesive devices according to the theory of cohesion by Halliday and Hasan (1976) form a crucial component of the analysis. To achieve this goal, the analysis is structured into two parts. The first part identifies the cohesive devices used in the address while the second part examines the effect carried by the use of these cohesive devices in the text. The identification and examination of the effect of cohesive devices in the address are carried out concurrently. The findings of the use of cohesive devices in the address are presented in detail in order to establish the effect they carry in the state of the nation's address.

4.1 Cohesion Analysis

The concept of cohesion according Halliday and Hasan (1976) indicates how the interpretation of some elements in discourse is dependent on other elements According to Halliday and Hasan (1976), the theory of cohesion consists of two main types of cohesive devices. The analysis of grammatical cohesion is carried out at the sentence level where lexical cohesion is carried at the word or lexical levels. Both grammatical and lexical cohesive devices establish ties between sentential and lexical elements in the address.

The analysis of cohesion does not only focus on describing the different types of cohesive devices but also examines the effect of the use of such cohesive devices. The theory of cohesion

considers cohesion as a "semantic relation that is expressed between one element in a text and some other element that is found in the same text" (Halliday & Hasan, 1976, p. 18). The two main types of cohesive devices are further organized into various sub-types under each main type. Grammatical cohesive devices are further organised into four components:

> ➢ Reference
>
> ➢ Substitution
>
> ➢ Ellipsis
>
> ➢ Conjunction

While lexical cohesive devices are further organized into two types:

> ➢ Reiteration
>
> ➢ Collocation

4.2 Analysis of Grammatical Cohesive Devices in the Address

This section of the analysis presents grammatical cohesive devices which are divided into reference, substitution, ellipsis and conjunction. The various types of grammatical cohesive devices are discussed into detail under this section.

4.2.1 Reference

Reference is one of the types of grammatical cohesion used to create surface links between sentences. Referential cohesion is classified by Halliday and Hassan (1976) into three sub categories namely personal, demonstrative and comparative.

4.2.1.1 Personal Reference

Pronominal reference is widely used by Mahama in his state of the nation's address. This first section of the analysis looks at the use of grammatical cohesive devices in the Address. This section will present examples that give an account of different types of pronominal reference used functioning as cohesive devices between independent clauses and adjacent sentences.

The grammatical categories of personal and possessive pronouns are used in the address to distinguish between speech roles and other roles (Coffin and Mayor 2004: 242). A speech role is realized linguistically through the first-person pronoun *I*. Other roles are realised through personal pronouns *he*, *they* and *it* which are used to make multiple references to people within the texts. The first person singular pronoun *I* and the possessive determiner *my* fulfil the functions of language resources that serve to introduce writer-reference in order to provide personal opinion and express agreement or disagreement. The analysis and discussion of personal reference are presented below.

4.2.1.2 The Use of the Pronoun 'I'

Personal and possessive pronouns are generally used as cohesive devices to build up links between the speaker, his immediate and extended audience as well the general and specific subjects of discussion in the address. The use of pronouns makes it clear that the address has a speaker(s), addressees and third parties. The first person singular personal pronoun 'I' is specially used in the address to indicate some cohesive functions aside its traditional function of replacing the speaker. Tsareva (2010) says that personal pronouns are used together with other lexical items to perform several roles.

These functions are presented below with textual evidence to support them. Mahama uses the pronoun *I* to indicate a cohesive link between his position as president and personal ability to initiate projects and take some concrete decisions in order to present himself as a proactive president. He therefore identifies himself as the central figure around which the administration of the country revolves through the use of the personal pronoun "I" together verbs such as *inaugurated, cut, referred and tasked*. He showcases his power as the president and leader of the nation who is able to start projects as well as approve or disapprove certain decisions as seen in the lines below

I inaugurated the 147-kilometre Fufulso-Sawla Road. Par. 274
I cut the sod for the Ashanti segment of the Cocoa Town Roads. Par. 285
I have inaugurated the High Level Implementation Committee, as one of the structures to facilitate implementation of the plan. Par. 323
I referred the petition ..., I approved the dismissal of 23 judges from the bench. Par 331
I have tasked the new Minister for Food and Agriculture. Par. 223

He also uses the pronoun *I* to express his appreciation and encouragement to some individuals, groups and the nation as a whole. As a president, he serves as a unifying force among various groups of people ranging from government officials to all Ghanaians. In this light, Mahama therefore uses the pronoun *I* to establish personal solidarity between himself and some government officials, traditional rulers and all Ghanaians as a whole to indicate his recognition of their efforts in his administration in order to encourage them to do more for the country. The cohesive pronoun *I* therefore performs a relational cohesive function which allows Mahama to show his personal approval and support for various officials who are helping him achieve his better Ghana agenda as seen in the lines below

I salute the Acting. MD and the staff of the refinery for the hard work. Par 159

I salute the former Minister of Power Dr. Kwabena Donkor, ..., and I acknowledge the Chief Executive and Staff ... par 164

I wish to thank Ghanaians ... I pledge to Ghanaians that I will continue to work ... Par. 165.

I would like to thank Nana Baffour Kwame Anim II. Par 214b

I thank you for your kind attention. Par

I wish to urge the Energy Commission. Par. 180

I wish to make a passionate appeal to Traditional Authorities and landowners. Par 214b

I urge Ghanaians to exercise patience. Par. 282

I wish to salute the doctors. Par. 295

He also uses the pronoun *I* to personalise the future plans and thoughts his party has for the nation. He uses *I shall, I intend, I would soon* and *I want* to reveal that he has intentions and plans for the future. He therefore presents himself as visionary leader who does not only think about the present only but also thinks about the future of the country as seen in the lines below.

I shall have the privilege of commissioning soon. (par.1)

I intend to sign this bill into law as soon as this House passes it because I believe it will underscore Ghana's story of transformation. (Par 135)

I intend to work hard. Par 167

I intend by the time I leave office in 2021. Par. 294

I indicated that I would soon give a deadline when hard copy Cabinet files. Par. 314

I want to ensure that we raise indigenous Ghanaian construction firms. Par. 286

The past is very important in any political dispensation since it serves as a yardstick to measure the present and the future. Based on this backdrop, Mahama referred to some of the promises, pronouncements and actions he took in the past in order to measure how his commitments to his pledges and promises have been fulfilled in the present. He uses the pronoun *I* together with past tense verbs such as *stood, promised, assured, took* and *expressed* to

54

juxtapose his past promises to the present to show how far he has fulfilled his promises and also indicate that he is making steady progress as presented in the lines below.

I have assured the nation. (142)
I stood before this august House and promised to fix the power sector deficit. Par 160
I was painfully aware of the difficulties this situation was posing. Par 161a
I expressed my deep regret to the nation over the situation and took responsibility as President. Par 161b
When I appeared before you ... As I speak... par. 176
I deeply regret any hardship this may have caused but if we are to fix our energy challenges permanently then this decision was absolutely imperative. Par 197
When I was elected President, I stated that my mission ... I suppose ... Par. 401

Mahama uses the pronoun *I* to identify himself as the speaker of the address to relate his efforts as president within the three aspects of time; present, past and future. He outlines his past achievements and juxtaposes them with the promises he made in order to indicate the current state of the economy. He also outlines his plans for the future to present himself as a proactive and visionary leader. He therefore uses the pronoun *I* to personalize his achievements and their positive effect on the nation and also present his unaccomplished policies which he hopes to achieve in the future. His general use of the pronoun *I* identifies him as a cohesive force around which the administration of the nation revolves. Mahama's use of the pronoun *I* confirms that the "personal pronoun *I* is used as cohesive choices in identification and tracking of the speaker participant (Martin and Rose 2007).

4.2.1.3 The Use of the Pronouns *My* and *Me*

The use of the personal possessive pronoun *my* is employed by Mahama to achieve various cohesive effects in the address. Mahama uses the pronoun *my* as a cohesive force to identify himself with parliament as his immediate audience, some individuals, his government and some state institutions. He uses the expression **my** *political home* and **my** *brothers and sisters* in *par.6* to identify himself with parliament as former member in order to win their cooperation and support in the administration of the country in general and specifically to win their approval on his state of the nation address. He therefore moves from achieving textual cohesion to that of interpersonal cohesion relationship with the members of parliament. He moves further to deepen the cohesive ties between himself and the members of parliament by referring to them as his brothers and sisters. He also uses the expression *My friend, Honourable J.B. Danquah-Adu* to relate with him as a caring friend so as to amplify his feeling of the pain for the demise of the *Honourable J.B. Danquah-Adu* and also to identify himself as a sympathetic president. As president of the nation, he identifies himself as the custodian of the nation therefore through the use of expressions such as *my government, my administration, my cabinet.* Mahama uses *my* in the expressions discussed to create proximity between himself and parliamentarians who are his immediate audience, the family of Honourable J.B. Danquah-Adu and his government in order to establish solidarity as seen in the lines below:

*This House is **my** political home… honourable members are **my** brothers and sisters. Par. 6*
***My** friend, Honourable J.B. Danquah-Adu, MP for Abuakwa North. Par. 7*
***My** Government is committed. Par. 12*
***My** administration will exercise strict fiscal discipline. Par.142*
*I wish to emphasise the commitment of **my** administration, Par. 331*
*This is a risk **my** Government has accepted. Par. 349*
Other members of **my** Cabinet. Par. 94

56

*I would like to ask **my** invited guests to please stand. Par. 404*

He uses the pronoun *me* as a submissive tool to present his personal feelings and thoughts from an objective grammatical position. Mahama submits himself to the people of Ghana by recognizing them as having the power to elect him president and also considers parliamentarians as his powerful immediate audience whose permission he needs to seek through the use of the expressions such as *people of Ghana elected **me**, But permit **me*** and *Let **me**.* By the use of *me*, Mahama establishes solidarity with the members of parliament and with all Ghanaians. His use of *me* therefore helps tone down his authoritative use of the pronoun *I* to show the recognition he has for Ghanaians**.** This evident in the lines below

*Every year since the good people of Ghana elected **me** to serve as President. Par. 5*
*It pains **me** today to see the vacant seat of our brother, my friend, Honourable J.B.*
Danquah-Adu. Par. 7
*But permit **me** to place this project in a broader perspective. Par. 29*
*Let **me** tell you about one of those 2,300 students. Par. 36*
*Let **me** state for the avoidance of doubt. Par. 205*
*Let **me** appeal to drivers to strictly observe road safety regulations. Par. 295*
*Let **me** tell you about one of those 2,300 students: Par. 36*

Mahama's preponderant use of the singular personal and possessive pronouns *I, my, me* therefore indicate that he considers himself as an individual representing the whole country as president and not just a representative of a political or any group of persons. He also recognizes the power of the people and parliament. His general use of these pronouns unites the text by helping him present himself in different lights from the subjective case as the leader and most powerful citizen in the country and objectively as one whose powers are in the hands of the people of Ghana.

4.2.1.4 The Use of the Pronoun *We*, *Us* and *Ours*

Mahama uses the plural first person personal pronouns *we, us* and *ours* to indicate implicit inclusiveness as well as explicit exclusiveness in his address. Mahama exclusively uses the pronouns *we, us* and *ours* to create solidarity with parliament by lumping parliament together with himself. He effectively creates this solidarity by alluding to the fact that he was also a member of parliament some time past. His exclusive use of the pronouns excludes all other people with the exception of himself as well as members of parliament. His exclusive use of the pronouns *we, us* and *ours* is implicitly inclusive in the sense that members of parliament represent the people who elected them. This is made evident in the lines below

*We are Ghana's greatest wealth. The individual skills, talents, passion, personality, ideas and ingenuity **we** bring can make a world of difference. Par. 3*

*When **we** lose someone, especially someone who is in the prime of his or her life, **we** mourn much more than what that person was to **us**, or meant to **us**. We also mourn the possibility of what that person might have been or could have accomplished. Par. 4*

*We have lost a member of **our** family. Par.8*

*I would also like to respectfully request that **we** take a full minute of silence to honour him. Par.10*
We politicians are known for talking a lot. Par. 13
*We detail projects and proposals, **we** cite budgets and data. Par. 14*
*In many ways, because I began as a Member of Parliament, this House is my political home and its honourable members are my brothers and sisters. **We** stood on different sides and held **our** positions. **We** argued points, and we pointed out what we felt was the error of the other side's ways. But, as I recall, at the end of the day, **we** were more than worthy opponents. **We** recognised **ourselves** as family, as a microcosm of the larger Ghanaian family. Par. 6*

58

He also uses the pronouns "we, us and our" to refer to his government which indicates that he accepts responsibility for the failure or success in all aspects of his government. This is made evident in the lines below:

*We have also worked to better train and equip **our** teachers. Par. 18*

We are vigorously confronting these challenges. Par. 29

We are poised to invest heavily in the coming years in education and preventive healthcare for the treatment of chronic diseases due to lifestyle choices. Par. 53

*We are training more health care professionals. **We** are improving on the conditions of their service so that **we** may retain them to work in Ghana. Par. 78*

We will strive to eliminate mother-to-child transmission of HIV by 2017 and meet the needs of adolescents and youth. Par. 88

We have also registered a 1,000 of the kayayei free onto the NHIS in order to enable them access quality healthcare. Par. 102

We are working tirelessly to encourage citizens to report corruption without fear of victimisation. Par. 339

He uses the second person personal pronouns *you and your* to refer to parliament since they serve as his immediate audience representing all Ghanaians who are his extended audience as seen in the lines below

*Let me tell **you** about one of those 2,300 students: Dzidzor Kwamuar from Fodome-Helu. Par. 36*

*I will share with **you** two such examples of this. Par. 104*

*When I appeared before **you** last year, 76% of our people had access to electricity. Par. 176*

*I urge **you** all to take interest in it and at the appropriate time, submit proposals to assist us institute the scheme. Par. 338*

*Let me take this opportunity to inform **you** that 10 persons have been convicted in relation to Anas' expose on smuggling of cocoa, while two were acquitted by the court. Par. 340*

59

*My understanding is that the Minister for Foreign Affairs presented a comprehensive statement on GITMO to this House. And **you** exhausted **yourselves** questioning her on all aspects of the matter. Par. 380*

*It is on the basis of this that we placed the Energy Sector Levy Bill before this august House in December 2015, and for which we received **your** gracious approval. Par. 195*

*I thank **you** for **your** kind attention. Par. 406*

He also uses the second person personal pronouns *your* to refer directly to all Ghanaians possessively relating some good qualities such as patience and understanding to them as seen in the lines below

*I thank the good people of Ghana for **your** understanding and patience. Par. 143*
*I wish to thank Ghanaians for **your** patience and understanding. Par. 165*

4.2.1.5 The Use of the Third Person Singular Pronouns

Mahama also uses the third person singular masculine pronouns *he* and *his* to refer to J.B. Danquah-Adu who is a late member of parliament. He uses the pronouns *he* and *his* to refer to the parliamentarian without having to mention his name repeatedly in order to pay homage to him as presented in the paragraphs below

*It pains me today to see the vacant seat of our brother, my friend, Honourable J.B. Danquah-Adu, MP for Abuakwa North. J.B., aged 50, when **he** was brutally murdered, was a gentleman who walked away from every conversation with a smile. Par. 8*

***He** genuinely loved Ghana and that devotion shone through in everything **he** did, especially in **his** constituency, where **he** was quite popular and well regarded. JB's absence in this House and in his constituency is both seen and felt. We have lost a member of our family. And Ghana has lost a true son, one who would no doubt have gone on to contribute greatly to the betterment of our nation. Par. 9*

4.3 Demonstrative Reference

Demonstrative reference includes demonstratives such as *this*, *that*, *these*, *those* acting as pronouns or as determiners within the noun phrase. *This* and *that* and *these* and *those* function as important organisational techniques in texts. They usually occur with anaphoric function referring to something that has been said before in terms of its proximity to another entity. This section of the analysis discusses the use of the demonstrative pronouns *this*, *that*, *these*, *those* as a form of reference.

The following paragraphs present the usage of the pronoun this in the address and how it establishes cohesion between sentences.

4.3.1 The Use of the Demonstrative Pronoun 'This'

Mahama uses the demonstrative 'this' as singular with anaphoric function referring to things that have been said before in the address. A form of reference, singular (1) or plural (2), is determined by a set of various lexical items that the demonstratives are often combined with.

In par. 6, 39, 142, a singular form *this* acts as a determiner (*this house, this vision, this negative narrative, this address*). It appears with a noun and the whole noun phrase encapsulates the content of what has been said. For example, *this house* (par.6) points back to *Parliament*, *this vision* (par.39) points back to the phrase *The bill for the establishment of the University of Environment and Sustainable Development, this* (par.104) points back to the phrase *LEAP ... beneficiary households.* The determiner 'this' is a factor of grammatical cohesion and functions anaphorically between pairs of adjacent sentences. The determiner *this* is cohesively used to express proximity of the nouns modified regarding place and time. Regarding time, the use of *this university* indicates that the vision of setting up the university is an immediate one which would not delay in any form. The use of *this election* also indicates the proximity of the time of

61

the delivery of the speech to the election time as very close since the election was to be held in few months from the time of the delivery of the speech. This presents how important the government considers the coming election. The use of *this house* also indicates proximity of the parliament house regarding the place of the delivery of the speech. The parliament house is therefore identified as the immediate setting of the delivery of the speech. The general use of *this* therefore establishes a cohesive tie between issues discussed in the address and the swift intentions of the government to fast track these issues such as the setting up of the university.

The discussions above are evident in the examples below:

*In many ways, because I began as a Member of Parliament, **this** House is my political home and its honourable members are my brothers and sisters. Par. 6*

*The bill for the establishment of the University of Environment and Sustainable Development has been passed and I have appointed an implementation team to assist the Ministry of Education in realising **this** vision. Par. 39*

*As at November 2015, LEAP had been expanded to 144,980 beneficiary households. The cash grants have also been increased this year. **This** has helped beneficiaries to not only address their critical needs, but also to invest in income-generating ventures that supplement family finances. I will share with you two such examples of **this**. Par. 104*

*I have assured the nation and our partners that my administration will exercise strict fiscal discipline even in **this** election year in order that we can also transform **this** negative narrative of our country. Par. 142*

*I began **this** address with an admission that politicians talk a lot - as I have, no doubt, proven here today - but that our words sometimes fail us because they do not always accurately reveal the human faces that inform our ideas and benefit from the programmes and policies we enact. Par. 400*

4.3.2 The Use of the Determiner 'That'

The demonstrative pronoun *that* links an expression to a preceding expression. *That* refers to something said or related to another person other than the speaker. *That* is used in par. 4 to refer to the previous expression; *someone who is in the prime of his or her life.* It is used as a cohesive tie to link the earlier part of the discourse in paragraph 4 to letter part *was to us, or meant to us. That* is used in Par. 80 to refer the earlier part of the sentence *Her condition with this pregnancy.* Mahama therefore uses *that* in the paragraph to pull together the various sentences in the paragraph to express the idea that health infrastructure and services have been improved through the establishment of polyclinics under his administration. *That* is used in Par. 237 to refer to a group of Ghanaians in the expression *7 million Ghanaians* who do not have access to water supply as expressed in preceding part of the paragraph. The use of *that* in this paragraph links the sentences in the paragraph to present the past state of the country where such a large number of people such as 7 million Ghanaians did not have access to water supply. Mahama uses that in Par. 285 to identify his government as different from other governments in the sense that it does not discriminate against citizens who belong to other political parties in distribution of the national cake. He therefore distances his government from past government to place his government as a better government. *That* is used in Paragraph 373 to refer to the expression *A Local Government (Borrowing) Bill* used in the preceding part of the second sentence in the paragraph. *That* is used to link the bill to its expected benefits thereby helping in expressing a complete idea about the bill and its significance. He uses the word *that* in Paragraph 381 to refer to the earlier expression *The world we live in today* in order to draw links between the modern world and its demands. This helps him in not just talking about the modern world in isolation but what its demands are to countries which could either be positive or negative.

Generally, Mahama uses the pronoun *that* as an intra-paragraph cohesive device to link his varied ideas into independent wholes and also sometimes distant his government from unfavourable acts such as discrimination. The examples presented below serve as textual evidence to back the discussion above.

*When we lose someone, especially someone who is in the prime of his or her life, we mourn much more than what **that** person was to us, or meant to us. We also mourn the possibility of what **that** person might have been or could have accomplished. Par. 4*

*Her condition with this pregnancy was delicate, one **that** could ordinarily only be undertaken by a higher-level healthcare facility. Having access to a capable and well-equipped polyclinic nearby decreased the travel time necessary for Mercy to access medical attention throughout the pregnancy and, also, when it came to time to deliver, the establishment of a new polyclinic in Nkrankwanta ensured **that** she delivered safely. Par. 80*

*They are siblings, friends, and future leaders. 7 million Ghanaians including an entire generation **that** had never seen water flow through their taps at home since they were born. Par. 237*

*The interesting thing is that he is a youth member of the NPP and was a Polling Station Chairman. This is a Government **that** opens up the opportunities of this country to everybody without political prejudice. I cut the sod for the Ashanti segment of the Cocoa Town Roads in new Edubiase and in Bekwai. Par. 285*

*The Consolidated Decentralised Local Governance Bill will also be laid before Parliament in the course of the year. A Local Government (Borrowing) Bill will also be laid before Parliament **that** will enable MMDAs to borrow for infrastructure projects and municipal services delivery without incurring liability for the Government. Par. 373*

*The world we live in today is a world **that** has become a more integrated and connected place, **that** creates both challenges and opportunities for our dear nation. It is important as we seek to build stronger relations with our friends and allies that we take this into consideration. Par. 381*

4.3.3 The Use of the Determiner 'These'

Generally, Mahama uses *these* anaphorically to refer to issues discussed earlier in order to present different or new views about such issues. In its usage, the former information and latter information given about the entities in question are both linked up to the same issues thereby creating intra-paragraph cohesion. Specific instances of the use of these are discussed. *These* is used in paragraph 29 to refer to the challenges stated earlier in the paragraph which are lack of access and poor transition rate from JHS to SHS. The use of *these* helps the speaker to refer to the challenges stated earlier in order to link the challenges to the steps the government is taking to fix them. *These* is used in paragraph 176 to refer to communities that have access to electricity. It points out to the benefits gained from access to electricity by people who received it from the government. The use of *these* in the paragraph therefore indicates that the communities stated earlier did not receive electricity but also benefited from the electricity received. It is also used in paragraph 287 to refer to roads under construction. The use of *these* in this paragraph links the construction of roads to the creation of employment for the youth engaged by the local contractors. The earlier use of roads just referred to the construction of the roads while the use of *these* points out the benefit created by the construction of the same roads stated earlier.*These* is also used in paragraph 307 to refer anaphorically to the Tema and Takoradi Harbours as used in the first sentence in the paragraph. The use of these aids Mahama to express the benefits that Ghanaians would gain from the expansion works on the Tema and Takoradi Harbours in terms of employment of labour. The examples presented below serves as textual evidence to back the discussion above.

*Secondary education was plagued with a number of challenges, notably lack of access, leading to a poor transition rate from JHS to SHS. We are vigorously confronting **these** challenges. Par. 29*

*As I speak, 80.5% of our people now enjoy access to electricity. This compares significantly with the 58% of coverage in 2009. And the difference this has made in the lives of the people in **these** communities is monumental. Par. 176.*

*As we finish with **these** roads, we will commence work on other equally important roads. Through this massive road construction effort, we are creating thousands of jobs for our youth who have been engaged by the local contractors working on **these** roads. It also means the profit earned from these public works is retained and invested in this country. Par. 287*

*In the Maritime sector, the expansion works on both Tema and Takoradi Harbours are moving steadily. The Phase I expansion works in Takoradi are expected to be completed in May this year. The expansion of **these** two ports will create approximately 10,000 new jobs for our people. Par. 307.*

4.3.4 The Use of the Determiner 'Those'

The function of *those* is interpreted by relating the pronoun to previous sentences preceding it. Mahama mainly uses the determiner *those* to single out challenges faced by Ghanaians specifically and Africans in general in his address. *Those* determines the days when the water in River Birim was clean as used in paragraph 242 to refer to the past when the water in the river was clean. The use of *those* juxtaposes the former clean state of the river to its current polluted nature in order to present the magnitude of pollution on the river. The use of *those* in paragraph 248 also determines *houses* and refer to houses that are demolished because they are built on encroached state lands. The use of *those* singles out these houses from other houses to indicate how owners lose their houses through demolition. *Those* in paragraph 385 determines

African businessmen and women and refers to the struggles they go through in travelling to do business on the African continent. The use of *those* singles out and distances *African* businessmen and women who travel to other parts of the continent from the mass of Africans in order to present their plight regarding travelling to other parts of the continent.

*The old treatment plant was designed to treat much less turbid water in **those** days when a pin dropped in the famous River Birim, could be viewed from the riverbed. Par. 242*

*I have had cause to caution state institutions that look on while their land is being encroached upon only to carry out painful demolitions later on. This is not acceptable. Ghanaians invest a lot of money to construct **those** houses. It doesn't help to watch encroachment take place over a period of 10 years and then turn around and demolish the properties. Par. 248*

*But by and large, traveling across our continent is a hassle. Indeed for **those** African businessmen and women trying to do business on our continent, it's actually easier for them to operate within the Schengen Area of the European Union than it is to travel around our continent. Par. 385*

4.3.5 The Use of the Determiner '*The*'

The definite article *the* is used in paragraph 7 in the phrase the *vacant seat of our brother* to refer to a definite seat out of all the seats in parliament which is already known by the members of parliament. The use of the determiner *the* identifies the late Honourable J.B. Danquah-Adu as a popular member of parliament who was well known by the house. The definite article *the* is used in paragraph 19 in the phrase the *Millennium Development Goal* to refer to a known policy to Ghanaians. The use of '*the*' helps in presenting issues briefly because they are already known by the audience. Mahama in the use of the determiner does explain

issues but only talks about the effect of the implementation of the programme. Mahama further uses the definite article *the* in paragraphs 20, 26 and 35 to identify programmes and institutions such as the Teacher Professional Development Initiative, the Ministry of Education and the main campus of the University for Health as known issues which therefore helps him just to talk only about the progress of these programmes and institutions without having to give details about them. The use of the determiner *the* indicates familiarity of the issues presented to the audience.

*It pains me today to see **the** vacant seat of our brother, my friend, Honourable J.B. Danquah-Adu, MP for Abuakwa North. J.B., aged 50, when he was brutally murdered, was a gentleman who walked away from every conversation with a smile. Par.7.*

*Ghana has been commended by the United Nations for meeting the target of **the** Millennium Development Goal (MDG) on achieving universal primary education with gender parity. Par. 19*

*These children are now being targeted under the Compulsory Basic Education (CBE) programme of **the** Ministry of Education. Par. 20.*

*In our determination to improve quality education, we have also introduced two new programmes - **the** Teacher Professional Development Initiative and **the** Provision of Teaching and Learning Materials programme. Par. 26.*

*In November of last year, I inaugurated **the** main campus of the University for Health and*

Allied Sciences (UHAS) at Ho, which, in just three years of its establishment, has achieved many remarkable success stories. Par. 35.

4.4 Comparative Reference

The third type of cohesive reference is comparative reference. This reference can be used to show identity, similarity and difference. Comparative reference that implies the existence of

two or more entities or ideas that are compared. Not only comparative forms of adjectives but also items like *the same*, *the other* contribute to cohesion.

4.4.1 Identity

Same is used anaphorically as a grammatical cohesive device to bring back into the texts the meaning of what has been said before. As a general sub-type of comparative reference, *the same* serves to compare items within the texts in terms of identity. For example, *the same* in (Par. 51) refers back to 'last decade' in order to compare the under-five mortality rate to infant mortality rate with the same time frame. This helps link the two occurrences to the same time period in order to establish the improvement made by the government in terms of issues. *Same* is used in the example in Par. 129 to indicate that the state of exports in the country is not different from perhaps its former state which is known by parliament. In this example, the specific former state of exports in the country is not mentioned because it is assumed to be known by parliament. Mahama therefore uses '*same*' in this paragraph to link the past to the present which improves the cohesiveness of the address in relation to past and present happenings. The use of *same* in Par. 192 refers to the 32cents per kilowatt-hour produced by VRA in order to identify how much of that power is sold to ECG. He uses same to identify how ECG is running out of power as compared to VRA that even has excess to supply to ECG. He uses '*same*' to help compare ECG to VRA in terms of supply. *Same* is used in Par. 293 to refer to the journey from Wa to Tamale in order to identify the reduction in time spent due to the improvement in the nature of the road. This helps in linking two different issues within a similar situation. Mahama subtly does this juxtaposition in order to present his government as one that has improved the road sector. Last but not least, *same* as used in Par.403 identifies the transformation agenda with the earth's

motion. The use of *same* as a comparative cohesive device helps compare Ghana's progress to that of the spinning of earth. These paragraphs as discussed are seen in the examples below

*Over the last decade,   has decreased from 111 to 60 per 1,000 live births. Infant mortality dropped by almost 30% from 64 to 41 per 1,000 live births during the **same** period. Par. 51.*

*Despite, this significant shift in the structure of the economy, the nature of our exports has virtually remained the **same**. Par. 129.*

*While it is true that there have been periodic upward adjustments in tariffs over the years, the amount of tariffs paid have not been adequate to meet the operational expenditures of these utilities. For example, the VRA produces electricity at an average rate of 32cents per kilowatt-hour and sells **same** to ECG at 21cents per kilowatt-hour. Par. 192.*

*Ask Mohammed Hissan, who has been driving since 2004 and plies the route to Tamale. Before the completion of the Sawla-Fufulso Road, Mohammed says he and other drivers spent between 8 and 9 hours traveling from Wa to Tamale. With the road completed now, an excited Mohammed says they now spend a maximum of 4-and-a-half hours doing the **same** journey and that now, travelling across the two regional capitals is much safer. Par. 293.*

*We are always in motion, even when we believe ourselves to be standing still. The Earth is always spinning on its axis. I like to think of our Transformation Agenda in that **same** way. Change is happening. It is taking place. Ghana is being transformed. Par.403*

4.4.2 Similarity

The word *similar* is used anaphorically as a grammatical cohesive device to bring back into the texts the meaning of what has been said before. *Similar* serves to compare identical items within the address. Examples of the use of *similar* in the text to establish similarity are discussed and presented with the aid of the examples in the address. For example, *similar* as used in par. 137 indicates that the purpose behind the establishment of Ghana Infrastructure Investment Fund (GIIF) is similar to the purpose of the earlier mentioned Exim Bank. Similar is

70

used in Par. 152-154 to compare the reckless conduct of DKM to future instances which the government hopes to curb. The use of similar plants in Par. 217 refers to the shea nut processing plant established in the Northern Region as identical to the ones he hopes to establish in the Upper West and Upper East Regions. *Similar* is also used in Par. 218 to refer to the similarity between cocoa purchases regulations and the shea nut purchases regulations in order to establish the increment in shea nut prices. The general use of similar helps Mahama to cohesively link the current issues discussed to past or future issues which helps in the discussion of more one issue at a time. These paragraphs as discussed are seen in the examples below

As with the Exim Bank, the Ghana Infrastructure Investment Fund (GIIF) was established for ***similar*** *purpose. These institutions will serve as buffers for managing the economy, whilst providing the space for spending on socio-economic infrastructure. The Ghana Exim Bank and the Ghana Infrastructure Fund are some of the more enduring and independent mechanisms for addressing the root causes of our particular macro-economic challenges. Par. 13.*

I am aware that the Bank of Ghana has commenced liquidation proceedings in respect of DKM. I believe that this process should be part of a comprehensive package that looks at protection of the livelihoods of especially small depositors without rewarding the reckless conduct of the microfinance institution, in this case DKM. The object of this would be to look at reimbursing legitimate customers their original deposit amounts, and not the Alice-in-Wonderland prospects they were expecting. Par. 152. This initiative should be conceived in the context of a broader solution that will permanently sanitise and restore credibility to the microfinance industry and strengthen Bank of Ghana's supervision. Par. 153 This august House has a role to play. We must fast track the Ghana Deposit Protection Bill, which will protect small depositors funds in ***similar situations*** *like this in future. Par. 154.*

The first shea nut processing plant with an initial capacity of 100 metric tonnes per day was established and commissioned in May 2012 at Buipe in the Central Gonja District of the Northern Region. Arrangements are far advanced for the expansion of its capacity to 200 metric

*tonnes per day. Government also plans to establish **similar plants** in the Upper East and Upper West Regions. Par. 217.*

*Since the inception of the Shea Board in regulating shea nut purchases, **similar** to what pertains in cocoa purchases, the price per bag of shea nut has increased from GHC28.00 in 2009 to the current price of GHC130.00 per bag, an increase of over 264%. Par. 218.*

4.4.3 Difference

The adjectives "other and different" are identified as the comparative reference cohesive devices which are used to indicate difference between entities. The analysis of the comparative use of reference to indicate difference begins with the use of the adjective "other". The adjective "other" as used in Par. 350 distinguishes salacious fabrication as different from concocted allegations. The adjective "other parts" is used in Par. 377 to distinguish or differentiate West Africa sub-region and the African continent as different parts of the world. In Par. 6, *different* is used to indicate the existence of sides which are not similar but different. The use of *different sides* indicates the ruling party's representatives and the opposition parties' representatives in parliament. The adjective "different" is also used in paragraph 20 to distinguish between the outcomes in the lives of the 54,800 enrolled as a result of their enrolment into schools compared to what the outcome of their lives would have been if they had been enrolled in school. The specific outcome is not mentioned because the outcomes are already known. The adjective *different* is also used to indicate that the recruitment would not be carried out once but rather in five distinct periods in a total period of twelve months. The general use of the words *different* and *other* help Mahama to establish the striking differences between dual issues discussed in the address. The paragraphs below present the use of the adjective *different* and *other* in the address.

*In this fight, concocted allegations and **other** salacious fabrications anonymously circulated on social media under the masthead of fake newspapers do not help. They rather hinder the fight, making it difficult to differentiate what is truth, and what is political propaganda. Par. 350*

*Ghana continues to participate in peacekeeping efforts in the West Africa sub-region and on the African continent as well as **other parts** of the world, as her contribution to ensuring peaceful resolution of disputes and elimination of threats to international peace and security posed by conflict zones around the world. Par. 377*

*In many ways, because I began as a Member of Parliament, this House is my political home and its honourable members are my brothers and sisters. We stood on **different sides** and held our positions. Par. 6*

*In the last year, a total of 54,800 out of school children in four regions have been enrolled into schools. These are 54,800 children who would not have received an education. These are 54,800 children whose lives will now have much **different outcomes** as a result of this programme. Par. 20*

*The Youth Employment Act 2015 has been passed to create a solid foundation upon which the Youth Employment Agency can be structured and run. Recruitment under the Youth Employment Agency (YEA) has also started, and it is targeted to recruit 100,000 young people over the next 12 months in 5 **different modules**. Par. 114.*

4.5 Substitution

Substitution is used to signal a kind of anaphoric relation that holds pieces of a text together and avoids repetition. The address contains the use of all three types of substitution which are discussed and presented below

4.5.1 Nominal Substitution

Nominal substitution occurs in cases where a noun or a nominal group is replaced by a different noun. The use of nominal substitution is used in the address. Mahama uses substitution in his address in order to avoid unnecessary repetition in order to relieve his audience of boredom so that their interest will be sustained to enable them pay attention to the address. He uses the word *one* in place of nouns and noun phrases in the address. In paragraph 8, *one* is used in place of *son*, in paragraph 80, *one* is used to replace *person*, in paragraph 311, *one* is used in place of *bus lane* and paragraph 348, *one* is used to replace *society* as presented in the paragraphs below

And Ghana has lost a true son, one who would no doubt have gone on to contribute greatly to the betterment of our nation. Par. 8.

Her condition with this pregnancy was delicate, one that could ordinarily only be undertaken by a higher-level healthcare facility. Par. 80.

Acting in a nation's best interest is not synonymous with taking only decisions that make one popular. Par. 143

Dedicated bus lanes are being constructed. The first one from Amasaman to the Central Business District has been completed. Par. 311.

We must move from a cash-based society into a cashless one where transactions are handled using electronic settlement platforms rather than lugging huge amounts of cash about. 348.

4.5.2 Verbal Substitution

Verbal substitution refers to a grammatical relation in which the wording is expressed usually by the verbal substitute *does* or *do*. The verbal substitute and the presupposed lexical item are usually found in two adjacent sentences that are linked anaphorically. The verb *do* is

used in paragraph 286 to substitute the verb phrase *construct roads* in order to avoid a repetition while in paragraph 364, *do* is used in place of the verb *support*. Mahama therefore uses verbal substitution to avoid the repetition of the use of verbal elements in the address. Instances of the use of verbal ellipsis are presented below

> *Ghanaian contractors can do as well as foreign contractors and I want to ensure that we raise indigenous Ghanaian construction firms that will not only construct roads in Ghana but, in future, will construct roads in other countries. 286.*

It is important for all of us to support the Commission to be able to put in place the processes that will make this election successful. I call on all political parties to do exactly that. Par. 364.

4.5.3 Clausal Substitution

Clausal substitution refers to a grammatical relation in which clausal expressions are replaced usually by expressions such as *do so*. Just like verbal substitution, the clausal substitute and the presupposed clausal expression are usually found in two adjacent sentences that are linked anaphorically. The verb *do so* is used in paragraph 382a to substitute the clause *live up to our principles and our ideals* in order to avoid a repetition and in paragraph 382b, *do* is used in place of the same clausal expression *live up to our principles and our ideals*. Mahama therefore uses clausal substitution to avoid the repetition of the use of clausal elements in the address. Instances of the use of clausal substitution are presented below

We must also, as a leading nation on the West Coast of our continent, live up to our principles and our ideals that have informed our Foreign Policy since our independence and continue to do so, because those ideals are as relevant today as they were at our independence. Par. 382a.

Our First President charged that Africa should unite because in unity lies strength, we are far from that but there are steps we can take as a country that can bring Africa closer to us, and create economic opportunities as we do so for our citizens. Par. 382b.

4.6 Conjunctions

This is the fourth grammatical cohesion type. They are text connectives which are used to link units of a text. Conjunctions are classified into four types: additives, adversatives, causal and temporal.

4.6.1 Additive Function

Conjunctive elements *and*, *for example* operate in a succession of two sentences or independent units and establish additive relations. *And* occurs in a sequence of sentences and establish continuity of additive relations in a chunk of discourse. The conjunction "and" is used to establish addition between equal grammatical elements from the word level to the sentence level. The conjunction "and" is used to join words of the same classes and phrases of the same types as seen in the examples above. In paragraph 230, *and* is used to join the nouns *manufacturers* and *suppliers* and the verbs *sustain* and *expand.* In paragraph 341, *and* is used to coordinate nouns *investigations* and *prosecution as well as corruption* and *crime.* In paragraph 380 *and* is used to coordinate the verbs *integrated* and *connected* and the nouns *friends* and *allies* while in paragraph 6 it is used to coordinate the nouns *brothers* and *sisters*. The use of *and* to coordinate words of the same class indicates that Mahama employs the uses of words of same grammatical classes in order to widen his vocabulary usage to suit the comprehension of his audience from different backgrounds. The examples below indicate the usage of the conjunction and as an additive grammatical cohesive device between words.

The manufacturers and suppliers of building and construction materials, from whom purchases are made, earn money to sustain and expand their businesses and pay their employees. Par. 230.

76

The anti-corruption and law enforcement agencies have meanwhile begun discussions on how to coordinate their activities in a manner that facilitates effective investigations and prosecution of corruption and crime. Par. 341

I began as a Member of Parliament, this House is my political home and its honourable members are my brothers and sisters. Par. 6

The world we live in today is a world that has become a more integrated and connected place, that creates both challenges and opportunities for our dear nation. It is important as we seek to build stronger relations with our friends and allies that we take this into consideration. Par. 380.

Government commits to the implementation of the findings and recommendations of the World Cup Commission even as we confront the legal hurdles ahead. Par. 124

The conjunction "*and*" is used to coordinate phrases as seen in the examples presented in paragraphs 1, 161 and 198. In paragraph 1, and is used to coordinate the phrases *Traditional Rulers* and *Religious Leaders*. He uses "*and*" to coordinate the phrases *leader of this nation* and *Commander in Chief* in paragraph 161. He also uses "*and*" to coordinate the phrases *good driving standards* and *the use of roadworthy vehicles. This is made evidence in the paragraphs below*

Traditional Rulers and Religious Leaders Par. 1.

I expressed my deep regret to the nation over the situation and took responsibility as President, leader of this nation and Commander in Chief. Par. 161.

Mahama also uses the conjunction "and" to coordinate clauses as seen in paragraphs 296, 200, and 289. In paragraph 296 "and" is used to coordinate clauses *strengthening the 'Speak Up' passenger campaign launched in 2015* and *putting in place a new campaign on pedestrian safety*, in paragraph 200, "and" coordinates the phrases *renew the cocoa tree stock* and *increase productivity* and in paragraph 289 "and" coordinates the clauses *enable the Road Fund to scale*

up road maintenance and *repair to ensure longer life spans for our roads. The use of the conjunction to coordinate clauses is made evident in the examples below*

To renew the cocoa tree stock and increase productivity. Par. 200.

Additionally, it will enable the Road Fund to scale up road maintenance and repair to ensure longer life spans for our roads. Par. 289.

We will strive to eliminate mother-to-child transmission of HIV by 2017 and meet the needs of adolescents and youth. Par. 88.

We are heeding the words Pedestrian and passenger-related fatalities account for nearly 63% of all road traffic related deaths. The National Road Safety Commission (NRSC) is strengthening the 'Speak Up' passenger campaign launched in 2015 and putting in place a new campaign on pedestrian safety. It is implementing a plan to construct and install 968-lollipop crossing stands at strategic locations to aid the use of the roads by children and vulnerable adults. Par. 296.

Last but not least, Mahama uses the conjunction "and" to coordinates sentences as seen in paragraphs 160 and 390. In paragraph 160, "and" is used to coordinate the sentences *I stood before this august House* and *promised to fix the power sector deficit* and in paragraph 390, "and" is used to coordinate the sentences *we will also commence negotiations for the creation of a Continental Free Trade Area by 2017,* and *we will be actively participating in the negotiations.* The conjunction "and" is cohesively used by Mahama in his address to coordinate sentences in order to add variety and to complement the issues he presents. Instances of the use of the conjunction to indicate additive function in the address are presented below:

I stood before this august House and promised to fix the power sector deficit. Par. 160.

This year, we will also commence negotiations for the creation of a Continental Free Trade Area by 2017, and we will be actively participating in the negotiations with a view to creating the economic basis for a more united and integrated continent. Par. 390.

As part of its mandate of promoting good driving standards and the use of roadworthy vehicles on our roads, the Driver Vehicles License Authority (DVLA) automated 15 of its offices to improve the delivery of service to the public. Par. 298.

Some expressions such as additionally, for example, in addition, including, are also used to indicate the additive function in Mahama's address. Examples regarding the usage of these additive expressions are presented below with their discussions.

While it is true that there have been periodic upward adjustments in tariffs over the years, the amount of tariffs paid have not been adequate to meet the operational expenditures of these utilities. For example, the VRA produces electricity at an average rate of 32cents per kilowatt-hour and sells same to ECG at 21cents per kilowatt-hour. The shortfall in revenue has traditionally been paid through the payment of subsidies by Government. Par. 192.

Over the last few years, we have taken significant measures to address the real sector of the economy. As a first step, we started to diversify our economy by intensifying value addition to our exports. For example, in August 2015, the Minister for Lands and Natural Resources inaugurated a US$7 million gold refinery at Adjiriganor in Accra, the second of its kind in Ghana. Par. 132.

In order to address the perennial problem of debts owed to contractors, a portion of the Energy Sector Levy will be used to defray about GH¢323 million owed them by the Road Fund. This will also enable the Road Fund amortise another GH¢300 million, borrowed from SSNIT in 2008 and 2010, to support its activities. Additionally, it will enable the Road Fund to scale up road maintenance and repair to ensure longer life spans for our roads. Par. 289.

I am happy to announce that the first in a series of Citizens Complain Centres has been set up here in the national capital. The Centre is located in Room 209 on the 2nd floor of the Public

Services Commission Building in the Ministries Area. In addition to walk-ins, the Centre receives and processes voice complaints using hotlines. Par. 342.

We will continue to place priority on their needs in order to place them in a favourable position to carry out their duty of confronting and defeating crime, including cross border crime, narcotics, arms trafficking and terrorism. Par. 374.

We have tackled corruption with determination and fortitude in an effort to stamp out systemic indiscipline in the fabric of public and social service. We have refused to bury our heads in the sand like the ostrich or to adopt a defensive posture. Par. 321.

From the examples above, Mahama uses the expression "for example" in paragraphs 192 and 132. In paragraph 192, he uses the expression 'for example' to give specific additional information to indicate that the tariffs paid for do not match the operational expenditure while in paragraph 132, he uses the expression "for example" to specifiy additional information on how his government hopes to add value to the country's exports.

Mahama also uses the expression "additionally" and "in addition" in paragraphs 289 and 342 as presented above. In paragraph 289, "additionally" is used to indicate the additional benefit accrued from the portion of the Energy Sector Levy which was used to pay contractors. The expression "in addition" is also used to indicate the additional function of the Citizens Complaint Centres not only welcome walk-ins, but also to receive and process voice complaints using hotlines. He uses the expression "including to add additional information to the duties of the security forces not only to check crimes within the country but also at the borders as seen in paragraph 347.

Last but not least, he uses the word "like" to add specific information by comparing his government's defensive mechanism to fight corruption to that of the ostrich's defensive posture.

80

4.6.2 Adversative Function

A simple form of adversative conjunction *but* is the main adversative conjunction. *But* provides one cohesive tie between the sentences and clauses. Not all the instances of *but* seem to establish clear contrastive relations. *But* occurs to emphasize what has been said and makes it possible to continue a writer's remark. The use of *but* in this section is discussed in relation to its contrastive function. The paragraphs below present instances of the use of the conjunction *but* as in the address.

I would like to show how we are changing lives. And what a better place to start than with education, which has been proven to be the single most effective way not only to change a single life, but other lives that surround it. Par. 19.

We are training more health care professionals. We are improving on the conditions of their service so that we may retain them to work in Ghana. Umar Mahmoud Mogtar worked as a farm hand, but he had always dreamt of becoming a health professional. His opportunity came when a health-training institute was opened in Lawra in the Upper West Region and now he is on course to realise his dream. Par. 78.

It is a measure whose benefit will become apparent sooner rather than later. I deeply regret any hardship this may have caused but if we are to fix our energy challenges permanently then this decision was absolutely imperative. Par. 179.

Government is promoting coffee cultivation in areas considered as marginal for cocoa production. Coffee thrives very well in areas with rainfall ranging between 1200-2000mm per annum but can also grow in areas with a minimum of 1000mm rainfall per annum with irrigation. Par. 201.

The target we set ourselves as a continent here in Accra in November 2011, during the African Trade Ministers meeting, is an ambitious one, but is certainly not beyond our capability and we will continue to play a leading role towards realising our goal of promoting an integration of the states and people of this great continent. Par. 319.

The use of '*but*' in the paragraphs above serve to indicate a contrastive function. In paragraph 19, *but* is introduced internally to make a shift from discussing the benefits of education to individuals then to everyone. The use of the conjunction *but* establishes a contrastive link between individuals and people in general. In paragraph 78, '*but*' is used as an adversative cohesive device to contrast Mogtar's work as a farm hand with his dream of becoming a health professional. In paragraph 179, *but* is used to contrast the hardship faced by the people and the government's plan to fix the hardship or problem. In paragraph 201, but is used to contrast the maximum rainfall range that Coffee thrives very well to the minimum rainfall range for coffee. In paragraph 319, but is used to contrast the ambitious target set by the African continent during the African Trade Ministers meeting and the fact that the target does not exceed the capability of the people.

The expressions "*however*" and "*on the other hand* are also used as adversative cohesive devices. These expressions also express some form of contrast in the address. Some examples are presented and discussed to explicate the function played by these expressions.

Good governance and the fight against corruption rest not only on the Executive and the general public, but also the Legislature and the Judiciary. In the course of their duties, the second and third arms of Government are called upon to perform tasks that will advance the frontiers of democratic practice in our nation. Par. 352. However, as I observed earlier, the image of the Judiciary was brought to a near all-time low with the Anas exposures. As nerve-wracking as this incident was, it also presented a story of hope. Hope, in the fact that there were a significant number of judges who not only threw Anas out, but also threatened to call the Police on him. It shows that we have many judges on the bench who are upright and have great integrity. Par. 353

As President, I did not take this decision lightly, knowing the implications for the budgets of many households. It was, however, the only option available after all others had been evaluated. Par. 196.

When I took office as President our economy was faced with severe challenges from both domestic policy misalignment and external shocks. The resulting effect was a budget deficit of 11.5 % of GDP and a current account deficit of 11.7% of GDP. Expenditure pressures emanating largely from the compensation of public sector employees, budgetary overruns, shortfalls in corporate income tax and low Development Partners' inflow accounted for the high fiscal deficit. Par. 126. On the other hand, developments in commodity prices and a tightening of financing for middle income countries jointly contributed to the high current account deficit. Par. 127.

The expression *however* is used as an inter-paragraph cohesive device to establish a relationship of contrast between paragraphs 352 and 353 as presented above. *However* is used to contrast the fact that the judiciary which is supposed to check corruption is corrupt itself.

In paragraph 196, the expression *however* is used as an intra-paragraph cohesive device to establish contrast within the paragraph. He uses the expression *however* to establish contrast between the effect of his decision to pay off the legacy debt and the fact that, the payment of the legacy was the only available option.

He uses the expression *on the other hand* as an inter-paragraph cohesive device to indicate contrast between paragraphs 126 and 127. The expression *on the other hand* is used to express contrast between the internal causes of inflation and the external causes of inflation in the country respectively.

4.6.3 Causal Function

The conjunction *so* appears to be the commonest type of clausal conjunction. Other expressions expressing causal function as well as the conjunction *so* are often used to signal the relation of cause and effect by indicating that the clause they introduce specifies a result or a situation presented earlier. The paragraphs below present evidence of how the conjunction *so* is used in the address.

We are training more health care professionals. We are improving on the conditions of their service so that we may retain them to work in Ghana. Par. 78

A widow, Awenemi used to try to make ends meet by using the loom that she owned to weave kente. The money this brought in was not enough to sustain her household so her children would skip school to do part-time work to make enough money to buy material so she could sew and sell more kente. Par. 108.

We have managed movement within and out of our country with citizens of the ECOWAS member states so we have the capacity to manage this new regime. Par. 387.

Last year, just before the UN General Assembly, the world saw the launch of the Sustainable Development Goals. The goals set an ambitious agenda for the development of all the countries of the world so that for the next fifteen years we will collectively work together to create the world that we want to see. Par. 392.

The paragraphs above indicate how the conjunction *so* has been used in the address to indicate its causal function. In paragraph 78, the conjunction *so* is used to indicate that the cause for improving on the conditions of their service is to retain health workers to work in Ghana. Paragraph 108, uses the conjunction *so* to indicate its causal function. The conjunction *so* is used to indicate the cause or reason why Awenemi's children skip school to do part-time jobs. In paragraph 387, the conjunction *so* is used to show that Ghana can manage the new ECOWAS

regime because it was able to manage movement within and out of the country with citizens of the ECOWAS member states. The conjunction *so* is used in paragraph 392 to show that agenda for the development of all the countries is meant to create world peace in the next fifteen years.

The paragraphs below present evidence of how the conjunction *because* is used in the address to indicate the clausal function. Examples are presented and discussed below.

In many ways, because I began as a Member of Parliament, this House is my political home and its honourable members are my brothers and sisters. Par.6

It is because of this programme that 16-year-old Apim Shulamite is now the Assistant School Prefect of the Atta Mills Community Day School in Otuam. Par. 31.

Our healthcare system has improved tremendously. We continue to invest heavily in the sector to ensure an even better system because as a social democratic Government, we believe that a healthy people make a wealthy nation. Par. 68.

We are providing and building a better health infrastructure and providing more modern equipment to meet the current and future needs of our population and people, like Mercy Pomaa, who gave birth at the Nkrankwanta Polyclinic in January of this year, because Mercy's previous pregnancy went through Caesarean section. Par. 79

The savings for motorists in terms of money that would have been used to fix broken-down vehicles due to bad roads cannot be underestimated. The savings for commercial drivers who can now ply certain roads multiple times because they can move quicker and more easily on the smooth roads can also not be underestimated. Par. 292.

We must also, as a leading nation on the West Coast of our continent, live up to our principles and our ideals that have informed our Foreign Policy since our independence and continue to do so, because those ideals are as relevant today as they were at our independence. Par. 382.

In paragraph 6, Mahama uses the conjunction *because* to unveil the reason why parliament house is his political home and the members of parliament his brothers and sisters. The conjunction *because* is also used in paragraph 31 to indicate that Apim Shulamite became the Assistant School Prefect of the Atta Mills Community Day School due to the Free Boarding Senior High Education Programme. The conjunction *because* in paragraph 68 is used to indicate that his government is investing so much in health which is based on the reason that his government is a socially democratic one. *Because* is used in paragraph 292 to indicate that drivers can move quicker and more easily on the smooth roads which gives them a financial advantage. Lastly, the conjunction *because* is use in the paragraph 382 to indicate why the ideals of Ghana's independence are still important. The use of the conjunction in the paragraphs indicate how Mahama gives reasons to justify decisions he has taken as president and why he still hopes to take some future decisions as a president and as a country.

The expression *otherwise* is used in paragraph 43 as presented above to indicate the fate of many students if they were not to be taken to school. This helps the speaker to foreground the importance of education and background the negative effects of lack of education as presented below:

This has created access for many students who otherwise would not have had the opportunity. To assist teacher trainees and finance their education, following the cancellation of the teacher trainee allowances, I have asked the Ministry of Education to direct the Student Loan Trust to register trainees on their campuses and disburse student loans to them. Par. 43.

The expression *therefore* is also used to indicate a causal function of cause and consequence. *Therefore* is used to indicate that the consequence of the need for urgent interventions is to make affordable housing available. *Therefore* is as well used in paragraph 320,

to establish the consequence of the mobilization of efforts which leads to the eradication of corruption as presented below

Urgent interventions were therefore required to make affordable housing available. Par. 244.
It is therefore an obligation on all of us to mobilise our efforts in the fight to eradicate corruption. Par. 320.

4.6.4 Temporal Function

A few temporal expressions are used in the address to highlight temporal conjunctive links. Varied forms of temporal conjunctions are used to indicate various kinds of temporal functions. Some of these functions include the sequential, past, present, future, durative, interruptive and simultaneous functions. The use of temporal conjunctions are identified in the address and discussed along the lines of the various temporal functions.

The address employs the use of the temporal conjunctions *first, start* and *next* to indicate sequential function. Examples of the use of temporal conjunctions to indicate sequential function are presented and discussed below.

The Youth Employment Act 2015 has been passed to create a solid foundation upon which the Youth Employment Agency can be structured and run. Recruitment under the Youth Employment Agency (YEA) has also started, and it is targeted to recruit 100,000 young people over the next 12 months in 5 different modules. Par. 114.

In this term, and my next term, I intend to work hard to achieve this objective. Additional power into the grid will aim at diversifying fuel sources, from gas to crude oil, LPG and LNG. Par. 167.

With a projected planted area of 100,000 hectares over the next six years, it is estimated that from 2021, about 100,000 metric tonnes of coffee can be produced annually which will subsequently increase to about 200,000 metric tonnes over the next decade.Par.203.

At the average output of 1.5 tonnes per hectare, an additional 750,000 metric tonnes will be added to Ghana's cocoa output in the next 10 years.Par.210.

The goals set an ambitious agenda for the development of all the countries of the world so that for the next fifteen years we will collectively work together to create the world that we want to see. Par. 39.

The paragraphs above present the use of the temporal conjunction *next* to indicate the sequential function. In paragraph 114, the conjunction next is used to indicate the sequential duration within which the five modules of young people will be employed. Paragraph 167 also makes use of the conjunction *next* to indicate the sequential action Mahama hopes to carry out regarding the energy sector. Paragraph 203 employs the use of the conjunction *next* to indicate the sequential period in which the government hopes to increase coffee production. Paragraph 210 also employs the use of the conjunction *next* to indicate the government's plans to increase the production of cocoa with a sequential period of time. Last but not least, paragraph 39 uses the conjunction *next* as the sequential period of time in which the country hopes to carry out the UN's agenda for countries.

The examples from the address below also indicate the use of *first* to indicate a sequential temporal conjunctive function. The use of the word *first* in the examples below is discussed to indicate its sequential function.

During this term, my first term as President, we have consciously developed strategies and made interventions to raise the quality of education by emphasising its relevance, improving access, and working to eliminate gender discrimination and inequality. Par. 18.

Last year, on July 23, I became the first sitting president to pay a formal visit to a Ghanaian prison. Par. 101.

The contractor, following meetings with the A-G and without prejudice to their legal rights, agreed to refund the amount in three installments by the end of next month. The first installment of GH¢300,000 has been paid to the A-G's Department. Par. 335

I am happy to announce that the first in a series of Citizens Complain Centres has been set up here in the national capital. Par. 342.

In paragraph 18, the word *first* is used to indicate the initial stage of Mahama's tenure of office and its sequential correlation with the developmental strategies he put in place to boost the educational sector. In paragraph 18, the word *first* is used to indicate a relationship between the time of his visit to the prisons and his position as president. The word *first* is also used in paragraph 335 to reveal the sequence in the payment of the refund to A-G's Department. Last but not least, the word *first* is used in paragraph 342 to indicate the sequence of time employed in the establishment of Citizens Complain Centres.

The word *start* is also used in the address to indicate a sequential temporal conjunctive function. Instances of the use of the word *start* to indicate a sequential conjunction function are presented and discussed below.

In June 2015, I launched the free school sandals programme which saw the start of the distribution of 10,000 Kumasi Shoe Factory Made-in-Ghana leather sandals to school children in need across the nation. Par. 22.

Assistance to the KNUST Jewellery School is also aimed at training a core of craftsmen to kick-start the jewellery industry in Ghana. Par. 133

My understanding also is that, this year we will design and start construction of a new block to cater for the extra 23 members of Parliament who cannot be accommodated in the tower block complex. Par. 361.

The word *start* is used in paragraph 22 to indicate beginning of time for the distribution of leather to students across the nation. The word *start* is also used in paragraph 133 to indicate the initial time sequence that will be employed in opening the jewellery industry. Furthermore, the word *start* is used in paragraph 361 to indicate the sequence of time employed in the construction of the new block to cater for the extra 23 members of Parliament.

Some temporal conjunctions are also used to indicate the past function. These temporal conjunctions include the words *previous* and *before*. The words *previous* and *before* are used in the paragraphs below to explicate how they perform the past function in the address.

We are providing and building a better health infrastructure and providing more modern equipment to meet the current and future needs of our population and people, like Mercy Pomaa, who gave birth at the Nkrankwanta Polyclinic in January of this year, because Mercy's previous pregnancy went through Caesarean section. Par. 79.

The paragraph above makes use of the word *previous* to indicate Mercy's past pregnancy. This helps to link to Mercy's present state of giving birth without any complication to her past delivery in which she went through a complication.

The conjunction *before* is used in the paragraphs below to also indicate a past function. In paragraph 195, the conjunction *before* is used to indicate past time in relation to the present time in order to establish a link between the past and its effect on the present.

It is on the basis of this that we placed the Energy Sector Levy Bill before this august House in December 2015, and for which we received your gracious approval. Par. 195.

Temporal conjunctions are also used to indicate the present function. The expression *to this point* and *here* are used to indicate the past function. The expression *to this point* and *here* are used in the paragraphs below to indicate how they perform the present function in the

90

address. The expression *to this point* is used in paragraph 368 below to indicate the circumstances surrounding the Metropolitan, Municipal and District Assemblies and the expectations of the people about how these assemblies will function. The present is cohesively used to indicate future expectations.

Having decentralised our governance system to this point where functions, functionaries and funds have been deployed to the Metropolitan, Municipal and District Assemblies (MMDAs), Government and the citizenry expect the local authorities to reciprocate by being more responsive to the needs of their communities. Par. 368.

Temporal conjunctions are also used to indicate the future function. The preposition *forward* is used conjunctively to make temporal reference to future time. The word *forward* is used in paragraph 368 below to indicate progression into the future.

We are heeding the words of our founding father, Dr. Kwame Nkrumah, and looking neither nor West but forward into the future that we want for our beloved country. Par. 405.

Temporal conjunctions are again used to indicate the durative function. These temporal conjunctions such as *soon* and *meanwhile* are used to indicate durative function in the address. The word *soon* is used in paragraph 121 to show the period of time within which the commissioning of the Cape Coast Sports Stadium will take place while the use of *meanwhile* in paragraph 341 also indicates the future plans of the anti-corruption and law enforcement agencies to investigate and prosecute corruption and crime.

In addition to the construction of the Cape Coast Sports Stadium, which has been completed and which I shall have the privilege of commissioning soon. Par. 121

The anti-corruption and law enforcement agencies have meanwhile begun discussions on how to coordinate their activities in a manner that facilitates effective investigations and prosecution of corruption and crime. Par. 341.

Temporal conjunctions can as well be used to indicate simultaneousness in texts. The address makes use of the expression *the same period* to indicate the function of simultaneousness. The address contains the use of the expression *the same period* as seen paragraph 51 in the example below. The expression *the same period* is used in the example below to indicate that the fall in under-five mortality and the drop in infant mortality all happened together that is within the last decade.

Over the last decade, under-five mortality has decreased from 111 to 60 per 1,000 live births. Infant mortality dropped by almost 30% from 64 to 41 per 1,000 live births during the same period. Par. 51.

4.7 Analysis of Lexical Cohesive Devices in the Address

The analysis of president John Dramani Mahama's State of the Nation Address has demonstrated that a preponderance of lexical cohesive devices have been used so as to link sentences and ideas together. Mahama's main aim of using lexical cohesive devices is to convince the people that he would bring hope and change in order to better the country. Mahama uses both *reiteration* and *collocation* which are the two types of lexical cohesion according to Halliday and Hasan's classification. The analysis looks at reiteration as an umbrella term for repetition, synonymy, antonymy, superordinate and general word and collocation as the second type of lexical cohesion.

4.7.1 Reiteration

Reiteration is the first type of lexical cohesion discussed in the address. It is made up of repetition, synonymy, antonymy, super-ordinates and general words as its sub-components. These sub-components of reiteration are presented and discussed below.

4.7.2 Repetition

The first component of reiteration is repetition which is in turn sub-divided into two types which are partial repetition and total repetition. Mahama makes use of both types in his address. The use of partial and total repetition are presented and discussed below.

4.7.2.1 Partial Repetition

Partial repetition of words appears in the address mainly through the use of the words which share a stem but vary in the employment of prefixes or suffixes and, therefore, vary in their parts of speech. Partial repetition of words is reflected mainly in the use of the words which share a stem but vary in the employment of prefixes or suffixes and, therefore, in their parts of speech. Mahama uses partial repetition as presented below to refer to the immediate and extended settings and the respective audience of his speech. He uses the word *Ghana* to identify his immediate setting and the *Africa* and *Europe* to identify the extended setting of the speech. He also uses the words *Ghanaians* to represent his immediate audience and *Africans* and *Europeans* to represent his extended audience. He uses these partial repetitions to indicate that he is not speaking to only Ghanaians but the continent Africa and the world at large because Ghana occupies an important political space in the continent of Africa and the world at large. The examples are as presented below:

European Vrs Europe

Africans Vrs Africa

Ghananians Vrs Ghana

He partially repeats verbal and nominal forms of various words that brand his administration as one that brings about improvement in some facets of the economy to fulfil his better Ghana agenda through the use of partially repeated words such as *Commission Vrs Commissioning Vrs Commissioned, Transform Vrs Transformation Vrs Transformed Vrs Transformational Vrs Transformative* e.t.c. for instance the use of the verbs *Commission Vrs Commissioning Vrs Commissioned* indicate various projects he has begun and the ones he is yet to begin while *Transform Vrs Transformation Vrs Transformed Vrs Transformational Vrs Transformative* refer to the positive effect created by projects which he has already commissioned.

Better Vrs Betterment,

Improve Vrs Improvement,

Progress Vrs Progressive Vrs Progressively,

Invest Vrs Investment Vrs Investing Vrs Invested,

Implement Vrs Implementing Vrs Implementation,

Consider Vrs Considering Vrs Considerable Vrs Consideration,

Transform Vrs Transformation Vrs Transformed Vrs Transformational Vrs Transformative,

Expand Vrs Expanding Vrs Expanded,

Grow Vrs Growth Vrs Grown Vrs Growing,

Protect Vrs Protection,

Intervention Vrs Interventions,

Facilitate Vrs Facilitates Vrs Facilitating,

Success Vrs Successes Vrs Successful Vrs Successfully,

Coordinate Vrs Coordinating Vrs Coordinated,

Consider Vrs Consideration Vrs Considerate Vrs Considerable

Commission Vrs Commissioning Vrs Commissioned

Enhance Vrs Enhanced

The partial repetition of the words *Corrupt Vrs Corruption* and *Negative Vrs Negatively* indicate specific challenges faced by the nation while the use of *Problem Vrs Problems, Constrain Vrs Constrained* indicate general problems. Mahama uses such partial repetitions to indicate that although the country is enjoying a better moment, some problems still exist such as corruption and other negative habits as presented below.

Challenge Vrs Challenges Vrs Challenging
Problem Vrs Problems
Corrupt Vrs Corruption
Negative Vrs Negatively
Constrain Vrs Constrained

4.7.2.2 Total Repetition

Mahama relied heavily on total repetition as a salient lexical cohesive device for achieving cohesion across the different parts of his address and for emphasizing his ideas. By doing so, he tried to persuade the audience by the personal and collective efforts he is putting in place to ensure that his proposed better Ghana agenda comes into total fruition. Parallelism is the elegant and aesthetic use of language to place equal linguistic structures side by side in order to establish a relationship between or among them. The use of parallelism creates a foregrounding effect which contributes to the cohesion of the text by uniting the earlier parts with the foregrounded or repeated parts of the address. He uses the parallel structures with the structure SV to draw attention to the fact that he has started some projects and is yet to start others as presented below.

I have…
I would like…
I wish…
I had…

He also uses total repetition to foreground positive qualities in relation to his immediate audience who are the members of parliament and the people of Ghana. He does this to build solidarity between his government, parliament and Ghanaians at large as presented in the text below

Honourable Members of Parliament…
The good people of Ghana elected me…
Good governance…
This august house

Moreover, Mahama also exhibited the repetition of some words throughout his speech to create a sense of topic maintenance that contributes to the unity of the text where all parts are linked. Axiomatically, the most important of these are the word *Ghana, Africa, we, our, Members of Parliament* and *Good governance* which contribute to unifying the address. The consistent repetition of these words show the thematic areas of his address as he seeks to bring about good governance which will impact the lives of the members of parliament, Ghanaians and Africans in general.

Wu et. al (2010) opines that the use of repetition, can achieve special rhetorical effect such as the repetition of a word in a sentence. Generally, the use of repetition in the speech enhanced clarity and emphasis. In fact, words such as 'members of parliament', 'Ghana' and 'God' are dominantly repeated which implies that Mahama gave prominence to God as a major determinant of whatever happened in the lives of members of parliament and the people of Ghana. At the same time, he ensured that he gave due recognition and reference to members of parliament and to create the impression that he was once part of them.

Apart from the rhetorical effect, there is emphasis on members of parliament. This implies that the speech is important and relates to parliament. As a political leader, Mahama wished to make himself to be understood by the public and parliament hence the use of repetition. It implies therefore that repetition, whether partial or total makes less room for synonyms and for that matter synonyms are alternatives to repetitions

4.7.3 Synonymy

Synonymy is another lexical cohesive device used in the address to boost the cohesive bonds among the linguistic items used. Synonyms used in the address such as **capable** and **well-equipped** share the general semantic feature of ability, **refurbished** and **equipped** share the general semantic feature of improvement, **upgrading** and **rehabilitation** share the general semantic feature of improvement, **skills** and **tools** share the general semantic feature of aids while **signs** and **symptoms** also share a general semantic feature of indication and others. These synonyms which have positive general semantic features are used to emphasize his government's efforts to improve the economy especially by improving infrastructure and health care delivery. Besides, he also uses synonymy to emphasize certain challenges in the economy especially through the use of synonyms such as *discrimination-inequality* and *unconscionable-impractical.* His use of synonymy therefore presents an improvement in state of the economy in the midst of challenges. Mahama generally uses synonyms in the address as semantic and syntactic substitutes to help create lexical variety to avoid excessive and monotonous repetitions in the address as presented in the paragraphs below:

*During this term, my first term as President, we have consciously developed **strategies** and made **interventions** to raise the quality of education by **emphasising** its relevance, **improving** access,*

and **working** to eliminate gender discrimination and inequality. We have also worked to better **train** and **equip** our teachers. Par. 18.

Last year, we worked to improve the skills of in-service teachers. In 2016, we are going one step further by enhancing the education of pre-service teachers by giving them the **skills** and **tools** they need to **excel** in the classroom, and **prepare** our children for a **bright** and **prosperous** future. Par. 48.

The Ministry is also keeping health facilities on alert with timely messages on transmission patterns, associated **signs** and **symptoms,** methods of prevention and emergency preparedness planning. Par. 66.

I assure the people of Ghana that Government is fully **prepared** and **equipped** to deal with this and any other public health issue that might arise. Par. 67.

Construction of the University Hospital at Legon, **upgrading** and **rehabilitation** of the Ridge

Hospital, and the second phase of the Tamale Teaching Hospital expansion project are progressing steadily. Par. 71.

Work on a new modern Emergency Department for the Korle-bu Teaching Hospital is 90% completed a 12-bed intensive care unit (ICU) for the department of surgery has been **refurbished** and **equipped**. Par. 74.

The continuation of the US$264million National Medical Equipment Replacement Programme which has, so far, provided **diagnostic** and **treatment** equipment for over 150 hospitals nationwide will ensure adequate provision for the much-needed retooling of the Regional Hospital in the Volta Region. Par. 77.

We are **providing** and **building** a better health infrastructure and providing more modern equipment to meet the current and future needs of our population and people, like Mercy Pomaa, who gave birth at the Nkrankwanta Polyclinic in January of this year, because Mercy's previous pregnancy went through Caesarean section. Par.79.

*Having access to a **capable** and **well-equipped** polyclinic nearby decreased the travel time necessary for Mercy to access medical attention throughout the pregnancy and, also, when it came to time to deliver, the establishment of a new polyclinic in Nkrankwanta ensured that she delivered safely. Par. 80.*

*This initiative should be conceived in the context of a broader solution that will permanently **sanitise** and **restore** credibility to the microfinance industry and strengthen Bank of Ghana's supervision. Par. 153.*

***Finalising** and **commissioning** KTPP 220MW, Commissioning TICO combined cycle 110MW, mobilising Karpower 220MW and Ameri 250MW have added extra power to our transmission grid. Par. 162.*

*It has taken **teamwork** and **cooperation** of many people to achieve this. Par. 164*

*I wish to thank Ghanaians for your **patience** and **understanding**. Par. 165.*

*During this term, my first term as President, we have consciously developed strategies and made interventions to raise the quality of education by emphasising its relevance, improving access, and working to eliminate gender **discrimination** and **inequality**. We have also worked to better train and equip our teachers. Par. 18.*

*I am of the opinion that marginalisation of such a huge segment of the population is not only **unconscionable** and **impractical**, but also unwise. Par. 96.*

4.7.4 Antonymy

Antonymy is used to express contrast between words and serves the purpose of emphasizing distinct ideas. The words *concentrated-scattered, teaching-non teaching, teachers-students, communicable-non communicable, stability-deterioration, direct-indirect* and *export-import* are said to be antonyms because they contrast in their general semantic features. For instance, *teachers* comes under the semantic feature of impartation while *students* falls under the

semantic feature of receiver. These antonyms are used to present two sided issues in his address in order to show how holistic the impact of the better Ghana Agenda on the nation, for instance through the creation of jobs for teaching and non-teaching staff of UHASS, investing in teachers and students just to mention but a few. This establishes a form of balance between the ideas presented. Mahama also uses antonyms to present options and juxtapose these options in order to subtly present the better options to Ghanaians such as in the use of the antonyms *concentrated* and *scattered* in par.355 where he presents concentrated residence as a better option over scattered residence for members of parliament. This creates a form of balance in the address and unity regarding the variety of ideas discussed as presented in the examples below.

The recent murder of our Honourable colleague raises again the discussion in respect of what the suitable accommodation for an MP should be - **concentrated** *or* **scattered***?* **Concentrated** *accommodation in, say, a Parliamentary village ensures better security.* **Scattered** *is more difficult to secure. Par. 355.*

Associated with the enrolment is also the creation of 816 direct jobs for **teaching** *and* **nonteaching** *staff of UHAS. But those are just numbers. Par. 35.*

This new system allows us to reinvest in the education of the next generation of **teachers** *and* **students***. Par. 44.*

The double burden of **communicable** *and* **non-communicable** *diseases raises an even more fundamental question about sustainable healthcare financing. Par. 54.*

We recognise that while carrying out structural reforms to achieve fiscal **stability***, many vulnerable families and households that are below the poverty line, could suffer further* **deterioration** *in their quality of life. Par. 89.*

That first call under YES has created over 800 **direct** *and* **indirect** *jobs for Ghanaian youths. Par. 118.*

Additionally as part of our agenda to achieve a value-added and export-led economy, the Ghana **Export** *and* **Import** *Bank (EXIM) Bill has been laid before Parliament. Par. 134.*

4.7.5 Superordinate

Other lexical cohesive devices which belong to the category of semantic relations, such as superordinates, add lexical variety and word relations to the address. Mahama uses superordinates or hyponyms such as "leader" with its hyponyms *Niimei, Naamei, Chief, Rulers;* medicine with its hyponyms **analgesics**, **antibiotics**, **antiretroviral** and various **syrups,** Africa with it hyponyms **Niger, Gambia, Sierra Leone** and **Liberia**, workers with its hyponyms *masons, carpenters, welders, steel benders, painters, plumbers, tillers, architects, draughtsmen, quantity surveyors, civil engineers, electricians, glazers, operators, drivers, labourers* **and** diseases with its hyponyms *Hypertension, Diabetes, High Blood, Cholesterol Obesity* education with it hyponyms to *basic, secondary* and *tertiary education* and *government* with its hyponyms *judiciary, executive* and *legislature.* These **Superordinate** lexical items with their hyponyms are used as cohesive devices to help present various aspects the general words presented such as *leader, medicine, Africa, education, government and workers* in related varied sub-aspects to unify various ideas discussed. The paragraphs below illustrate the discussions above.

Our revered **Niimei, Naamei, Chiefs**, *Traditional* **Rulers** *and Religious* **Leaders**. *Par. 1. The funds were disbursed through the Export Development and Agriculture Industrial Fund (EDAIF). With the support received, Tobinco has also increased its production portfolio by 150%. The company produces* **analgesics**, **antibiotics**, **antiretroviral** *and various* **syrups** *for the local market and also for export to* **Niger, Gambia, Sierra Leone** *and* **Liberia**. *Par. 60.*

The masons, carpenters, welders, steel benders, painters, plumbers, tillers, architects, draughtsmen, quantity surveyors, civil engineers, electricians, glazers, operators, drivers, labourers and others who are engaged by contractors to work on these projects, as well as, food vendors earn incomes through the work they do. These incomes represent money that we put in their pockets to enhance their lives and those of their dependents. Par. 229.

*We are poised to invest heavily in the coming years in education and preventive healthcare for the treatment of chronic diseases due to lifestyle choices- diseases such as **Hypertension, Diabetes, High Blood Cholestero**l, and **Obesity**. Par. 53.*

4.7.6. Collocation

Collocation has to do with the accepted co-occurrence /relationship of lexical items in a sentence. It is a relationship between words which habitually co-occur. Such a relationship ties sentences together and helps in producing coherent texts. A close examination of the Address has uncovered that collocational bonds are among the salient cohesive devices occurring in Mahama's speech. This adds more to the cohesion of the text and the unification of the address. Collocational bonds act as cohesive tools to help Mahama address his audience with the necessary recognition they deserve. The speaker, MPs, The chief justice, Ghanaians and others in general are appropriately used with their respective collocates to enhance cohesion in the address as can be seen from the examples below

Right Honourable Speaker
Your Excellency, the Vice President
Your Ladyship, the Chief Justice
Honourable Members of Parliament
Fellow Ghanaians. *Par. 1*

*May their **souls rest in perfect peace**. Par. 11*

*The bill for the **establishment of the University** of Environment and Sustainable Development has been passed and **I have appointed** an implementation team to assist the Ministry of Education in realising this vision. In fulfilment of our **pledge to ensure** that each region in Ghana has at least one public university, we are on course to begin construction this year at Donkokrom in the Afram Plains and Somanya, all in the Eastern Region. Par. 39*

102

We are poised to invest heavily in the coming years in education and preventive healthcare for the *treatment of chronic diseases* due to lifestyle choices- diseases such as Hypertension, Diabetes, High Blood Cholesterol, and Obesity. *Par. 53.*

The *funds were disbursed* through the Export Development and Agriculture Industrial Fund (EDAIF). *Par. 60.*

Last year, on July 23, I became the first *sitting president* to pay a formal visit to a Ghanaian prison. Joining the Prison Council, officers and inmates of Nsawam for the launch of Project Efiase, opened my eyes to the *deplorable conditions* that exist in our prisons. As a follow up to my visit, the Prisons Council is working on a *new block* at Nsawam specifically designed to decongest the prison, for which *construction will begin* this year. *Par. 101.*

This has not been an *easy road to travel*. As President, *I swore an oath* to act in the best interest of our nation. Acting in a nation's best interest is not synonymous with taking only decisions that make one popular. I thank the *good people* of Ghana for your understanding and patience during these challenging times that we have endured. The sacrifices we have made, place our economy back on a path of growth, and make it more resilient even in a volatile global financial environment. *Par. 143.*

The motivation package includes provision of effective extension support, free cocoa seedlings, free sulphate of ammonia fertilizers to boost early growth and establishment of cocoa, and *enhanced access* to the mass spraying inputs and fertilisers. Since the *programme was launched* in 2014, over 30,000 youth have signed up in Ashanti, Central, Eastern, and Western regions. *Par. 206.*

Let me appeal to drivers to strictly observe *road safety regulations* to save lives and halt the carnage on our roads. It was heart wrenching to see the severe injuries sustained by the survivors of the *bus accident*, many of them children. *I wish to salute* the doctors and staff especially of the Kintampo hospital and the other health facilities who helped to *save the lives* of the survivors. *Par. 295.*

We have chalked major successes in our drive to aggressively modernise and expand our transportation system. Today Ghanaians and foreigners alike *travelling through* Kotoka

International Airport's Terminal II transit through a refurbished arrival hall that meets all international standards. The new arrival hall gives travelers a most favourable impression of our country. Par. 299.

*Work is **currently ongoing** on an ultra-modern International Terminal building to be known as Terminal 3. It is **designed to accommodate** 5 million passengers a year and process 1,250 passengers an hour. It will have six boarding bridges, a large retail area and three main business lounges, among others. Par. 300.*

4.8 Implications of the Study

The research findings and the conclusions already established have a plethora of implications. To begin with, the study confirms Halliday and Hasan's claim that cohesion "refers to relations of meaning that exist within the text" (Halliday & Hasan, 1976, p. 18). This study sought to illustrate how Mahama employs the use of cohesive devices to construct and organise the 2016 State of the Nation Address.

Secondly, the study serves as a major contribution to analysis of language use in political discourse. The study adds to the numerous studies on the relationship between language and politics. The study specifically employs the use of cohesion in political discourse. The knowledge about cohesion in language use in political speeches will contribute to the on-going debate on effectiveness and loop holes in theory of cohesion by Halliday and Hasan (1976).

The findings of the study also have implications for the theoretical application of cohesion to the study of linguistic choices used by political figures and their effect in such speeches. Since this study was conducted from the linguistic perspective, it has contributed towards understanding how linguistic analysis of a text can be used to interpret meanings in a literary text or discourse.

The knowledge about cohesive devices has crucial implications for both teachers and students. This is because the daily classroom interactions among teachers and students depend on the use of language with cohesive devices as linguistic glue holding different grammatical structures together to form a unified and comprehensive discourse. The study will impact immensely on the teaching and learning of cohesive devices at all levels of the academic ladder beginning with the study of conjunctions at the early stages. Again, the study has implications on pedagogy in the teaching and learning of Discourse Analysis at the tertiary level because it will help students (especially Ghanaian students) to know how cohesive devices are employed by presidents in their State of the Nation Addresses.

4.9 Summary of Chapter

This chapter has presented the results from the analysis of both lexical and grammatical cohesion in the address. The first section presented the results obtained from the grammatical cohesive devices whereas the second section presents the results obtained from the analysis of grammatical cohesive devices. The chapter has also parsed into various paragraphs in order to identify the various cohesive devices and how they are used in the lexical items and sentences in the paragraphs under the cohesion theory. In addition, this chapter has examined the effects underlying the use of both grammatical and lexical cohesive devices used in the address.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This final chapter of the thesis summarises the major aspects of the study and draws conclusions and implications from the research findings. Specifically, the chapter begins with a summary of the aims, methods and approaches adopted in the study and then proceeds to highlight key findings of the study. This is followed by the conclusions and implications drawn from the study. The chapter ends with recommendations for further research.

5.1 Summary of Aims and Methods

The general aim of the study was to conduct an analysis of the use of cohesive devices used in the 2016 SONA in Ghana. The study first of all sought to identify the use of both grammatical and lexical cohesive devices in the address and secondly to examine the effect of the use of cohesive devices in the address.

The study is underpinned by the theory of cohesion by Halliday and Hasan (1976) as theoretical framework. Cohesion expresses a semantic relation between one element in a text and some other elements that are found in the same text. In this regard, a text functions as a single meaningful unit when linguistic items correlate in sentences through the use of cohesive devices. This network is a representation of the meaning potential available to the language user. Language users make systematic choices from each set of cohesive devices in a text to make preferred meaning.

The notion of cohesion in language usage plays a crucial role in the composition of texts of various kinds. Cohesion creates semantic unity in a given discourse, including political

discourse, based on the extent to which the speaker or writer is able to hang together ideas, sentences and utterances by using cohesive devices. Cohesive devices unite words and phrases which enable writers or speakers to establish relationships across sentence or utterance boundaries and which help to tie sentences together.

These cohesive devices are further divided into two types based on their level of function. These types of cohesive devices are the grammatical and lexical cohesive devices. Grammatical cohesive devices refer to the linguistic structures. Since the highest structural unit in the grammar is the sentence, grammatical cohesive devices determine the order in which grammatical elements occur and the way they are related within a sentence. Cohesive relationships with other sentences create a certain linguistic environment, and the meaning of each sentence depends on it. Grammatical cohesive devices employ various linguistic means to help identify whether a text can function as a single meaningful unit or not. Lexical cohesion depends on the choice by the speaker/writer of particular lexical items, which are related to the relevant preceding expressions through some recognizable semantic relation. Lexical cohesion employs the use of repeating the same word or phrase or using chains of related words that contribute towards the continuity of lexical meaning.

The study adopted the qualitative research design which suits its descriptive and explorative nature. The qualitative design seeks to interpret meaning from signs such as words or texts, pictures and/or other observable behaviour. The particular qualitative approach employed by the study was the textual analytical approach which was the method used in analysing and interpreting the text. In order to answer the two research questions in the study, various cohesive devices were identified and further classified into their specific types (the sub-types of grammatical and lexical cohesive devices) and general types (grammatical and lexical cohesive

107

devices). After identifying and isolating the cohesive devices, the effect underlying the use of such cohesive devices in the address was further sought for.

The data used in this study was the 2016 SONA delivered by Ghana's President John Dramani Mahama. This address was sourced from the website www.ghanaiandiaspora.com>SoN-2016. The data analysis consisted of two main stages.

The first stage involved the identification and isolation of cohesive devices used in the 2016 SONA in terms of types of cohesion. The study employed the cohesion theory introduced by Halliday and Hasan (1976) as its theoretical framework. The analysis of cohesion identifies and describes the different types of cohesive devices in the address. The different types of cohesive devices studied were generally grouped under grammatical and lexical cohesive devices and further into sub-groups under each of the groups mentioned above. The types of grammatical cohesive devices looked were reference, substitution, ellipsis and conjunction whereas the sub-types of lexical cohesive devices looked at were reiteration and collocation.

The second stage was the analysis of the effect of the cohesive devices identified in the address. This stage aimed to reveal the effect of the use of the types and sub-types of cohesive devices in the address. A manual textual analysis was used in the identification of the cohesive devices in the address.

5.2 Summary of Findings

The aim of the study was to identify the cohesive devices in the 2016 SONA and to examine effect of such cohesive devices used in the address. The study employed the cohesion model for the textual analysis of the address. Reference was the most used cohesive device in the address.

Cohesive devices indicating reference are used by Mahama to set out his political and economic principles that his government hopes to employ in the administration of the country by demonstrating what his government did in the past; what they are doing in the present in terms of carrying out projects; and what they hope to do in the future in the different aspects of the economy. Through his use of reference, he creates a sense of unity in his address by not necessarily repeating himself but relating earlier information presented to latter submissions to draw home his ideas.

He uses personal reference to triangulate himself and his party, and his immediate audience who are the members of parliament and all Ghanaians who form his extended audience. He uses personal pronouns to establish his position as president of the nation in relating the personal efforts he made in the past and how he hopes to inclusively and exclusively achieve the plans he has set for the coming years. He uses demonstratives to relate the achievements of his government in the past and distances himself and his government from the past problems his government could not solve such as corruption. Mahama uses comparative reference to compare the state of the nation especially in terms of infrastructure in the past years to the current state of the nation in terms of the massive infrastructural development he had carried out and still hopes to carry out.

Secondly, Mahama uses substitution in his address in order to avoid unnecessary repetition in order to relieve his audience of boredom so that their interest will be sustained to enable them pay attention to the address.

Again, Mahama uses conjunction as grammatical cohesive device to coordinate between equal grammatical structures in order to appeal to the people of Ghana to support his government to achieve its proposed plans for the years ahead. He also uses conjunctions as cohesive device to

establish a comparison between his government and past governments in relation to infrastructural developments such as roads, schools and markets, just to mention but a few. He assures the various governmental institutions of the government's support.

Additionally, repetition is used as a lexical cohesive device to elaborate some key ideas in the address. Mahama used partial and total repetition to elaborate the challenges facing the nation. He also made use of repetition to emphasise the achievements of his government and the plans he hopes to carry out in the years ahead.

Again, synonymy is used as a lexical cohesive device by Mahama purposely to establish transition from one sentence to the other and also to present a wide range of vocabulary to create simple variants for complex words so as to break down meaning to aid understanding on the part of his audience from different backgrounds.

Moreover, the use of antonymy in the address establishes contrast between the past administrations and the current administration in order to highlight the developments that have taken under the current administration in the various sectors of the economy.

Furthermore, the use of general words in Mahama's Address sought to give a general presentation of themes in the address and further present them in specifics in order to present both surface and detailed accounts of his achievements in the past years.

Lastly, Mahama makes use of collocation in order to add more to the cohesion of the text and the unification of its sub-themes into a main theme. The address, however, did not identify the use of ellipsis. This is because ellipsis is mostly uncommon in political text analysis but common in spoken interaction that employs the use of turn-taking.

5.3 Recommendations for Further Research

 Based on the findings from the study the following recommendations were made:

1. That a comparative study on the analysis of the use of cohesive devices be carried out so as to compare the linguistic imports of two presidents from different political parties as far as the SONA and other political discourses are concerned.

2. That aside cohesion analysis, other models of linguistic analysis, for instance, transitivity analysis, genre analysis, thematic analysis and structural analysis should be used for studying other political speeches.

3. That apart from the cohesion analysis, there are other topics such as coherence which can be studied by other researchers in order to provide detailed analysis on political discourse and other discourses.

4. That the study of cohesion be made an integral part of the teaching and learning of English language at all levels of education in Ghana.

5.4 Conclusion of the Research Results

The aim of the study was to identify the cohesive devices used in the 2016 SONA. The study employed cohesion theory to study the cohesive devices used by president Mahama and the effects they carry in the address. The conclusion of the research results are presented along the lines of the two types of cohesion.

From the analysis, it is realised that Mahama uses reference especially personal reference. Personal reference refers to the three grammatical persons in English. These references identify the first person as the speaker(s), the second person(s) as the people spoken to and the third

person(s) as the person(s) spoken. Mahama therefore uses personal reference to identify himself and sometimes his party as the first person, Ghanaians as a whole as the second person and beneficiaries of some of his policies as third person.

Additionally, Mahama employs the use of substitution as grammatical cohesive devices. Ellipsis and substitution are bedfellows. Ellipsis and substitution are similar in nature but not the same. Ellipsis refers to a form of zero substitution whereas substitution refers to the replacement of a particular grammatical item by a different grammatical item to avoid repetition. Ellipsis is uncommon in political text analysis. Ellipsis is a preponderant feature of spoken interaction but not monologues hence its absence in Mahama's address which is a monologue. Mahama uses substitution in his address in order to avoid unnecessary repetition in order to relief his audience of boredom so that their interest will be sustained to enable them pay attention to the address.

Conjunctions are used to join various grammatical structures together in order to boost the cohesiveness of a text. They most often join equal grammatical structures. Mahama employs the use of conjunction to join grammatical structures together in his address in order to establish contrast, addition, similarity which deepens the cohesive ties in the address.

Mahama makes use of repetition to emphasise the achievements of his government and the plans he hopes to carry out in the years ahead in order to foreground them.

Synonymy is used by Mahama purposely to establish transition from one sentence to the other. The use of synonyms in the address presents a wide range of vocabulary to aid understanding on the part of his audience from different backgrounds. The use of synonyms therefore creates simple variants for complex words so as to break down the meaning of words in the address to the understanding of the ordinary citizen.

Antonymy is used by Mahama to express contrast between words and serves the purpose of emphasizing ideas. The use of antonymy in the address establishes contrast between the past administrations and the current administration in order to highlight the developments that have taken under the current administration in the various sectors of the economy. Mahama uses antonymy to present his government as more productive than the previous governments.

The use of general words in Mahama's Address sought to give a general presentation of themes in the address and further present them in specifics in order to present both surface and detailed accounts of his achievements in the past years. Mahama therefore presents the main themes in the address using general words and the sub-themes using specific words and expressions. Mahama's use of general words boosts the cohesion of the address in that it establishes a smooth transition in his presentation of ideas from general to specific.

Mahama makes use of collocation in order to add more to the cohesion of the text and the unification of its sub-themes into a main theme. Just like the general word, collocation helps strengthen the cohesive bonds between lexical items in the address in order to present the ideas in the address as a unified whole.

The study confirms that the choice of linguistic forms in any discourse is motivated (Simpson, 2004). The uses of cohesive devices in a text depend on the main purpose of that text. Since State of the Nation's addresses are meant to convince the electorate on the good works of sitting governments, Mahama explores a preponderant use of cohesive devices in order to boost the cohesion in his address in order to address his audience.

The study affirms that the cohesive devices help users of language especially politicians to convince and sway their audience to their side on various issues, subjects, or particular demands by using crafted, well-articulated, tightly knit speeches (Qudah, 2016, p. 1). Using

cohesion analysis, the study has revealed that cohesive devices can produce certain effects which are not always explicit for readers. Cohesive analysis therefore seeks to indicate how speakers or writers appropriately use cohesive devices to present the themes in their speeches and writings.

From the discussions above the researcher draws the following conclusions:

1. The analysis of cohesion can effectively indicate and recognise how lexical items and sentential elements are put together to form a unified discourse.

2. The analysis of cohesion specifies the different types of grammatical and lexical cohesive devices that are recognized in the language, and how they function in different types of discourse.

3. Cohesion analysis also can solve the case of personal reference in contexts of potential ambiguity by explicitly indicating the three types of persons.

4. In summary, the use of cohesion shows how speakers/writers establish cohesion in their speeches or writings and how they effectively use these cohesive devices in tune with the theme of speeches or writings.

REFRENCES

Abdelreheim, H.M.H. (2014). A Corpus-based discourse analysis of grammatical cohesive devices used in expository essays written by Emirati EFL learners at Al Ghazali School, Abu Dhabi. (Unpublished M.A. thesis at the British University in Dubai).

Abu-Sa'eedi, R. A. A. (2010). Use of cohesive ties in english as a foreign language students' writing. *Persian Journal of Applied Language Studies, 2 (3)*, 137-156.

Adesanmi, T. (2010). Cohesion in political discourse. *Journal of the Linguistic Association of Nigeria*, 13 (1), 210-219.

Adetunji, A. (2006). Inclusion and Exclusion in political discourse: Deixis in Olusegun Obasanjo's Speeches. *Journal of Language and Linguistics* 5(2), 177-191.

Adjei, A. A., Ewusi-Mensah, L. and Okoh, H. (2015).Transitivity in political discourse: a study of the major process types in the 2009 State-of-the-Nation Address in Ghana. *Journal of Literature, Language and Linguistics,* 6 (3), 34-56.

Adjei, A. A. & Ewusi-Mensah, L. (2016). Transitivity in Kufuor's 2008 farewell speech to the Ghanaian parliament. *British Journal of English Linguistics*, *4*(1), 36-49.

Aghdam, S., & Hadidi, Y. (2015). Cohesion and coherence in political newspapers and discussion sections of academic articles. *International Journal on Studies in English Language and Literature*, 3 (3), 11-22.

Ahangar, A.A., Taki, G. & Rahimi, M. (2012). The use of conjunctions as cohesive devices in Iranian sport live radio and TV talks**.** *Journal of theoretical linguistics.* 9 (2).

Ahmed, Y. (2012). *A critical discourse analysis of negation in selected United States of America and Nigerian presidential speeches*. An Unpublished M.A Thesis, Ahmadu Bello University, Zaria.

Akindele, J. (2011). Cohesive devices in selected ESL academic papers. *African Nebula*, 1(3). Retrieved May 23, 2014, from http://nobleworld.biz/images/Akindele_AN3.pdf

Akmal, S. (2004). *The language of power and justification: a study of evaluative and interactive devices of discourse analysis in Bush and Blair political speeches*. Unpublished M.A Thesis, Faculty of Arts and Humanities, University of Liverpool, UK.

Akoto, L. (2016). *A lexical cohesion analysis of two Ghanaian presidential inaugural speeches: A study of 2001 and 2009 speeches*. (Unpublished MPhil Thesis), University of Education, Winneba, Ghana.

Al-Majali, W. (2015). Discourse analysis of the political speeches of the ousted   Arab Presidents during the Arab Spring Revolution using Halliday and   Hasan's   Framework of Cohesion. *Journal of Education and Practice.* 6 (14), 96-180.

Almasi, J. F. & Fullerton, S. K. (2012). *Teaching strategic processes in reading*. London: Arnold Publication.

Anderson, J. (2014). *A Stylistic Analysis of Some Selected Political Speeches by John Evans Atta Mills.* (M. Phil. Thesis). University of Ghana, Legon, Ghana.

Azzouz, B. (2009). A Discourse analysis of grammatical cohesion in student's   writing: A case study of second year students, Mentouri University-   Constantine. (Unpublished M.A. thesis at Mentouri University-   Constantine).

Balogun, S. (2015). *A stylistic study of parallelism in the presidential speeches of Presidents Barrack Obama and Goodluck Jonathan*. Unpublished M. Phil   Thesis,   Ahmadu   Bello University, Zaria.

Beaugrande, R. & Dressler, W.U. (1981). *Introduction to text linguistics*. London: Longman.

Brown, G. & G. Yule. (1983). *Discourse analysis*. Cambridge: CUP.

Carrell, P. L. (1982). 'Cohesion is not coherence. *TESOL Quarterly* 16(4), 479-88.

Carter, R., Hughes, R. & MacCarthy, M. (2000). *Exploring grammar in context*. Cambridge: Cambridge University Press.

Castro, C. D. (2004). Cohesion and the social construction of meaning in the essays of Filipino college students writing in L2 English. *Asia Pacific Education   Reviews*, 5 (2), 215-255.

Coffin, C. (2006). *Historical discourse : the language of time,cause and evaluation*. London: Continuum.

Creswell, J. W. (1994). *Research design: qualitative & quantitative approaches*. California: Sage.

Crismore, A. , Markkanen, R. & Steffensen, M. S. (1993).Metadiscourse in persuasive writing: a study of texts written by American and Finnish University students. *Written Communication, v*ol. 10 (1), 39-71.

Crystal, D. (2004). *Making sense of grammar*. Harlow: Longman.

Cummings, L. (ed.). (2009).*The pragmatics encyclopedia*. New York: Routledge.

Dadugblor, S.K. (2016). *Clusivity in presidential discourse: a rhetorical discourse analysis of state-of-the-nation addresses in Ghana and the United States*. Unpublished MSC Thesis in Rhetoric, theory and culture, Michigan   Technological University.

Donnelly, C. (1994). *Linguistics for writers*. USA: SUNY Press.

Dooley, R. A. & Levinsohn, S. H. (2001). *Analyzing discourse: A manual of basic concepts*. Dallas: SIL International.

Dornyei, Z. (2007). *Research methods in applied linguistics: Qualitative, quantitative and mixed methodologies*. Oxford: Oxford Press.

Enkvist, N.E. (1973) *Linguistic Stylistics*. The Hague, Netherlands: Mouton.

Enyi, A., & Chitulu, M. (2015). Texture, textuality and political discourse: A study of lexical cohesion in Nigeria's president Goodluck Jonathan's inaugural address, May, 2011. *Advances in Language and Literary Studies*, 6(5), 77-86.

Ewusi-Mensah, L. (2015). *Transitivity in Political Discourse: The 2009 State-of-the-Nation Address in Ghana*. Unpublished M.Phil. Thesis, University of Education, Winneba, Ghana.

Fatimah H. S.N. and Yunus, M. M. (2014). The use of discourse markers among form four SLL Students in essay writing. *International Education Studies*, 7 (2), 43-48.

Flowerdew, J. (2013). *Discourse in english language education*. New York: Routledge.

Fraenkel, R. J., & Wallen, E. N. (2000). *How to design and evaluate research in education* (4th ed.). San Francisco: McGraw-Hill.

Gonzalez, M. (2010). Lexical cohesion in multiparty conversations. Retrieved from <http://dx.doi.org/10.1016/j.langsci.2010.07.005>. on 22, August 2017.

Green, G. (1989). *Pragmatics and natural language understanding*. Hillsdale, New Jersey : Lawrence Erlbaum Associates.

Green, G., & Morgan, J. (1981). *Pragmatics, grammar and discourse*. New York: Academic Press.

Guiju, Z. (2005). The cohesive knowledge and english writing quality of college students. *CELEA Journal*, 82 (3), 24-30.

Gutwinski, W. (1976). *Cohesion in literary texts : a study of some grammatical and lexical features of English discourse.* The Hague : Mouton

Halliday, M., & Hassan, R. (1976). *Cohesion in english*. London: Longman.

Harmer, J. (2004). *How to teach writing*. Pearson Educated Limited.

Harmer, J. (2006). *How to teach writing*. New Jersey: Pearson Education.

Hoey, M. (1991). *Patterns of lexis in text*. Oxford: Oxford University Press.

Hsieh, H. F. & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15 (9), 1277-1288.

Huddleston, R. D. (1978). Review of cohesion in English, by M.A.K. Halliday and Ruqaiya Hasan. *Lingua* (45), 335-54.

Hyland, K. (2005). *Metadiscourse.* London: Continuum.

Kaid, L. L. (1989). Content Analysis. In P. Emmert & L. L. Barker (Eds.), *Measurement of Communication Behaviour* (pp. 197-217). New York: Longman.

Kalajahi, S. A. R and Abdullah, A. N. (2015). Discourse Connectors and Cohesion in Writing. *Mediterranean Journal of Social Sciences,* 3 (2), 35-42.

Khalil, A. (2002). *A study of cohesion and coherence in Arab EFL college students' writing.* [Online]. Retrieved from: http://www.sciencedirect.com/science/article/pii/0346251X89900080

Kopple, W. J. V. (1985). Some exploratory discourse on metadiscourse. College Composition and Communication, vol.36 (1), 82-93.

Kuo, C. H. (1995). Cohesion and coherence in academic writing: from lexical choice to organization. *RELC Journal,* vol. 26 (1), pp. 47-62.

Kusi, H. (2012). *Doing qualitative research: a guide for researchers.* Accra: Emmpong Press.

Leech, G. (2001). *An A-Z of English grammar and usage.* Harlow: Longman.

Liu, L. & Qi, X. (2010). A contrastive study of textual cohesion and coherence errors in Chinese EFL abstract writing in engineering discourse. *Intercultural Communication Studies. Vol. XIX: 3, pp. 176-187.*

Mahama, J. (2016). State of the Nations Address. Obtained from http://www.ghanaiandiaspora.com/wp/wp-content/uploads/2016/07/SoN- 2016.pdf.

Mahlberg, M. (2009). Lexical cohesion: corpus linguistic theory and its application in English language teaching", in J. Flowerdew, & M. Mahlberg, (eds.). *Lexical cohesion and corpus linguistics.* Amsterdam: John Benjamins, pp. 103-122.

Margolin, B. (2012). Towards a description of coherence patterns in contemporary Hebrew prose and Palestinian-Israeli Arabic prose. *Intercultural Pragmatics* 3(9), 293-308.

Martin, J.R. & Rose, D. *(2007). Working with discourse meaning beyond the clause* London: Continuum.

McCarthy, M. 1991. *Discourse analysis for language teachers.* Cambridge: CUP.

Moreno, A.I. (2004). The role of cohesive devices as textual constraints on Relevance. *International journal of English studies. Vol. 3(1), 111-165*.

Morgan, J. L., and Sellner, M.B. (1980). *Discourse and linguistic theory: Theoretical issues in reading comprehension*. Hillsdale, New Jersey: LEA.

Morris, J., & Hirst, G. (2006). *The subjectivity of lexical cohesion in text*. New York: Guilford Press.

Nunan , D. (1993). *Introducing discourse analysis*. London: Penguin.

Opeibi, T. (2009). Language, politics and democratic governance in Nigeria: A sociolinguistic perspective. *Journal of Issues in Political Discourse Analysis* 2 (2) :208-227.

Owu-Ewie, C. (2012). *Introduction to Traditional and action research.* Accra: Vision Xpress Sec. Service.

Pongsiriwet, C. (2001). Relationships among grammatical accuracy, discourse features, and the quality of second language writing: The case of Thai EFL learners. Doctoral dissertation. West Virginia University, USA.

Prados, M.D. & Penuelas, A.B.C. (2012). Cohesion in American political rhetoric: *The Gettysburg Address, I have a dream* and *Obama's Inaugural Address. Estudios Ingleses de la Universidad Complutense.* Vol. 20(1), 37-60.

Qudah, M. (2016). The use of lexical devices in political speeches. *International journal of English language, literature and translation studies.* 3(1), 487-493.

Roberts, J. R., Barjasteh D., & Behrooz, J. C. (2009). *A study of Persian discourse structure*. Uppsala: Uppsala University.

Salkie, R. (1995). *Text and discourse analysis*. London: Routledge.

Sapir E. (1921). *Language.* New York: Harcourt and Brace.

Sarantakos, S. (2004). *Social research* (3rd. ed.). New York: Palgrave.

Schiffrin, D., Tannen, D., & Hamilton, H. (2001). *The handbook of discourse analysis*. London: Blackwell Publishers.

Seddigh, F., Shokr-Pour, N., & Kafi-Pour, R. (2010). Lexical cohesion in English and Persian abstracts. *Iranian Journal of Applied Language Studies*. 2 (1), 157- 168.

Sharif, A.M. (2015). The analysis of cohesive devices in psychology research papers using discourse analysis technique. *International Journal of English Language, Literature and Humanities*, 3(6), 125-143.

Simpson, J. M. Y. (2001). „Language‟, in R. Mesthrie (ed.). Concise encyclopedia of sociolinguistics. UK: Elsevier Science Ltd.

Stoddard, S. (1991). *Text andtTexture: patterns of cohesion*. Norwood, NJ: Ablex, Pub. Corp.

Stokes, N. (2004). Applications of lexical cohesion analysis in the topic detection and tracking domain. (Unpublished PhD. thesis at the National University of Ireland, Dublin).

Stotsky, S. Research on reading and writing relationships: a synthesis and suggested directions. *Jounal of Language Arts*, 60 (6), 627-642.

Taiwo, R. (2009). Legitimization and coercion in political discourse: A case study of Olusegun Obasanjo address to the PDP elders and stakeholders forum. *Journal of Political Discourse Analysis*, 2 (2): 192.

Tanskanen, S. K. (Ed.). (2006). Collaborating towards coherence: lexical cohesion in English discourse. Amsterdam: John Benjamins.

Taylor-Powell, E and Renner, M. (2003). Analyzing qualitative data: University of Wisconsin-Extension Cooperative Extension Madison, Wisconsin Retrieved from https://deltastate.edu/docs/irp/Analyzing%20Qualitative%20Data.pdf on 27 August 2017.

Tsareva, A. (2010). Grammatical cohesion in argumentative essays by Norwegian and Russian learners. (Unpublished M.A. thesis at the University of Oslo).

Tyler, A. (1994). The role of repetition in perceptions of discourse coherence. *Journal of Pragmatics, 12 (2)* : 671- 688.

Van Dijk, T. A. & Kintsch, W. (1983). *Strategies of Discourse Comprehension*. New York: Academic Press.

Vanderstoep, S.W & Johnston, D.D. (2009). *Research methods for everyday Life: Qualitative and Quantitative Approaches.* San Francisco: John Wiley & Sons, Inc.

Wahby, M. (2014). The effect of implementing cohesive ties by Saudi prep-year pre intermediate students on their written texts. European Scientific Journal, Vol. 10(4), 220-232.

Weber R.P. (1990). *Basic Content Analysis. Sage Publications*. Newburry Park: CA Press.

Wu, C. Frahm J.M., and Pollefeys, M. (2010). Detecting large repetitive structures with salient boundaries. In ECCV10, 2,142–155.

Yang, W., Sun, Y. (2012). The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels. *Linguistics and Education,* 23 (3),31–48.

Ye, W. (2013). Achieving coherence in persuasive discourse: a study of Chinese ESL undergraduates in the United States. (Unpublished PhD. thesis at the Indiana University of Pennsylvania).

APPENDIX A

THE 2016 STATE-OF-THE-NATION'S ADDRESS IN GHANA DELIVERED BY PRESIDENT JOHN DRAMANI MAHAMA