

# Chapter I

## Introduction

### 1.1. General Background

Language is organized as a list of words and is described in terms of rules that govern the formation of acceptable sentences and it takes discourse as its primary units of analysis (Nattinger & DeCarrico, 1992). In the words Cook (1990) discourse consists of the stretches of language perceived to be meaningful, unified and purposive. In the study of language, discourse deals with a continuous stretch larger than a sentence. If we say that discourse is larger than a sentence, then we'll be wrong because in some cases even a single word or letter also can be a discourse. E.g. - the letter 'P' stands for 'Parking here' and stands for 'No parking.' Thus, discourse can be even smaller than a sentence, but it is always meaningful and context-dependent (Cornbleet & Carter, 2001). Basically the study of stretches of spoken and written language above the sentence, the nature of conversation, analyzing textual structure and so on come under the term discourse and discourse analysis. According to Cook (2003) 'Language includes for communication is called discourse and the search for what gives discourse coherence is discourse analysis.' Thus discourse is taken as a coherent unit of language to convey broad conventional meaning of language. It is also a supra-sentential unit of language that is unified and meaningful (p.50)'.

On the other hand, discourse analysis is concerned with the study of the relationship between language and the concept in which it is used. The history of discourse analysis trace back to the work of Zelling Harris who wrote an article 'Discourse Analysis' in 1952 (McCarthy, 1991). In the article he set about searching for grammatical rules to explain why one sentence followed another. Discourse analysis is both an old and a new discipline. Its origins can be traced back to the study of language, public speech, and literature more than 2000 years ago (Putnam & Fairhurst, 2001). The writing of Raphael, Borden, and Harris (2007) give a new direction to the study of language. Then he finally concludes that the study of language goes beyond the sentence level, so we must not restrict our study within sentence level. Most importantly he suggested that language and

culture are correlated to each other that is why language becomes meaningful through social and cultural conventions and values.

Discourse analysis was greatly influenced by Halliday (1975) functional approach to the study of language and language teaching which emphasizes the social functions of language. Conversation Analysis can also be included under the general heading of DA. During the last few decades, DA has assumed important role within the study of language and particularly within the practice of language teaching and learning. At present, DA is not restricted only to the study of text and its meaning but developed as the study of entire interaction and conversations that may take place in various societies and cultures.

Discourse analysis is minimally the study of language in use that expands beyond sentence boundaries. It is often characterized as a hybrid field of inquiry which is directly related to sociology, culture, literature, linguistics and so on. The major goals of discourse analysis are to analyze discourse in context, to analyze organization of discourse and cohesion and coherence of discourse. Similarly there are various implications of discourse analysis in language teaching and learning. Some of them are: to develop discourse competence, use the discourse as the input for language learning, develop teaching learning strategies and organize the language teaching contents and materials.

Many languages can be studied in two ways i.e. from experimental and theoretical point of view. DA is a new branch of experimental linguistics (Tyler, 2012). It was developed around 1970 and then started to be studied of human written and spoken dialogue. The first credit about the development of discourse analysis goes to H.P. Grace (Dhungel, 2068). He has developed new phrases and clauses with detailed concept in his story 'Debate and Dialogue' in 1975. According H.P. Grace, any language keeps common concepts around the speakers. Similarly, according to Michael MC Carthy, the study of discourse is such study of language in which it keeps for more stretch than the concept of sentence (Dhungel, 2068).

This study is especially prepared to submit to the Department of English Education in partial fulfillment for the Masters of Education in English of Tribhuvan University second year English Edu.598. This research topic is taken from the book "Martyr and other stories", a creation and collection of Vishnu S. Rai. The stories included in the

collection are a great account of personal as well as social upheavals. His keen interest in the field of creative reading and writing has proved himself an invaluable asset of the nation.

### **1.2 Statement of the Problem**

The study of language use with reference to the social and psychological factors that influence communication is discourse analysis (Willig, 2003). It studies language stretches from holistic perspective starting from social and cultural context and moving to linguistic features. To make the unified and logically organization of language there come different cohesive devices to play significant roles. In the absence of these devices, it is not possible to form a text that establishes the ties and connection within it. Similarly coherence refers to the sense relationship of the utterances in the stretch of language. In this sense cohesion and coherence are the essential elements of the discourse. Keeping these facts in mind, cohesion and coherence were studied in the story 'The Martyr.' The study was focused on the problems which cohesive devices are used in the story for the linguistic connection of the text and which coherence devices are used for the creation of meaning relation among the ideas dealt in the story. Therefore, cohesion and coherence devices were taken as the central problem for analyzing discourse features of the story.

### **1.3. Objectives of the Study**

The objectives of the study were as follows:

- a) To identify and analyze the cohesion used in the story 'The Martyr.'
- b) To identify and analyze the coherence used in the story.

### **1.4. Research Questions**

To carry out the research study on the topic 'Discourse Analysis' on the story 'The Martyr', certain questions had been selected to find out the cohesion and coherence devices and their vital role to create relationship between the ideas and thoughts and to form a complete discourse. The questions for the same are as follows:

- a) What are the cohesive words used in the story 'The Martyr'?

- b) How does the coherence devices used in the story play significant role for setting relationship between sentences in the story?

### **1.5. Significance of the Study**

This study is quite significant and valuable especially for the perspective researchers on discourse analysis who want to make a new innovation in the linguistic field. To make the perfect sense of any language, the sound knowledge of cohesion and coherence devices and their analysis is quite inevitable. Actually DA is not a method of language teaching yet, it can be a true guideline to describe what language is and what features of language should be taught in a language classroom. Through the teaching of discourse features of the language, students are expected to develop linguistic skills, conversational skills, textual skills, critical thinking, pragmatic abilities etc.

Discourse Analysis is a complex process, since the work has been carried out long. It is a kind of the review of the text in systematic process not a random and haphazard one. The selected text should be minutely and consistently examined. Then it helps the curriculum designer to improve and upgrade the standard of the curriculum for the writer to compose a meaningful work in the field of writing. On the whole, apart from the teachers and students, the researchers textbook writers, syllabus designer, methodologist and language planners will also be benefitted from the study.

### **1.6. Delimitation of the Study**

The followings were the delimitations of the study:

- a) It was focused in the discourse analysis of the story 'The Martyr' by Vishnu S. Rai.
- b) It was mainly focused to identify the cohesion and coherence used in the story. After identifying, it was then analyzed.

## Chapter II

### Literature Review

#### 2.1 Discourse and Discourse Analysis

Discourse is a continuous stretch of language, but within this broad perspective there are different literary and non-literary texts to illustrate. It is a heterogeneous discipline since it shares direct and explicit relations with various disciplines like: sociology, linguistics, cultures, literature, anthropology and so on. In general it has been one of the most relevant fields of linguistics and in language teaching and learning in particular.

As McCarthy (2010) states Discourse Analysis has grown into a wide ranging and heterogeneous discipline which finds its unity in the description of language above the sentence and an interest in the contexts along with cultural influences effect language in use. DA can better be understood from the words of Strauss and Feiz (2013) who views it as the study of how sentences in spoken and written language form larger meaningful units such as; paragraphs, conversations, interviews, etc. So DA deals with:

- a) How the choice of articles, pronouns and tense affects the structure of discourse.
- b) The relationship between utterances in a discourse.
- c) The moves made by the speakers to introduce a new topic, change the topic or assert higher role relationship to the other.

Discourse possesses two principal qualities as cohesion and coherence. The first deals with linguistic regularities and the latter the logical / sense regularities. These two are the essential to make discourse meaningful and purposive unit. In this sense discourse is a piece of language at a supra-sentential level that is unified meaningful, purposive and relevant to its situation.

Traditionally, two types of definition of discourse can be observed. First formal definition of discourse which asserts discourse as a unit of coherent language consisting of more than one sentence and the second, the functional definition which asserts discourse as language in use/ communication. The most satisfying definition of discourse is one that combines these two perspectives.

### **Definition of Discourse**

Generally the term 'discourse' refers to the way that language is used in construct, connected and meaningful texts. It is derived from Latin word 'discursus' which means running to and fro. Therefore, discourse deals with the way the speakers move from one bit of language to others. There are diverse opinions regarding discourse.

Burton (1980) views on discourse as a supra-sentential level of language that is seen in the form of communication event which can be viewed from socio linguistic as well as disciplinary perspective.

Nunan (1993) defines a communicative event involving language in context is discourse.

Cook (2003) writes, Language in use for communication is called discourse and the search for what gives discourse coherence is discourse analysis."

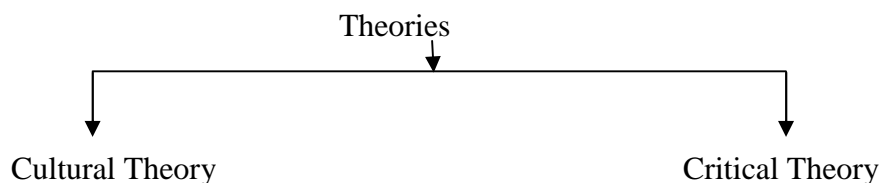
Similarly Cameron (2007) defines discourse as the language above sentence and the language in use.

Following Henry and Tator (2002), discourse is the way in which language is used socially to convey broad historical meanings. Language can never be 'neutral' because it bridges our personal and social world.

Thus, after reviewing the discourse and its definition what we can understand is that a discourse, in general, is more than the limits of a sentence boundary. In other words, discourse is a coherent piece of any communicative event with a communicative function and a context to it. Similarly DA is a well-defined discipline on its own and an approach of research that seeks for text regularities and holistic meaning of discourse that is brought about through context, experience and culture. The major goal of DA in language teaching and learning is to analyze the stretch of language so that its learners would benefit by knowing its properties and features.

### **2.2 Theories and Models of Discourse**

A discourse can be taken to represent a voice within a text or a speech position. The ways of analyzing and interpreting discourses with their implications are viewed from multiple dimensions. In terms of its role in social, ideological and critical aspects of human communication, cultural and critical theories are mainly considered.



### **2.2.1 Cultural Theory**

Discourse analysis in cultural theory is derived from post-structuralistic philosophy. Basically discourse analysis to cultural theory is to ask for a good deal of clarification of issues about the relevance, pragmatics and the new context in which we teach and learn. This theory in DA is largely influenced by Michael Foucault's work. Cultural Theory of DA is related to the social and institutional practices of language use and thus this models of discourse is shaped by the nature of the institutions or social setting in which they are used. For example, the discourse of environmentalism has been structured in reaction to government economic and strategic development policies and also in reaction to ecological disasters.

A discourse as a particular area of language use may be identified by the institutions to which it comes. Macdonnell (1986, as cited in Mills, 2007) says "Institutional nature of discourse and its situation in the society is central in the cultural theory of DA (p.9)" Thus, a discourse is not a disembodied collection of statements, but groupings of utterances, sentences or statements which are enacted within a social context and determined by that social context.

### **2.2.2 Critical Theory**

For critical theorists, discourse should be examined from political and ideological perspectives. They try to examine a discourse quite differently from the cultural and literal theories. The influence of social power on the use of language has been central concern in the multilingual, multicultural, and diverse societies of the contemporary world.

Critical theory is often characterized both within and without cultural studies as post-modernism or post-structuralism. The emergence of this theory is influenced through various disciplines of the humanities and social sciences to linguistics. Following this theory, discourse must be analyzed in terms of ideology, socio-political power and influence of such power in that very society. Thus, critical theories concern with power relations and resultant structures of authorized utterances.

### **2.3 Types of Discourse**

Discourse is a communicative product. Depending on the form, reciprocity and functions or goals, discourse can be of various types. Broadly Speaking, discourse can be divided as general and specific. Based on the level of usage, it can be divided as formal and informal, spoken and written, reciprocal and non-reciprocal and transactional and interactional and so on. Yet there is no uniformity among the scholars regarding discourse types.

Organon model (as cited in Cook, 1996) distinguishes three types of discourse depending on the aspects of language emphasized in the text are:

- Informative
- Narrative
- Argumentative

Steger (1987) divides discourse into six types based on Oral Communicative products are:

- Presentation
- Message
- Report
- Public Debate
- Conversation, and
- Interview

From general angle, English discourses can be distinguished in terms of the following levels:

- Written and Spoken



→ Reciprocal and non- reciprocal

→ Transactional and interactional discourse

### **2.3.1 Spoken and Written Discourse**

Generally discourse in oral mode is considered as spoken discourse and in written mode is regarded as written discourse. McCarthy (1991) presents both spoken and written discourses as depending on their immediate context to a greater or lesser degree. The idea is that writing is in some way 'free standing'; whereas speech is more closely tied to its context.

Following Nunan (1993) the distinction between written and spoken discourse can be made in terms of grammar, logical density and situation. Written discourse consists of internally more complex clauses than spoken one. Spoken discourse is more context-dependent, factual and spontaneous than the written discourse. To sum up, the distinction between them is in mode, in the sense that, spoken discourse utilizes sound while written discourse utilizes visualization.

### **2.3.2. Reciprocal and Non- reciprocal Discourse**

A discourse is said to be reciprocal when there is the possibility of interaction by the other participants. Pennycook (1989) explains that the reciprocity of discourse is defined in terms of the degree of 'potential interruption or interaction from the part of the receiver.' For example, in informal communication between two friends has more reciprocity than a formal interaction programme at a university class. Likewise; a face-to face conversation such as dialogues can be taken as other instances of reciprocal discourses which are typically interactive with high degree of reciprocity.

In contrast, non-reciprocal discourse does not allow a space for potential interaction and intervention. Some instances are: a book by an unknown or dead author, an article by a series writer or an extract by a critique .Lakoff (1982) explains the non-reciprocal discourse as a persuasive discourse in the sense that it aims at pursuing the readers or audiences. The sender and receiver of a communicative act have no chance of exchanges, interaction, intervention, communication etc. in non-reciprocal discourse. It is beyond

reader's power of exercising. Generally speech is considered to be more reciprocal than writing; however, it is not out of intermediate cases.

### **2.3.3. Transactional and Interactional Discourse**

A discourse can be classified into two types: transactional and interactional on the basis of goals and function of language in a given context of communication. Transactional discourse is for getting things done in the world. It could be to tell somebody something they need to know, to affect the purchase of something and so on. It is particularly used for the exchange of goods and services. On the other hand, interactional discourse is the use of language for the daily transactions, communication of thoughts and socialization. The prime function of interactional discourse is to lubricate the social wheels, establish social roles and relationships with each other and express solidarity.

Thus, transactional discourse refers to the use of language for context expression while interactional discourse refers to the use of language for purely socializing purpose. The discourse of commercial fields, trade offices and occupational responsibilities are some examples of transactional discourse. The socializing functions of language like introducing, welcoming, inviting etc. are the instances of interactional discourse.

## **2.4 Linguistic Elements in Discourse**

Discourse is not an amalgam of utterances but a systematic grouping of utterances, and such system is established only with the help of linguistic elements. Due to the linguistic elements, we can examine inter-sentential and intra-sentential regularities in the spoken and written discourses. The two major qualities of discourse, 'unified' and meaningfulness are related to the grammar or linguistic elements and sense in context or coherence respectively. The following subsections basically deal with the study and analysis of the linguistic elements that are found in a discourse.

Two major devices of a discourse are cohesion and coherence.

### **2.4.1 Cohesion and Cohesive Devices**

Cohesion means a fundamental property of discourse which refers to the ties and connections that exist within texts or discourses to form unified and logically connected

organization of language stretches. Simply to say cohesion means the formal links that mark the various types of inter-clauses and inter-sentential relationship within the text or discourse. It seems quite impossible to construct a natural and sophisticated discourse without cohesion. McCarthy (1991) argues that spoken and written discourses display grammatical connections between individual sentences and utterances; this is known as what we call cohesion. Cohesion consists of certain formal devices including pronominal and conjunctions which help in producing a sequence of sentences; all linked together and establish relationship between entities and events.

In order to make link between grammar and discourse; cohesive devices like reference, conjunctions, substitution, ellipsis, collocation, parallelism, and so on bear great responsibility, as a result of which we can have a cohesive text. So they are also known as text-forming devices. They can be observed functioning at two-levels: at the level of clause and at the level of sentence which are technically known as intra-sentential cohesion and inter-sentential cohesion. In short cohesive devices are the words and phrases which enable the language users to establish relationship within and across sentence boundaries. Such devices are both syntactic and semantic. For example:

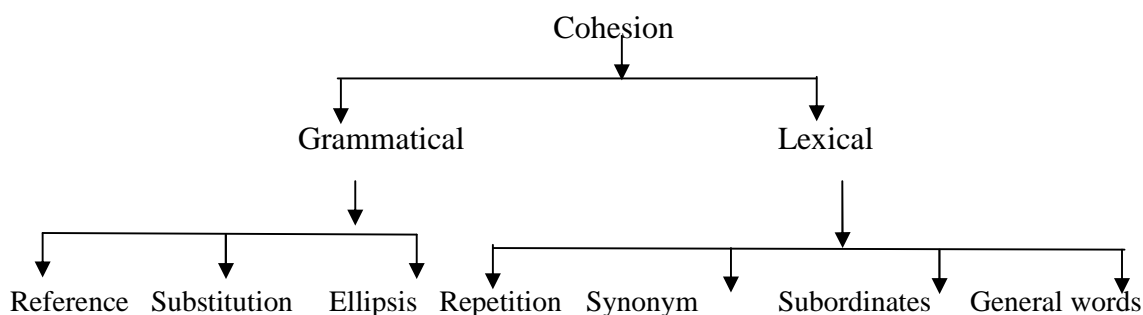
Amit is a doctor. He's patient enough and can easily get love of those who need his help. It makes him sociable.

From grammatical point of view, this text has textual quality, and semantically it is meaningful and sensible. The words: he, and, it etc. are the cohesive devices of this discourse.

Regarding the types of cohesive devices, Halliday and Hasan suggest four types:

- Reference
- Conjunction
- Substitution and ellipsis
- Parallelism

Similarly, Cutting (2008, p.11) presents two broad types of cohesion including other related sub types as in the figure below:



Though, the way of presentation is different; they have common heart i.e. grammatical and lexical devices are the cohesive devices whose prime role is to establish connection within the text.

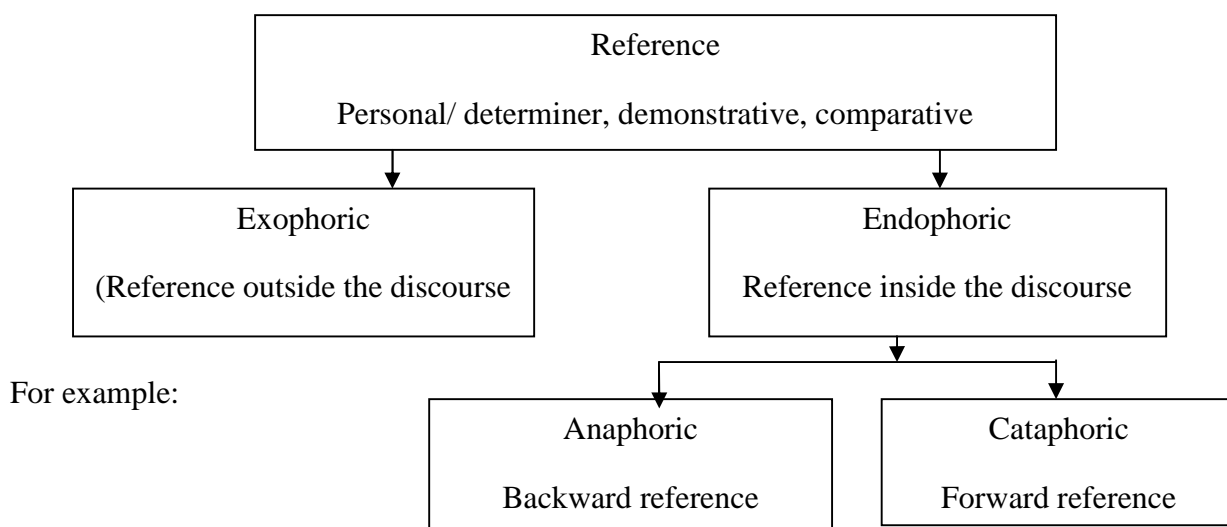
### 2.4.2 Grammatical Cohesion

Grammatical cohesion is related with the organization of texts using different grammatical devices. It is based on structural context.

#### a) Referential Cohesion

The term 'reference' denotes a relation between objects in which one object designates by linking to another object. In the words of Cutting (2008, p.7) the act of using language to refer to entities in the context is known as reference or an act in which a speaker uses linguistic forms to enable the hearer to identify something is reference. In English reference items include: pronouns (he, she, it, him etc.) demonstratives (this, that, these, those) the definite article "the" and the items like 'such a' and comparative reference through adjectives and adverbs.

Finally the types of referential expressions can be shown in the diagram as below:



They pressed round him in ragged fashion to take their money. Andy, Dave, Phil, Stephen, Bob.

Look at the sun. It is going down the sky.

In the first example, the pronominal 'they' refers to Andy, Dave, Phil, Stephen and Bob and it is the example of Cataphoric reference since it links the part of the text which is following. In the second, 'it' refers to the sun and the example of Anaphoric Reference.

### **b) Cohesion through Conjunction**

They are the words and phrases that show the relationship which exist between one sentence or clause to another. According to Crystal (2007, p.96), "Conjunction is a term in the grammatical classification of words to refer to an item or a process whose primary function is to connect words or other constructions." As the functions, conjunction may simply add more information, or elaborate it or may contrast new information with old one or may relate new information on in time or they may indicate new departure or summary in a discourse. Based on functional basis conjunctions can be subsumed into four types viz additive, adversative, causal and temporal.

For example:

Take four eggs and boil them (Additive)

It is a living part of my spiritual life, yet I don't know if one would call me a religious artist. (Adversative)

Dr. Devkota is an expert neurologist; so he is fit for the superintendent of Neuro-hospital. (Causal)

MrChaudhary completed his degree first, then he joined to teaching (Temporal)

### **c) Cohesion through Substitution or Ellipsis**

Substitution, a relation at lexico-grammatical level, simply refers to the replacement of one item by other and ellipsis is that form of substitution in which a part of discourse is replaced by null item or by nothing. For example:

a) The children will carry the small boxes, the adults the large one.

b) A: I like the blue hat.

B: I prefer the green. ( ∅Ellipsis, i.e. hat deleted)

In the first example 'One' substitutes ' the boxes' whereas in the second, 'hat' is deleted.

English has three broad types of substitution/ ellipsis viz Nominal, Verbal and Clausal.

For Example:

i) A: Which book will you buy?

B: The bulky one. (Nominal substitution)

ii) Ram liked the green tie: myself I preferred the blue. (Nominal ellipsis)

iii) A: Sumana says you drink too much,

B: So does he. (Verbal substitution)

iv) A: Have you been writing?

B: Yes, I have been. (Verbal ellipsis)

v) A: Is it going to rain?

B: I think so.

vi) A: Sudika is coming for dinner.

B: But she did not tell me. (Clausal ellipsis)

#### **d) Cohesion through Parallelism**

The logical links of two sides by using parallel grammatical forms or connection of meaning through an echo of form within a sentence is called the parallelism. In semantic parallelism two sentences are linked because they mean the same thing. For example:

i) To give and not to count the cost. ('give' and 'not to count the cost' as parallel forms)

ii) Music and logic are two required courses in the general ED. Program. (Music and logic as parallel nouns)

#### **2.4.3 Lexical Cohesion**

Lexical cohesion means the semantic relationship between two words in a text which can create some sort of chain of meaning within a discourse. Halliday and Hasan (1976) and Nunan (1993) present two major types of lexical cohesion as: reiteration and collocation.

##### **a) Reiteration**

Reiteration means either restating an item in a later part of the discourse by direct repetition or else re-asserting its meaning by exploiting lexical relation. By using various sense relations like synonymy, hyponymy, etc. within a discourse; we can establish a sort of semantic tie across the elements of a discourse.

For example:

I have those people. The people are always teasing me.

The meeting commenced at six thirty. But from the moment it began, it was clear that all was not well.

In these examples, 'those people' and 'the people' 'commenced' and 'began' co-refer to the same entity in the real world. The second part in each pairs indicates the reiteration by means of which lexical cohesion is maintained.

### **b) Collocation**

Collocation can be defined as the co-occurrence of the individual lexical items. It deals with the way two or more words go together. For instance, the word auspicious collocates with occasion or event. In political speech, peace, election, civil rights, freedom, justice etc. are connected with each other because of their collocational meaning. There are about six types of collocations: adjective + noun, noun + noun, verb + noun, adverb + adjective, verbs + prepositional phrase and verb + adverb. Collocation plays crucial role in the area of discourse analysis since grammatically correct sentence will stand out as awkward if collocational preferences are violated.

Reiteration and collocation are the common categorization of Lexical cohesion. Cutting (2008, p. 11-12) distinguishes lexical cohesion into four types. They are synonym, repetition, super-ordinate and general words.

### **2.5 Theme and Rheme**

In thematic approach discourse scholars are interested in where subject, objects and adverbials are placed in relation to the verbs and what options are available for rearranging the most typical sequences in the text. The thematic organization of a sentence is studied under the notion of theme and rheme. In the discourse the given information is known as theme while the subsidiary detail is rheme. According to Nunan (1993), theme is a formal grammatical category which refers to the initial element in a clause. It is the element around which the sentence is organized. It is the point of departure in a discourse. On the other hand the following part of a discourse is rheme or it is everything that follows the theme. For example:

Tomlikes watching movie.

(Theme)            Rheme

Hilliday (1994) has identified three types of theme. They are topical, interpersonal and textual.

For example:

The ball chased the man. (Topical theme)

Really Speaking, I don't like drug addicts. (Interpersonal theme)

Not to show ill-feeling, on the head of it, I nevertheless followed him down again in four or five minutes. (Textual theme)

## **2.6 Discourse Coherence**

The fundamental meaning of discourse coherence is the quality of being organized, unified and meaningful text or language stretch. When a discourse is well-formed with its linguistic regularities along with the contextual relevance; it has the quality of coherence. In order to be a discourse coherent, there should be one controlling/ central idea, a topic sentence and the neat organization of thoughts.

Different scholars have defined discourse coherence in different perspectives. Some of them are as follows:

Cook (1991) states that the quality of discourse being meaningful and unified is known as coherence.

Similarly, McCarthy (2010, P.26) says that coherence is a feeling that a text hangs together, that makes sense, and is not just a jumble of sentences, therefore discourse coherence is concerned with how the components of a language are tied together in a text. But, Widdoson (1979) presents a bit different view and states that a discourse can be perceived as coherent piece even in the absence of cohesion. To prove this, he presents the following example:

Sita: That is the telephone.

Hem: I'm in the bath.

Sita: OK.

Though this text lacks cohesion, it is coherent enough. Such type of exchange is best understood in terms of the conventional actions performed by the speaker in such interactions.

The coherence can be characterized from two perceptions: one in terms of linguistic quality of being unified, cohesive and meaningful and next in terms of communication



quality that is concerned with experiences, conversation, shared knowledge etc. of the participants of the discourse.

According to various scholars like Nunan (1993), Cook (1989) and McCarthy (2010) coherence in discourse in English language teaching and learning is particularly concerned with the following issues:

- Negotiating meaning in context
- Functional analysis and coherence
- Speech act theory and coherence

### **2.6.1 Negotiating Meaning in Context**

In order to make sense of discourse there should be negotiating meaning in the context. Negotiation of meaning refers to the common effort made by the learners and his interlocutor in order to establish and promote the meaning to L<sub>2</sub>discourse. In other words, it is the joint efforts from the speaker and hearer side. We can employ different techniques to negotiate the meaning. They are clarification, repetition, confirmation and so on. For example:

- A: Are you ready now?  
 B: Busy.  
 A: Pardon  
 B: I'm busy.  
 A: Ok, then inform you later.

### **2.6.2 Functional Analysis and Discourse**

Alike the negotiating meaning in context order to make the sense of discourse we have to analyze the function of discourse. Different cohesive devices play prominent role to create coherence in discourse yet, only cohesive devices are not sufficient to make sense of it. We can examine the meaning of coherence from functional perspective which suggests that discourse may be perceived as coherent even in the absence of formal links it is required to be functional in the given context.

Even a single sentence may have different function so we have to analyze its function to make the sense of discourse. For example: a sentence 'window is open' may have various functions depending on who says it, to whom and in what situation.

### 2.6.3 Speech Act Theory and Coherence

An approach which tries to formulate how knowledge is brought into practice is speech act theory. It was first formulated by J. Austin and further developed by John Searle. It is important to understand coherence in discourse because it exposes L<sub>2</sub> learners with various types of speech acts and their relevance within target language.

### 2.7 Approaches to Discourse Analysis

Discourse Analysis is fundamentally concerned with the relationship between language and the contexts of its use. It grew out of the works in different disciplines in the 1960s and early 1970s including linguistics semiotics, psychology, anthropology and sociology. A number of approaches to studying discourse have been emerged and they equally have the relevance in applied linguistics and in language education from the mid-twentieth century. The most prominent according to disciplinary origin are shown in the following figure.

Focus (on the basis of)	Approaches
Rules and principles	<ul style="list-style-type: none"> <li>•pragmatics (including speech act theory and politeness theory)</li> <li>•Conversation analysis</li> </ul>
Contexts and cultures	<ul style="list-style-type: none"> <li>•Ethnography of communication</li> <li>•Interactional sociolinguistics</li> </ul>
Functions and structures	<ul style="list-style-type: none"> <li>•systemic-functional linguistics (SFL)</li> <li>•Birmingham school discourse analysis</li> <li>•Text-linguistics</li> </ul>
Power and politics	<ul style="list-style-type: none"> <li>•pragmatic and socio-linguistic approaches to power in language</li> <li>•critical discourse analysis</li> </ul>

(Trappes-Lomax, 2004, p. 136)

## 2.8 Empirical Literature

Analysis has gained commonality and importance over the last few decades from both pedagogical and research point of view. But most of these analysis researches have been confined to error and text book analysis and there are very few of them concentrated on discourse analysis. Keeping the significance of discourse analysis in mind for complete understanding of language and in facilitating the teaching learning process, an attempt to carry out discourse analysis on the story 'The Martyr' has been made. While carrying out this research study different attempts of the forerunners of discourse analysis and the research works carried out under the supervision of the Department of English Education have been minutely studied. Some of them are as follows:

Foucault (1981) in 'Archaeology of Knowledge' presents his view on discourse that discourse is something which produces something else rather than something which exists in and of itself and which can be analyzed in isolation. For him discourse is not merely linguistic and structural phenomena but social and cultural practices of language that can influence and shape the world issue. Foucault's central concern is not only to analyze the discourse and utterances which are circulating in our society at present but also to show the effects of discursive practices in the world. So discourse is what people speak to capture practicing and processing through language is the gist of his view.

Nunan (2010) writes that a piece of discourse consists of more than one sentence and the sentences necessarily have to be combined to form a meaningful whole to be called a piece of discourse. He also claimed the existence of so called text forming devices are to be responsible for connecting sentences together to form a meaningful whole and to distinguish them from random sentences. DA also studies these text forming devices.

McNamara, Louwse, McCarthy, and Graesser (2010) write that at a time when linguistic was largely concerned with the analysis of single sentence, Zellig Harris on the paper Discourse Analysis probably the first work on 'Discourse Analysis' in 1952 analyzed the advertisement to search for grammatical rules. He explained in his work why one sentence followed another. He discovered two possible directions; one

continuing the limits of single sentence at a time and next correlating culture and language. Harris brought a new direction to the study of language at supra-sentential level.

Adika and Borti (2015) discussed the types of cohesion used among undergraduate ESL students in the University of Ghana. It is the range and frequency of conjunctive adjuncts in the writing of ESL writers. They mention that in terms of using the range of frequency of conjunctive adjuncts among University students in Ghana, the teaching of cohesion and coherence in English deserves more attention'' because the ESL students use limited cohesive devices (Adika and Borti 2015) and limit their understanding of cohesion and coherence to using cohesive devices. They identified further that some conjunctives, such as the usage of "conversely" and "whereas" have limited occurrences in the ESL students' essays. They also mentioned that there are cases of misuse of other cohesive devices such as 'this' and 'that' among the ESL students. For example, they mention that the students limit cohesive devices to conjunctives only, neglecting other forms.

Yule (2020) presents that some of the most interesting observations are made not in terms of the components of the language but in terms of the ways language is used. This discussion clarifies that language, discourse and discourse analysis share key features or aspects to a great extent. Yule (2006) describes discourse relating with the three functions of language use: interpersonal (taking part in social interactions) and ideational (representing thought and experiences in a coherent way) and textual (i.e. creating well-formed and appropriate text)

Likewise, earlier In "An Introduction to Discourse Analysis: "Theory and Method" by Gee (2014), Discourse Analysis considers how language both spoken and written enacts social and cultural perspectives and identities. Assuming no prior knowledge of Linguistics, An Introduction to Discourse Analysis examines the field and presents James Paul's unique integrated approach which incorporated both a theory of language-in-use and method of research. For Gee, discourse is one way to engage in a very important human task more deeply about the meaning of ourselves.

## **2.9 Implication of the Reviewed Literature**

Discourse analysis is an emerging subject matter in the field of research. Many researchers who have been doing their research study on DA are McCarthy, Nunan, Fairclough, Cameron, Crystal and so on. The researches together with other literary works provide valuable guidelines for the further study. It makes us re-internalize the established knowledge and principles. Reviewed literature indicates that there are different aspects, perspectives and measures to analyze the cohesive and coherent devices found in the story. The above given reviewed literatures undoubtedly support in the field of discourse study for all interested researchers. After reviewing these works I've got lots of ideas to carry out the research study on the given topic. It undoubtedly helps to analyze the discourse in context, analyze the organization of discourse and cohesion and coherence indentified in the discourse.

## **Chapter III**

### **Methodology**

#### **3.1. Design of the Study**

The main concern of the present study is to identify the cohesion and coherence used in the story 'The Martyr' written by a master craftsman of description and then to analyze it. Discourse analysis has been carried out on the basis of the cohesion and coherence used. This study has been focused chiefly on the analytical use of cohesion and coherence in the story. Basically library based method has been employed to carry out the research study. The final shape of the thesis has been given after collecting reliable information from different related creation, literary works, critiques and those related research studies that have already been prepared in the field of discourse analysis.

#### **3.2. Data Collection Tools**

This research study has been carried out by adopting two main sources for data collection.

a) Primary source

The story 'The Martyr' written by an invaluable asset of the nation, Vishnu S. Rai has been taken as the primary source of this thesis study.

b) Secondary sources

This research study has been prepared following different books, logical works, critiques, the research thesis related to the field of discourse analysis and discussion with experts and their invaluable suggestions and hints. In the same way, other related works from the internet has been studied to give this effort a complete shape.

#### **3.3. Data Collection Procedure**

In course of the discourse analysis of the story 'The Martyr' library-based method has been adopted. Similarly analytical method of study has been used to do discourse analysis.

### **3.4. Data Analysis and Interpretation Procedure**

The sole aim of the research study is to analyze the discourse of the story so as to find the roles of cohesion and coherence by presenting them in tabulation form of each sentence and paragraph. The research study has been concluded drawing some conclusion and usefulness of the cohesion and coherence within the study.

## Chapter IV

### Identification and Analysis

#### 4.1 Introduction

This story 'The Martyr' is a title story of a collection of short stories entitled 'Martyr' and other stories by Vishnu S. Rai, which gives a short but dreadful glimpse of bloodbath terror of the then period that the people of the nation had to suffer. During the whole period, the people mercilessly observed and got into the horrifying situation that no one could live out of fear. This proved the writer, a man of power to depict the reality of the society. This thesis study has the main purpose to first identify the linguistic elements of the story like cohesion and then to analyze the discourse in context. This study further has to analyze the organization of discourse and the role of cohesion and coherence to make the discourse unified and meaningful.

#### 4.2. Identification and Analysis of Cohesion Used in the Sentence of the Story '*The Martyr*'

The research study has first identified the cohesive devices from each of the paragraph of the story. It has also mentioned those cohesive words which have shown the relationship between sentences and paragraphs using tabulation form with their different categories. Each paragraph has been studied separately sentence by sentence where cohesion has been identified and interpreted.

##### 4.2.1. Identification and Analysis of Cohesion Used in the First Paragraph

In the first paragraph of the story 'The Martyr' there are 15 sentences from sentence no. 1 to 12. The identification and analysis of cohesion are as follows:

1. "Where are you going?" she asked her son, Sunil the third time.
2. He didn't answer but kept on trying his shoe lace.
3. She looked at her son, her only son in fact, and repeated her question, "I say where you are going?"
4. "You know where I am going," he replied without looking at her.
5. "No, you aren't going anywhere. You stay at home."
6. "Mom, everyone is going."



7. "Let them go."
8. Her voice was rising.
- 9 "All my friends are going. Nothing will happen to me. You're unnecessarily worried."
10. He tried to reason with his mother.
11. "No, you are not going."
12. She said and left the room.

**Table no. 1, Cohesion Used in the First Paragraph.**

<b>S.N.</b>	<b>Cohesion</b>	<b>Frequency</b>
1-12	Pronoun	30
	Preposition	6
	Conjunction	4
	Determiner	3
	Adverb	1

In course of identifying cohesive devices in the first paragraph, in the sentences 1 and 2, 'you', 'she', 'her', 'his', 'he', 'she' are used as pronominals; 'the' as determiner; 'on' as preposition; 'third' in ordinal, and 'where' as interrogative pronoun. In the sentences 3 and 4, pronoun 'you' and 'he' used as reiteration; 'only' as adverb; 'and' as conjunction and other pronominals are 'she', 'her' and 'I'. In the sentence no. 5 and 6, 'anywhere' and 'everyone' are used as indefinite pronouns preposition 'at' and 'you' as reiteration. Similarly in the sentences 7, 8 and 9, the pronominals are 'them', 'her', 'my', 'me' are used and 'all' is used as determiner. 'Nothing' is used as pronoun indefinite; 'to' as preposition. In the last 10, 11 and 12 sentences, 'he', 'his', 'you', 'she' are as pronominals; 'to', 'and' are as conjunctions; 'with' as prepositions and 'the' as determiner are used.

The detailed chart is presented in appendix 1.

In this paragraph, the most repeated cohesion is pronoun and the least one is adverb. Thus, in the first paragraph, the use of pronominals has created significant role to create sound relationship between mother and son and the beginning of the story seems to be interesting. The use of other cohesion is apt. the detailed table is given in the appendices.

#### 4.2.2. Identification and Analysis of the Cohesion Used in the Second Paragraph of the Story

In the second paragraph, there are 5 sentences from 13 to 17. The identification and analysis of the cohesion are as follows:

13. Sunil heaved a sigh and lied on the bed.
14. He put his hand under his head and looked at the ceiling.
15. In its centre, there was a hook, for the ceiling fan.
16. But there was no ceiling fan, just the bare hook- his mother could not afford the luxury of a fan.
17. When he was 8, he had asked his mother: "why don't we have a fan mom? Prem, Krishna, Lok everybody has a fan in their room."

**Table no-2, Cohesion Used in the Second Paragraph**

S.N.	Cohesion	Used Words	Symbolic Meaning
13 & 14	conjunction	and	
	Place adverbial	On the bed	
	determiner	the	
	pronominal	he	
	pronominal	his	
	preposition	under	
	pronominal	his	
	conjunction	and	
	Place adverb	At the ceiling	
15, 16 & 17	Adverbial	In its centre	
	pronominal	its	
	introductory	there	
	preposition	for	
	determiner	the	
	conjunction	but	
	introductory	there	
	adverb	just	

	indefinite	everybody	Prem, Krishna, Lok
	determiner	the	
	pronominal	his	
	determiner	the	
	preposition	of	
	conjunction (temporal)	when	
	pronominal	he	
	pronominal	he	
	pronominal	his	
	pronominal	we	
	pronominal	their	(Prem, Krishna, Lok)

In the second paragraph, in the sentences 13 and 14 'under' and 'at' are used as prepositions; determiner 'the', and conjunction 'and' are reiterated 'he' and his are used as pronominals. 'On the bed' and 'at the ceiling' are used as place adverbials. Similarly, in the lines 15 to 17, 'for' and 'of' are used as preposition; introductory, pronoun 'there'; determiner 'the' and pronominal 'he' have reiteration. There are used 'at the centre' and 'just' as adverb and 'but' as conjunction. The pronoun 'their' has been used as cataphoric reference and 'everybody' as anaphoric reference.

Thus, the master craftsperson of description, Vishnu S. Rai has used cohesions adequately so as to make the story run smoothly and give different taste to the readers. The cohesions have made the discourse unified and sequential.

#### **4.2.3. Identification and Analysis of Cohesion Used in the Third Paragraph**

In the third paragraph, there are 6 sentences from 18 to 21. The cohesive devices used in these sentences are first identified and then analyzed as follows:

Sentence number

18. His mother had nestled him in her bosom and replied "We are poor people son, so we can't buy a fan. You grow, be a big man. When my *raia chora* earn a lot of money, he'll buy a fan for me."

19. He was pleased, was very happy thinking of buying a fan and being able to give some comfort to his mother in the hot summer.
20. He's now taller than his mother, but not a big man.
21. He is now 16 but has not been able to earn even a single penny yet let alone earning a lot to buy a fan for his mother.

**Table no. 3, Cohesion Used in Third Paragraph.**

S.N.	Cohesion	Used word	Symbolic Meaning
18	pronominal	his	
	pronominal	him	
	Place adverbial	In her bosom	
	pronominal	her	
	conjunction	and	
	pronominal	we	
	conjunction	so	
	pronominal	you	
	conjunction (temporal)	when	
	determiner	a lot of	(quantifier) money
	pronominal	he	
19	pronominal	he	
	adverb	very	happy
	conjunction	thinking of	he thought
	conjunction	and	
	conjunction	to	
	determiner	some	
	preposition	to	
	determiner	the	
preposition	in		
20 and 21	comparative	taller than	
	pronominal	his	

	conjunction	but	
	pronominal	he	
	conjunction	but	
	conjunction	to	
	adverb	even	
	adverb	single	
	adverbial	yet	
	adverb	alone	
	determiner	a lot	
	preposition	for	

The table displays that in the sentence number 18, there are six pronominals, two conjunctions 'so', 'and', a quantifier determiner 'a lot of' to limit the quantity of money and 'when' as temporal conjunction have been used. Similarly in the sentence number 19, three conjunctions 'thinking of', 'and', 'to'; two determiners 'the' and 'some' are used. Two prepositions 'to' and 'in', an adverb very and only one pronominal 'he' has been used. In the last sentence no. 20 and 21, three conjunctions, 'but' with repetition and one comparative 'taller than', four adverbs 'even', 'single', 'yet' and 'alone' have been used. 'A lot' as determiner, 'for' as preposition and 'he' and 'his' as pronominals are used.

In this way, in the third paragraph, different types of cohesions are used and among them conjunctions and adverbs are used comparatively to a large extent which help to make the discourse stronger, more unified and meaningful as well.

#### **4.2.4. Identification and Analysis of Cohesion Used in the Fourth Paragraph**

In the fourth paragraph, nine sentences are included from sentence number 22 to 29. The cohesive devices used in the given sentences are identified and analyzed as follows:

Sentence number

22. Sunil turned his gaze towards the wall.
23. They were not white washed or painted.
24. On places the plaster was peeling off and the bricks were showing which resembled the uneven teeth of an old woman.

25. Opposite his bed, there were pictures of Laxmi, the goddesses of wealth, Ganesh, the god of wisdom, and Saraswati, the goddess of knowledge which his mother had bought specially for him.
26. Below each picture, there were residue of offerings – the stub of incense sticks.
27. Everyday his mother, Kanchi burnt incense stick which she bought cheap- 3 rupees a packet- from a local shop and put them below the pictures.
28. Instantly their smoke filled the poky little room with a pungent smell.
29. She then joined her palms together and prayed; "O God and Goddesses! Please throw a glance of mercy and benevolence on us. We are poor! Forgive us and protect us!"

**Table no-4, Cohesion Used in the Fourth Paragraph.**

S.N.	Cohesion	Frequency
22-29	Preposition	17
	Pronoun	14
	Determiner	11
	Conjunction	11
	Adverb	4
	Introductory	2
	Vocative particle	1

As seen in the table, in the sentence number 22 and 23, 'they' and 'his' two pronominals are used and a preposition 'towards', a determiner 'the' and a conjunction 'or' are used. In the sentence 24 & 25 prepositions like 'for','off' are used and 'of' have reiteration time and again. Similarly determiner 'the' and conjunction 'and' have reiteration as well. Other cohesions are 'which' as relative conjunction, 'on places' as place adverbial to mean the house wall and prepositions 'off' and 'opposite' are used.

In the sentence number 26 & 27, 'everyday' as frequency time adverb; 'there' as introductory; 'each', 'the' are as determiner; 'of', 'from', and 'below' are used as preposition. Two pronominals like 'them' and 'his' are used. In the final sentences numbered 28 and 29, pronominals 'their', 'she', 'her', 'us' and 'we' are used and among them us has reiteration. Other cohesions are 'and' with reiteration, and 'then', as

conjunction; ‘instantly’ and ‘together’ as adverbs and only one preposition 'with' have been used. Similarly, ‘O God and Goddesses’ is used as vocative particle.

On the whole, the table displays that the cohesion used in the paragraph are of various types. Each and every cohesion used in the paragraph has significant role to give complete meaning to the discourse.

The detailed chart of cohesions is presented in the appendix 2.

#### 4.2.5. Identification and Analysis of Cohesion Used in the Fifth Paragraph

In the fifth paragraph, three sentences are included from sentence no. 30 to 31. The cohesive devices used in the paragraph are first identified and then analyzed as given below.

30. Then she prayed for her son, "Mother Saraswati bestow a little favour on my son. Make him a learned."
31. Then as token of blessing, she put a *tika* on Sunil's forehead who joined his palms together like his mother, closed his eyes and asked for the forgiveness and kindness of the goddesses.

**Table no. 5, Cohesion Used in the Fifth Paragraph.**

S.N.	Cohesion	Used words	Symbolic meaning
30 & 31	conjunction	then	
	preposition	for	
	determiner	a little	
	Adverbial	On my son	
	conjunction	then	
	comparative	as	
	preposition	of	
	pronominal	she	
	Adverbial	On Sunil's forehead	
	relative pronoun	who	
	pronominal	his	
	adjective	together	

	Adjective	line	
	pronominal	his	
	conjunction	and	
	preposition	for	
	conjunction	and	
	preposition	of	
	determiner	the	

On the basis of the table above, there are just two sentences 30 and 31. The cohesion used in the sentences are two conjunctions 'then', as reiteration; 'for', 'of' are as preposition and have reiteration as well. There are one relative pronoun 'who'; comparative 'as' and some pronominals like 'she' and 'his'. Similarly there are two adverbials like 'on Sunil's forehead' and 'on my son' and an adjective 'like'.

In this way in the fifth paragraph, inter-sentential link is formed with the sentence adverbs like 'than' and other cohesions have also contributed to make the discourse meaningful.

#### **4.2.6. Identification and Analysis of Cohesion Used in the Sixth Paragraph**

In this paragraph, there are 18 sentences from sentence number 32 to 49. The cohesive devices used in the given paragraph are first identified and then analyzed as follows.

Sentence number

32. Sunil always wondered why his mother asked for god's forgiveness- what was it that they had done wrong.
33. Was to be poor a sin?
34. And she asked for protection-protection against what or whom?
35. As he grew older, unlike his mother, he lost his faith in the kindness of gods and goddesses.
36. In his childhood, many a time he asked them to save him against the cruelties of his classmates who teased him by saying him 'an orphan.'
37. They made fun of his clothes which were always a second hand- the hand- me-down of the children of those families where his mother worked as a house maid.



38. He tried not to hate them.
39. His mother had taught him to love everyone and if he could not love, then not to hate anyone.
40. But it was so hard not to hate his classmates; and he always felt crying in his effort.
41. Everyday he prayed and asked the goddesses to change the hearts of his class friends, to make them friendly to him, to save him, to save him from their cruelties.
42. Had he asked much?
43. But they never helped him.
44. So, Sunil toughened himself.
45. He turned a deaf ear to the taunts of his friends and bore their sarcasm with an air of forgiveness.
46. Gradually, he did not know why or how he was accepted by them and he became their playing pal, but he lost his faith in the kindness of god and goddesses.
47. However, he never voiced his thoughts to his mother as he did not want to hurt her feeling.
48. He understood that in some strange way, the gods and goddesses hanging against the wall of their tiny room transmitted strength to his mother, who was alone and fighting with this ugly world.
49. He looked at them: they were happily hanging against the wall and looking at him benevolently with a never ending smile on their face.

**Table no. 6, Cohesion Used in the Sixth Paragraph.**

<b>S.N.</b>	<b>Cohesion</b>	<b>Frequency</b>
32-49	Pronoun	31
	Conjunction	25
	Preposition	18
	Adverb	14
	Determiner	4
	Adjective	2

In the given paragraph the mostly repeated cohesion is pronoun and the least is adjective. In the sentences 32 and 33, of the sixth paragraph, ‘always’ as frequency adverb, ‘why’ and ‘how’ as interrogative pronoun, conjunction ‘for’ and ‘that’ and pronominals ‘it’ and ‘they’ are used as cohesive device. Sentences from 34 to 36 have different cohesions like ‘and’, ‘or’, ‘as’ and ‘to’ are as conjunctions; ‘what’ or ‘whom’ are interrogative pronoun; ‘against’, ‘in’, ‘of’, ‘by’ are as prepositions and ‘in his childhood’ as adverbial. Similarly, ‘she’, ‘he’, ‘his’, ‘him’ are as pronominals and reiterative as well. In the sentence no. from 37 to 39, different words are used to mean different cohesions like pronominal, preposition, adverbial, demonstrative relative conjunction, comparative, temporal or indefinite pronoun.

Similarly, in the sentence no. 40 to 42, there are cohesions like conjunctions, adverbial, pronominal, preposition and determiner. In the sentences 43-45 ‘but’ and ‘so’ are used as conjunction to show cohesion, ‘never’ as adverbial, ‘himself’ as reflexive pronoun and ‘they’ as pronominal. In the sentences 46-47, cohesions like adverbial, conjunctions (why/how/and/but), preposition (by/in/of), determiner (the), adverbial (never) are used. In the sentences 48 to 49, conjunctions like ‘that’, ‘and’ are used, quantitative determiner ‘some’ is used, prepositions like ‘against’, ‘with’, ‘on’, ‘at’; adverbials like ‘never’, ‘happily’, ‘benevolently’ are used.

As seen in the table, in the sixth paragraph there are different cohesive devices used to show the discourse unified, meaningful, and purposive. The cohesions like however, so and gradually contribute to create intersentential ties in the discourse.

The detailed chart of cohesions is presented in the appendix 3.

#### **4.2.7. Identification and Analysis of Cohesion Used in the Seventh Paragraph**

In this paragraph, five sentences are included from sentence no. 50 to 54. The cohesive devices used in the given paragraph are identified and analysed as follows:

Sentence number

- 50. Sunil was the only child of his widowed mother.
- 51. He had no memory of his father because his father died before he was born.
- 52. He joined the rebels who were trying to overturn the present government, and one day was shot in an encounter with the army.

53. His mother never told him about her past: he learned it bit by bit from others.
54. He learned that his father died before he was born, that his father was an educated man but could not get a job as he was a Dalit, that her mother eloped with his father without her parent's consent who belonged to the upper caste and who never forgave her for this *outrageous* deed, that her name was Sushma not *Kanchi* which everybody addressed her with, that she never went back to her parents or asked for their favour, that she raised him, her son, by doing all kinds of odd works- from carrying bricks on a *Doko* to working as a housemaid in several families that she carried him on her back tied with a piece of cloth while she moped the floor or washed the dirty dishes, that
- "We want Democracy!"
- "Down with Dictatorship!"
- "Long live Martyrs!"

**Table no-7, Cohesion Used in the Seventh Paragraph.**

S.N.	Cohesion	Frequency
50-54	Pronoun	24
	Conjunction	16
	Preposition	11
	Determiner	5
	Adverb	4
	Interjection	1

According to the table no. 7, in the sentence number 50 and 51 five pronominals, two conjunctions, two propositions and one determiner are in use. In the same way, in the sentences 52 and 53, there are three pronominals in use and determiner 'the' has reiteration. Similarly 'to', 'and' as conjunction ; relative pronoun 'who' ; and adverbial 'never' and 'bit by bit' have been used. The fifty fourth sentence is the last one of the seventh paragraph. It is rather long sentence that it is the expression of the inner feeling of the character to the situation in front of him. Most of his expressions or feeling have been joined with relative conjunction 'who' 'that' or 'which'. Specific common noun

have been used to mean the typical society 'Dalit', lower caste. Different cohesions like pronominal, demonstrative, conjunctions determiner, relative and indefinite pronouns have been used to make the discourse unified and meaningful.

The detailed chart of cohesions is presented in appendix 4.

#### **4.2.8 Identification and Analysis of Cohesion Used in the Eighth Paragraph**

In the eighth paragraph, thirteen sentences are used from sentence number 55 to 67. The cohesions used in this paragraph are first identified and then analyzed as follows:

55. Slogans were heard outside in the street.

56. Sunil got up from the bed and went to the only window of the room and looked through it.

57. A long line of people, men and women even children were marching, shouting slogans and raising placards over their heads.

58. He did not know why but he wished to run and join them, only the thought of making his mother unhappy stopped him.

59. He remembered the conversation he and his friends had with the woman in her tea shop.

60. He had gone to the demonstration- not to take part in it really but to see it, and was on his way back home with his friends.

61. What he had seen was not nice.

62. People had been brutally beaten by the security force.

63. He, with his friends had escaped the beating and tear gas because they were in the back of the procession.

64. He had marveled at those who had the guts to go near the soldiers, shout slogans and face the risk of being beaten and or shot.

65. They settled in that cozy little tea-shop already crowded with people.

66. The tea-woman was busy, now serving hot tea to the customers, now preparing tea on the stove, and a boy of about 10 was cleaning the dirty cups and glasses.

67. People were discussing the demonstration.

**Table no. 8, Cohesions Used in the Eighth Paragraph**

<b>S.N.</b>	<b>Cohesion</b>	<b>Frequency</b>
55-67	Preposition	16
	Conjunction	14
	Pronoun	14
	Adverb	10
	Determiner	5

In the given paragraph, preposition is the mostly repeated cohesion and the least one is determiner.

According to the table no. 8, in the sentences from 55 to 57 different cohesions like prepositions, determiner, conjunction, place adverbials and pronominal are used. Similarly in the sentences of the number 58 and 59, the relative conjunction connects ideas with the previous sentence, other cohesions are pronominals 'like', 'he', 'him', 'his'; adverbial 'only', conjunctions 'but', and 'to'. Then the sentence no. 60 and 61 have the cohesions as pronominals like 'he', 'it', 'his'; prepositions like 'to', 'in', 'on', 'with' and 'back' and conjunctions like 'but' and 'and'. In the sentences numbered 62 and 63, different cohesions like common noun 'security force' which means 'all the army and police force of the nation', 'brutally' as adverbial reference are used. Prepositions 'by', 'with', 'in', 'back', are reference cohesion and other cohesions are determiner, conjunction, pronominals in use. Similarly in the sentences of the number 64 & 65, 'he', and 'they' are used as pronominals, 'those' as demonstrative, 'guts' as abstract noun a slang for determination, conjunction as 'that', 'to', 'and', 'or'. Other cohesions are relative pronoun 'who' and adverbial 'already'. The final sentences, numbered 66 and 67, 'people' which mean all the people of the nation in general, 'now' as time adverbial reference, prepositions 'to', 'on' and 'about' and 'the' has reiteration.

Thus, as seen in the table no. eight, various cohesive devices are used to show the discourse unified, meaningful and interesting.

The detailed chart of cohesion is presented in appendix 5.

#### 4.2.9 Identification and Analysis of the Cohesion Used in the Ninth Paragraph.

In the ninth paragraph, 39 sentences are used from 69 to 77 and the cohesions used in the ninth paragraph are first identified and then analyzed as follows:

68. "I'm not going tomorrow. Curfew has been announced, and the army will be petrolling the Ring Road."
69. "Yes, nobody knows what will happen tomorrow. Party leaders are going to lead demonstration from every side to the capital. They will try to break the police cordon in the ring road, and marching to the Royal palace. Indramohan (babu) will lead the procession from Kalanki.
70. "Oh no! someone groaned. That *ghusyaha*. How can he show face to the public? How can people accept him as a leader? It will have a bad effect on the whole movement if leaders like him even appear before mass."
71. I heard that the party has selected another leader to replace Indra Mohan, because the party workers threatened the high command that they will back out if corrupted leaders like Indra Mohan try to come in front of the demonstration.
72. "That's a good sign. But except a few all of them are same: birds of same feathers flock together, you know. Most of them did not have even a pair of shoes to wear before they joined politics and now almost all of them have *darbars* in Kathmandu. Where did they find money to build their *darbars*? Some sold jungles, and some rivers. Some ate bridges and roads, some fertilizers and aeroplanes. That's how they became rich."
73. Leaders can eat anything, can't they?" someone said and everybody laughed.
74. Our fate is to be led by these corrupt leaders. We have leadership crisis in this country. *Kegarne!*"
75. "Then why are we in this movement? Why should we bring democracy if this is just to make our leaders rich?"
76. "Yes, why should we risk our lives? What is the use of democracy if we don't live to enjoy it?" I am going to see Sarita tomorrow. We haven't met since all this started," Ramesh said.

77. That's all you think about-meeting your girlfriend- when the whole country is on fire. These are our young men- the hope of the future, pillars of the nation." A middle-aged woman's voice startled them. "Why hundreds of thousands of people are on the street do you think? Are they nuts? Do they enjoy beating? You *bhustighre* cowards!" Her angry voice had made them silent.

**Table No. 9, Cohesions Used in the Ninth Paragraph**

S.N.	Cohesion	Frequency
68-77	Pronoun	24
	Conjunction	18
	Determiner	17
	Adverb	9
	noun	7

In the given paragraph, pronoun is the cohesion mostly repeated and noun is the cohesion least repeated.

On the basis of the table given, in the sentences number 68 and 69, various cohesions like pronominal, conjunction, adverbials, determiners, interrogative and indefinite pronouns and prepositions are used. Conjunction and determiner have repetition. In the sentences numbered 70 and 71 the cohesions like indefinite pronoun, interrogative pronoun and Comparative are used and borrowed colloquial word like *ghushyaha* is used. Other cohesions like 'whole', 'another', 'the' as determiner; 'even', 'how' as adverbials; 'before', 'because'; 'that', 'if' as conjunctions are used. Similarly in the sentences numbered 72 and 73, conjunctions 'like', 'that', and 'that's how', determiners like 'all', 'a few', and 'some' with ellipsis like some leader have been used. Indefinite pronouns like 'anything', 'someone', 'everybody', and pronominal like 'they', 'our' have been used. In the same way in the sentences 74, 75 and 76, various cohesions, for example demonstrative 'this', 'these', conjunctions 'then', 'to', 'if', have been used. Interrogative pronoun 'why' has repetition, conjunction 'if' and 'to' have also repetition. Similarly the borrowed words as interjection '*kegarne!*' has been used to give the meaning 'what to do'. In the final 76<sup>th</sup> sentence, adverbs like 'that's all', determiners like 'the', 'whole', 'the', 'hundred of thousand' and demonstrative 'these' have been used.

Similarly colloquial word ‘nuts’ and borrowed colloquial from Nepali like ‘*bhustighre*’ have been used to make the discourse unified and meaningful. The use of colloquials like ‘guts’, ‘*bhustighre*’ have made the discourse more realistic meaningful and interesting with the flavor of locality.

The detailed chart of cohesions is presented in appendix 6.

#### 4.2.10 Identification and Analysis of the Cohesion Used in the Tenth Paragraph

In the tenth paragraph, 10 sentences are used from 78 to 81 and the cohesions used in the tenth paragraph have first been identified and then analyzed as follows:

78. As Sunil recalled the scene, he became restless.

79. He was thinking of going to look for his mother when she entered the room.

80. “Mother!” he started.

81. “No, *chora!*” she cut him short.

“You aren’t going. Think of me. You are my only child. If something happen to you what will become of me? How can I live?”

**Table no. 10, Cohesions Used in the Tenth Paragraph.**

S.N.	Cohesion	Used words	Symbolic meaning
78 & 79	conjunction	as	
	determiner	the	
	pronominal	he	
	repetition	he	
	preposition	of	
	conjunction	to	
	preposition	for	
	pronominal	his	
	conjunction (temporal)	when	
	pronominal	she	



	determiner	the	
80 & 81	common noun/ borrow	chora	Her loving son
	pronominals	she	
	pronominals	him	
	preposition	of	
	pronominals	me	
	pronominals	my	Mother's
	adverbial	only	
	conjunction	if	
	indefinite pronoun	something	Something bad luck
	interrogative adverb	what	
	preposition	of	
	interrogative adverb	how	
	pronominal	I	

As seen in the table no. 10, in the sentences 78 and 79, there are three conjunctions ‘as’, ‘to’ and ‘when’ (temporal), determiner ‘the’ has repetition. Similarly pronominal ‘he’ has repetition and two prepositions are ‘of’ and ‘for’. In the same way in the sentence no. 80 and 81, borrowed word as common noun *chora* to mean mother character’s loving son has been used. There are five pronominals, preposition ‘of’ has repetition and two interrogative adverb ‘what’ and ‘how’ and one indefinite pronoun ‘something’ has been used.

Thus, in the given paragraph a short conversation between the mother and son takes place where the mother expresses her miserability of something bad luck that might take place in her son. The use of cohesion ties the ideas at best and gives the readers full interest.

#### **4.2.11 Identification and Analysis of the Cohesion Used in the Eleventh Paragraph.**

In this paragraph, there are 13 sentences from the sentence number 82 to 85. The cohesions used in the given paragraph have first been identified and then analysed as follows:

82. “ But Mom, what about the *andolan* and democracy?”

83. “ What about it? What has democracy given us so far? ” retorted his mother .
84. “What does it mean to the poor? ” Does it feed people? Will it give us a house to live in, land to farm on, money to continue your study? Democracy, Democracy! What has it given us? Nothing but vain words! People were shot, killed and injured. Don’t you let yourself carried away by the words of the politicians the leeches who suck the blood of their poor country men to fatten themselves? ”
85. After a pause she began again, ‘the *andolan* will not fail just because you don’t join the procession. It will fail or succeed even without you, won’t it? ’

**Table no. 11, Cohesion Used in the Eleventh Paragraph**

S.N.	Cohesions	Used words	Symbolic meaning
82 & 83	conjunction	but	
	common noun (colloquial)	mom	
	interrogative pronoun	what	
	abstract noun	<i>andolan</i>	
	conjunction	and	
	repetition	what	
	Preposition	About	
	pronominals	us	
	adverbial ref.	so far	
	pronominal	his	Boy’s
84 & 85	pronominal	it	<i>Andolan</i>
	pronominal	us	Public in general
	conjunction	to	
	pronominals	your	The boy’s
	indefinite pronoun	nothing	
	conjunction	but	
	conjunction	and	
	reflexive pronoun	yourself	To the boy
	preposition	away	

	preposition	by	
	determiner	the	
	preposition	of	
	common noun	the leeches	The bad politician
	relative pronoun	who	
	pronominal	their	Poor people of the nation
	reflexive pronoun	themselves	the general public
	temporal conjunction	after	
	adverbial	again	
	adverbial	just	
	conjunction	because	
	pronominal	you	
	determiner	the	
	adverbial	even	
	preposition	without	
	pronominal	you	
	pronominal	it	

According to the table no. 11, in the sentences no-82 and 83, two conjunctions ‘but’, ‘and’ interrogative pronoun ‘what’ with repetition and preposition ‘about’ are used to create cohesion. Other cohesions are ‘so far’ as adverbial ref- ‘*andolan*’ as abstract noun to mean nationwide movement, ‘mom’ common noun as colloquial to mean mother and pronominals ‘his’ and ‘us’ are used. Similarly in the sentence number 84 and 85, pronominals like ‘it’ , ‘its’ , ‘us’, ‘your’ , ‘their’ and , ‘you’ are used and reflexive pronouns are ‘yourself’ and ‘themselves’ to mean the boy character and the general public. The common noun ‘the leeches’ means the bad politicians of the nation. In the same way other cohesions like conjunction ‘to’ indefinite pronoun ‘nothing’ , relative pronoun ‘who’ , adverbials ‘again’ , ‘just’ , ‘even’ and prepositions ‘away’, ‘by’ ‘of’ and ‘without’ are used .

In this way in the eleventh paragraph, various cohesions are used to unite the ideas expressed and make the discourse standard as well as interesting.

#### 4.2.12 Identification and Analysis of the Cohesion Used in the Twelfth Paragraph

In this paragraph, eight sentences are included from the sentences number 86 to 90. The cohesion used in the given paragraph have first been identified and then analyzed as follows:

86. Sunil didn't know what to say

87. What his mother said was correct

88. With or without him *andolan* will continue.

89. Nonetheless he said, "Yes, But I want to be part of it. I want to be there with others with my friends," he said.

90. "You don't worry. I won't be there alone all my friends are there. I feel bad sitting here while they are on the street shouting slogans."

**Table no. 12, Cohesion Used in the Twelfth Paragraph**

S.N.	Cohesions	Used words	Symbolic meaning
86, 87 & 88	relative pronoun	what	
	conjunction	to	
	repetition	what	
	pronominal	his	
	preposition	with	
	conjunction	or	
	preposition	without	
	pronominal	him	
89 & 90	conjunction	nonetheless	
	conjunction	but	
	pronominal	i	
	conjunction	to	
	preposition	off	
	pronominal	it	

	place adverbial ref.	there	
	preposition ref.	with	
	determiner	others	
	preposition ref.	with	
	pronominal ref.	my	
	pronominal ref.	he	
	pronominal ref.	you	
	place adverbial ref.	there	
	adverbial	alone	
	determiner	all	
	place adverbial	there	
	place adverbial	here	
	conjunction temporal	while	
	pronominal	they	
	preposition	on	
	determiner	the	
	pronominal	i	
	pronominal	you	

As given in the table no-12 in the sentences 86, 87 and 88, relative pronoun ‘what’ with repetition; conjunction ‘to’ and ‘or’ , pronominal ‘his’ and ‘her’ and preposition ‘with’ and without have been used. Similarly in the sentence no.88 and 89, Conjunctions, ‘nonetheless, ‘ but’, ‘to’ and ‘while’ (temporal) , pronominal ‘I’ ‘they’ , ‘you’ and prepositions of ; ‘with’ (with repetition) and ‘on’ have been used. In the same way as adverbials ‘here’ , ‘there ‘alone’ have been used and as determiner ‘the’ , ‘all’ and ‘others’ have been used.

In this way, in the twelfth paragraph various cohesions like determiner, demonstrative, pronominals, adverbials and conjunctions have been used. Such use of cohesive devices have made the discourse orderly, interesting and meaningful.

#### 4.2.13 Identification and Analysis of Cohesion Used in the Thirteenth Paragraph

In the thirteenth paragraph. 11 sentences are included from the sentence number 91 to 95. The cohesion used in the paragraph have first been identified and then analyzed as follows:

Sentence number

91. “You’re just like your father-stubborn and indifferent to my feelings, and you know what happened to him. I can’t afford losing you after him.”

92. She was in tears.

93. This was the first time she mentioned his father to him.

94. Sunil hugged his mother and said: “ People say that my father died for a noble cause. I’m proud of him and you should feel the same, mom. He was not a *raksya* or a *Juade*. He fought for his people. People might question the way he chose to fight but there could be no question about his intention, his wish of making his country free from all kinds of evils, ”

95. His mother blew her nose.

**Table no-13 Cohesion Used in the Thirteenth Paragraph**

S.N.	Cohesions	Used words	Symbolic meaning
91, 92 & 93	pronominal	you	
	adverbial	just	
	pronominal	your	The boy character
	conjunction	and	
	preposition	to	
	pronominal	my	The mother character
	conjunction	and	
	pronominal	you	
	relative conjunction	what	
	preposition	to	
	pronominal	him	
	pronominal	you	
	temporal conjunction	after	

	pronominal	him	
94 & 95	pronominal	his	The boy character
	conjunction	and	
	conjunction	that	
	pronominal	my	
	pronominal	i	
	preposition	of	
	pronominal	him	
	conjunction	and	
	pronominal	you	
	determiner	the	
	pronominal	he	
	common noun (comparative)	raksya	Giant like behaviour
	conjunction	or	
	common noun	juade	
	pronominal	he	
	preposition	for	
	pronominal	his	
	conjunction	but	
	introductory	there	
	preposition	about	
	pronominal	his	
	preposition	fren	
	determiner	all	
	pronominal	his	The boy character's mother
	Pronominal	Her	

As seen in the 13<sup>th</sup> paragraph, in the sentence no.91 , 92 and 93, pronominals like you, 'him' , 'your', 'my' are used with repetitions of 'you' and 'him' and relative conjunction

‘what’ temporal conjunction ‘after’ conjunction ‘and’ has repetition. Similarly, in the sentences 94 and 95, pronominals like ‘he’ , ‘my’ , ‘I’ ‘him’, ‘you’, ‘he’ ‘his’ and ‘her’ are used. Some pronominals like ‘he’ and ‘his’ have repetition. Conjunctions like ‘and’ , ‘that’ , ‘or’ ‘but’ have been used and among them ‘and’ has repetition. In the same way determiners ‘the’ and ‘all’ and introductory ‘there’ have been used likewise preposition ‘of’ , ‘for’ , ‘about’ and ‘form’ have been used.

In this way in the thirteenth paragraph there are sufficient cohesive devices used which have significant role to play to make the discourse orderly and interesting. Sentence no. 94 is rather long because the boy character expresses his father’s praiseworthy behaviour that he has heard from others and wants to make his mother feel proud of him.

#### **4.2.14 Identification and Analysis of the Cohesion Used in the Fourteenth Paragraph**

In the 14<sup>th</sup> paragraph, there are 5 sentences used from sentence no. 96 to 98. Cohesions used in the given paragraph have first been identified and then analyzed as follows:

96. “I wish the *andolan* to be successful. But I’m a mother, and you don’t know how a mother feels about her son. Sons when they are grown up, don’t listen to their mothers. ”

97. She heaved a long sigh and then said. “OK, go if you must but promise me that you’ll be away from the police and the army. And will return before nightfall ”

98. “Yes, mom. Don’t you worry , ” he said and came out into the street.

**Table no. 14, Cohesion Used in the Fourteenth Paragraph**

<b>S.N.</b>	<b>Cohesions</b>	<b>Used words</b>	<b>Symbolic meaning</b>
96	pronominal	I	
	determiner	the	
	conjunction (purpose)	to	
	conjunction	but	
	pronominal	I	
	conjunction	and	
	conjunction (relative)	how	
	preposition	about	



	pronominal	her	
	temporal conjunction	when	
	pronominal	they	
	preposition	to	
	pronominal	their	
97 & 98	pronominal	she	
	conjunction	and	
	conjunction	then	
	conjunction	if	
	pronominal	you	
	conjunction	but	
	pronominal	me	
	conjunction	that	
	pronominal	you	
	preposition	away	
	preposition	from	
	determiner	the	
	conjunction	and	
	conjunction	and	
	temporal conjunction	before	
	pronominal	you	
	pronominal	he	
	conjunction	and	
	preposition	out	
	preposition	into	

According to the table no. 14, in the sentences 96, the pronominals like 'I' with repetition and 'her' and 'their' are used. In the same way, there are four conjunctions like 'to' , 'but' , 'how' and 'when', prepositions 'to' and 'about' and determiner 'the' have been used. Similarly in the sentence no. 97 and 98. There are six pronominals, eight

conjunctions with repetitions of ‘and’ . In the same way there are four prepositions like ‘away’ ‘from’ , ‘out’ and ‘into’ and only one determiner ‘the’ in use.

In this way in this paragraph, the use of pronominals shows the sound relationship between the mother and the son character in the story and conjunctions have rightly tied the ideas. The story seems to be unified and meaningful.

#### **4.2.1.5 Identification and Analysis of the Cohesion Used in the Fifteenth Paragraph.**

This paragraph includes five sentences from sentence number 99 to 103. Cohesions used in the given paragraph are first identified and then analyzed as given below:

S.N.

99. It was the 7<sup>th</sup> day of the people’s movement and nobody knew how long it was going to continue.

100. It was no longer a movement led by the political parties and media, but the whole nation was sheathing in the cauldron of *andolan*-set to uproot dictatorship from the country’s soil once and for all.

101. Teachers and students closed schools and campuses, lawyers stopped practicing in the courts, doctor were black bands on their arms to show solidarity with the people’s movements.

102. Shops were closed, transportation stood still and government offices stopped functioning.

103. The whole state machinery was paralyzed, only the army and police were functioning.

**Table no. 15, Cohesion Used in the Fifteenth Paragraph**

<b>S.N.</b>	<b>Cohesions</b>	<b>Used words</b>	<b>Symbolic meaning</b>
99 & 100	introductory	it	
	determiner	the	
	preposition	of	
	determiner	the	
	conjunction	and	
	indefinite pronoun	nobody	
	interrogative pronoun	how long	duration

	pronominal	it	<i>andolan</i>
	conjunction	to	
	preposition	by	
	determiner	the	
	conjunction	and	
	conjunction	but	
	preposition	in	
	determine	the	
	preposition	of	
	conjunction	to	
	preposition	from	
	preposition	for	
	determiner	all	
	adverbial ref.	once	
101, 102 & 103	conjunction	and	
	repetition	and	
	preposition	in	
	determiner	the	
	preposition	on	
	pronominal	their	
	conjunction	to	
	preposition	with	
	determiner	the	
	adjective	still	
	conjunction	and	
	adverbial	only	
	determiner	the	
	conjunction	and	

As given in the table no.15, in the sentence no.99 and 100, 'it' as introductory is used. Determiners are 'the' with repetition and 'all' , prepositional ref. are 'of' , 'by' 'in', 'from' and 'for' .other cohesions used are indefinite pronoun 'nobody' and interrogative pronoun 'how long' for duration. Similarly in the sentences no. 101, 102 and 103 conjunction 'and' has repetition two more times. Determiner 'the' is used with repetition. Other cohesions are prepositions 'in', 'on' , and 'with' and adverbial 'only'.

Thus, the cohesions have played significant role to present the heart touching picture of the then andolan. They have unified the ideas and made the discourse meaningful and interesting.

#### **4.2.16 Identification and Analysis of Cohesion Used in the Sixteenth Paragraph.**

This paragraph includes two sentences 104 and 105. The cohesions used in this paragraph are first identified and then analyzed as given below:

SN.

104. During the week, a dozen people lost their lives and hundreds of them were injured :  
loss of eyes, broken legs and arms, fractured ribs and so on and so on.

105. Yet people's enthusiasm for democracy, their vigour to fight against tyranny did not  
abate, on the country they were surging forward even more forcefully and tirelessly.

**Table no. 16 Cohesion Used in the Sixteenth Paragraph**

<b>S.N.</b>	<b>Cohesions</b>	<b>Used words</b>	<b>Symbolic meaning</b>
104 & 105	prepositional ref.	during	
	determiner	the	
	pronominal	their	
	conjunction	and	
	determiner	hundreds of	
	pronominal	them	
	preposition	of	
	conjunction	and	
	repetition	and	
	adverbial ref.	yet	

	preposition	for	
	pronominal	their	
	prepositional phrase	on the contrary	
	pronominal	they	
	preposition	forward	
	adjective	even	
	adverb	forcefully	
	adverb	tirelessly	

The given table no.16 displays that in the sentence 104 & 105, five prepositions like ‘during’ ‘of’ , ‘for’ , ‘on the contrary ‘ and ‘forward’ , determiners like ‘the’ and ‘hundreds of’ , have been used. Similarly there are pronominals like, ‘their’, ‘with’ repetition, ‘them’ and ‘they’ and conjunction ‘and’ has repetition.

Thus, the sixteenth paragraph has only two sentences included to describe the situation of the *andolan*. The cohesions used in the paragraph have made the discourse unified, meaningful and interesting.

#### **4.2.17 Identification and Analysis of the Cohesion Used in the Seventeenth Paragraph.**

This paragraph includes 4 sentences, sentences number 106, 107, 108 and 109. The cohesion used in this paragraph are first identified and then analyzed as given below:

Sentence no.

106. When Sunil came out of his house, his friends were already gone.

107. So he hurried to join the procession.

108. On his way, he saw Gopichand standing on the Veranda of his house and looking at the procession.

109, Aren’t you going to join the procession, Gopichandkaka ? , he asked.

**Table no. 17, Cohesions Used in the Seventeenth Paragraph**

S.N.	Cohesions	Used words	Symbolic meaning
106 & 107	temporal conjunction	when	
	preposition	out of	
	pronominal	his	
	repetitive	his	
	adverbial	already	
	conjunction	so	
	pronominal	he	
	preposition	to	
	determiner	the	
108 & 109	adverb	on the way	
	pronominal	his	
	pronominal	he	
	preposition	on	
	determiner	the	
	preposition	of	
	determiner	the	
	conjunction	and	
	preposition	at	
	determiner	the	
	pronominal	you	
	conjunction	to	
	determiner	the	
	pronominal	he	

As given in the table no.17 in the sentence number 106 and 107, there are two conjunctions ‘when’ temporal conjunction and ‘so’, and prepositions ‘out of’ and ‘to’ are used other cohesive devices are adverbial reference ‘already’ , determiner ‘the’ and pronominals ‘his’ with repetition and ‘he’ are used. Similarly in the sentence number 108 and 109, three pronominals like ‘he’ , ‘his’ and ‘you’ two prepositions ‘on’ and ‘at’ and

one adverbial reference ‘on the way’ have been used. In the same way, determiner ‘the’ has repetition.

To sum up, in the 17<sup>th</sup> paragraph there are sufficient cohesions which have made the discourse apt and interesting.

#### **4.2.18 Identification and Analysis of the Cohesion Used in the Eighteenth Paragraph**

In the given paragraph, there are 15 sentences in the sentence number 110 and 111. The cohesions used in this paragraph are first identified and then analyzed as given below:

SN.

110. “I’m not a fool. What do you know about *andolan*? I participated in the *andolans* of 2005 and 2046. My only son was shot on the street like a pariah dog. I nearly lost my life. And what have we got? Corruption grew more and poor became poorer. Then I was a week-kneed lad like you so I followed the leaders and believed their lies. Now I am not. I can tell you what is going to happen. The movement will be successful no doubt in that because I believe in people’s power. Then these leaders will come into power and become richer. But nothing is going to change for me and you in this country. So why should I risk my neck – to make these bastards rich?

111. His outburst surprised Sunil.

**Table no- 18, Cohesion Used in the Eighteenth Paragraph**

<b>S.N.</b>	<b>Cohesion</b>	<b>Frequency</b>
110-111	Pronominals	19
	Conjunction	12
	Preposition	8
	Adverb	5
	adjective	2

In the given paragraph, pronominal is the cohesion mostly repeated and adjective is the least.

According to the table no.18, in the sentences 110 and 111, there are various cohesive devices used in the given expression by an experienced character to a young and immature character regarding the issue of *andolan*. Different pronominals like ‘I’, ‘you’ ,

‘my’ , ‘their’ , ‘me’ and ‘his’ and they have frequent repetition. The frequent repetitions of the two cohesions ‘I’ and ‘you’ mean the sound relationship between the two characters. Similarly prepositions like ‘about’ , ‘in’ , ‘of’ , ‘on’ , ‘into’ adverbials like ‘only’ , ‘nearly’ and ‘like’ are used. In the same way, comparative, ‘more’ , ‘poorer’ conjunction ‘and’ , ‘so’, ‘because’ , ‘then’ and ‘but’ are used.

Thus, the 18<sup>th</sup> paragraph of this story have so many cohesions and the use of such cohesions has made the story orderly, unified , meaningful and interesting.

The detailed chart of cohesions is presented in appendix no. 7.

#### **4.2.19. Identification and Analysis of Cohesions Used in the Nineteenth Paragraph of the Story.**

In the 19<sup>th</sup> paragraph, there are seven sentences from sentences no. 112 to 115. The cohesions used in the paragraph are first identified and then analysed as given below:

SN.

112. “Don’t take him seriously, ” Sunil looked at the speaker and namasted him as he recognized the school teacher.

113. “Gopichand was a leader in his own time. He was deceived by his own party colleagues. So he is bitter about everything and cynical about the government and the political leaders. There are people like Gopichand who think that nothing is going to change.

114. The man put his right hand on Sunil’s shoulder and they started walking together.

115. “What do you think, Sir? Will there be any change?” asked Sunil eager to know.

**Table no-19, Cohesions Used in the Nineteenth Paragraph**

<b>S.N.</b>	<b>Cohesions</b>	<b>Used words</b>	<b>Symbolic meaning</b>
112 & 113	pronominal	him	
	adverbial	seriously	
	preposition	at	
	determiner	the	
	conjunction	and	
	pronominal	him	



	conjunction	as	
	pronominal	he	
	determiner	the	
	preposition	in	
	pronominal	his	
	pronominal	he	
	preposition	by	
	pronominal	his	
	conjunction	so	
	pronominal	he	
	preposition	about	
	indefinite pronoun	everything	
	conjunction	and	
	determiner	the	
	introductory pronoun	there	
	relative conjunction	who	
	conjunction	that	
	indefinite pronoun	nothing	
	conjunction	to	
114 & 115	determiner	the	
	pronominal	his	
	preposition	on	
	conjunction	and	
	pronominal	they	
	adverbial	together	
	interrogative pronoun	what	
	introductory pronoun	there	

As given in the table no.19, in the sentences no. 112 and 113 , seven pronominals like ‘him’ , ‘his’ and ‘he’ ‘with’ repetition, adverbial, ‘seriously’, and prepositions like ‘at’ ,

'in' 'by' and 'about' are used. In the same way conjunctions like, 'and' , 'so' , 'that' and relative conjunctions 'who' are used. Similarly, in the sentences 114 and 115 , determiner 'the' , pronominals 'his' and 'they' conjunctions 'and' , preposition 'on' are used.

As other cohesions, introductory pronoun 'there' and interrogative pronoun 'what' are used. Thus in the 19<sup>th</sup> paragraph various cohesions are used rightly which make the discourse meaningful and sequential in inter-sentential and intra-sentential level.

#### **4.2.20 Identification and Analysis of Cohesions Used in the Twentieth Paragraph**

In the 20<sup>th</sup> paragraph, 11 sentences are included in the sentences from 116 to 126. The cohesions used in the paragraph are first identified and then analysed as given below.

SN.

116, "Nepalese fought for democracy twice in the past". After a while the man continued.

117. "Each time promises were made by the leaders that poverty and corruption would be eradicated. That each hand would get work, every family would get a house, and every piece of land will be irrigated, that women, *Dalits* and indigenous people would be included in the main stream of the country, that .....endless promises.

118. Democracy was re-established

119. But the result!

120. A new class of people emerged who had become rich overnight.

121. Common people condition remained unchanged.

222. The number of beggars in Pashupati and the number of orphans on the street of Kathmandu increased.

123. And in the name of equality, Sunil , your mother was made outcaste by her parents because she married a *Dalits*

124. Naturally, many people are sceptical about it, the *andolan* I mean.

125. But I believe that there will be change and we should try for it.

126. We cannot go on bearing this unbearable situation.

**Table No-20, Cohesion Used in the Twentieth Paragraph.**

<b>S.N.</b>	<b>Cohesion</b>	<b>Frequency</b>
116-126	Conjunction	13
	Determiner	12
	Pronoun	11
	Preposition	10
	Adverb	3
	Common noun	1
	Interjection	1

In the given paragraph, conjunctions have repeated 13 times, the most and common noun and interjection once each.

In the table no. 20, in the sentences 116 and 117 various cohesions are used. Five prepositions, only one adverbial reference 'twice', eight determiners and six conjunctions are used. These cohesion have aptly contributed to make the expression of feeling and responses realistic to the then situation of the nation by one of the character. Similarly in the sentence number from 118 to 120, one interjection is used to show the negative attitude of the character. A preposition 'of' and relative pronoun 'who' are used. In the same way, in the sentence number from 121 to 123, cohesions like two determiners, three prepositions, four conjunctions with repetition of 'and' are used. Two pronominals are also included in the same numbered sentences. Same as before in the sentences number 124 to 125 , six pronominals like 'I' , 'she' , 'it' , 'we' with repetition of 'we' and 'it', adverbial 'naturally', determiner 'many' , 'the' and prepositions 'about' and 'for' are used. Like this introductory pronoun 'there' demonstrative 'this' and conjunction 'and' , 'that' and 'but' are used.

In this way in the 20<sup>th</sup> paragraph the various cohesion have made the discourse sequential and unified. The use of cohesions seems to be apt and meaningful.

The detailed chart of cohesions is presented in appendix 8.

#### 4.2.21. Identification and Analysis of Cohesion Used in the 21<sup>st</sup> Paragraph.

In the 21<sup>st</sup> paragraph, there are 6 sentences from sentences number 127 to 132. The cohesion used in the paragraph are first identified and then analysed as given below:

SN.

127. Soon both of them were engulfed by the huge crowd which was slowly nearing the Ring Road.

128. Sunil looked around.

129. It was a magnificent sight; from all directions long lines of people, men, women, young, old and even children were marching forward chanting slogans, and holding placard and banners.

130. Like waves of the sea hundred of thousands of heads could be seen surging forward from all directions.

131. Without and obvious reason Sunil felt his heart swelling with pride and he shouted with all his might.

132. His voice mingled with those of others ‘we want Democracy!’ ‘Down with autocracy!’

**Table no-21 Cohesion Used in the 21<sup>st</sup> Paragraph**

S.N.	Cohesions	Used words	Symbolic meaning
127 & 128	adverbial ref.	soon	
	determiner	both of	
	preposition	by	
	determiner	the	
	relative pronoun	which	
	determiner	the	
	determiner	around	
	adverbial	slowly	
129 & 130	pronominal	it	The sight of andolan
	preposition	from	
	determiner	all	

	preposition	of	
	conjunction	and	
	adverb	even	
	adverb	forward	
	conjunction	and	
	repetition	and	
	adverb	like	
	determiner	hundred of thousands	
	preposition	of	
	adverb	forward	
	preposition	from	
	determiner	all	
131 and 132	preposition	without	
	adverb	any	
	pronominal	his	
	preposition	with	
	conjunction	and	
	pronominal	he	
	preposition	with	
	determiner	all	
	pronominal	his	
	pronominal	his	
	preposition	with	
	demonstrative	those	
	preposition	of	
	abstract noun	democracy	
	abstract noun	autocracy	
	interjection	down with	

As given in the table in the sentences numbered 127 and 128, one preposition ‘by’ , three adverbial references ‘around’ , ‘soon’ and ‘slowly’ , determiner ‘ the’ with repetition are used. Similarly in the sentences numbered 129 and 130, prepositions like ‘from’, ‘of’ , together with the repetition of ‘from’ and ‘of’ , pronominals ‘it’ , determiners ‘hundred of thousands’ and ‘all’ with repetition are used. Conjunction ‘and’ also is used with repetition. In the same way in the sentences 130 and 131, five prepositional references, five pronominals, one conjunction and one adverbial reference are used. Similarly in the given sentences, two abstract nouns ‘democracy’ and ‘autocracy’ and an interjection ‘down with’ are used.

Thus, the 21<sup>st</sup> paragraph has been properly meaningful, sequential, unified and interesting because of the proper use of cohesions.

#### **4.2.12 Identification and Analysis of the Cohesions Used in the 22<sup>nd</sup> Paragraph.**

In the 22<sup>nd</sup> paragraph, there are seven sentences from sentences number 133 to 139. The cohesions used in the given paragraph are first identified and then analyzed as given below:

SN

133. The procession like a huge anaconda moved slowly and came near the river: on the other side of the river was the Ring Road.
134. They had to cross the river and reach the Ring Road to break the curfew to show civil disobedience.
135. As the road was higher, soldiers and policeman could be seen marching along the road with rifles and light machine-guns.
136. Sunil looked at them, at their guns and then looked back at people.
137. People in thousands had already crossed the river, were crossing the river, and coming to the river.
138. The narrow suspension bridge seemed to be breaking under the feet of so many people and it did break taking some people down with it.
139. But the pressure to cross the river from behind was so high, people could not turn back and so they moved forward marching on the wooden plank knee deep in water. Their slogan even louder.

**Table no 22, The Cohesions Used in the 22<sup>nd</sup> Paragraph**

S.N.	Cohesion	Frequency
133-139	Conjunction	
	Preposition	
	Determiner	
	Adverb	
	Pronominal	
	Adjective	

In the given paragraph, ‘conjunction’ is the cohesion which is mostly repeated and adjective is the cohesion least repeated.

As given in the table no.22, in the sentence 133 and 134, the same determiner ‘the’ is used time and again as repetition, adjective ‘like’ and adverb ‘slowly’ are used. Similarly conjunction ‘and’ as repetition and pronominal they are used. In the sentences numbered 135 and 136, various cohesions like conjunctions, determiners, prepositions ,pronominals are used. Similarly in the sentences numbered 137 and 138 prepositional references like ‘at’ , ‘in’ ‘under’ ‘of’ and ‘with’ adverbial references ‘already’ and determiner ‘the’ and ‘some’ are used. Other cohesions in the given numbered sentences are conjunctions ‘to’ ‘and’ and adjective ‘so many’ are used. In the last sentence numbered 139 of this paragraph, four conjunctions like ‘but’, ‘to’ , ‘and’ and ‘so’ determiner ‘the’ , prepositions ‘from’ , ‘behind’ , ‘forward’ ‘on’ and ‘in’ are used. Similarly three adverbials ‘so’ , ‘back’ and ‘even’ and pronominal ‘their’ are used.

In this way, in the 22<sup>nd</sup> paragraph. Various cohesive devices like determiner, adverbial, reference, conjunction, pronominal are used which have played significant role to create intersentential and intra-sentential ties in the discourse.

The detailed chart of cohesions is presented in appendix 9.

#### **4.2.23 Identification and Analysis of the Cohesion Used in the 23<sup>rd</sup> Paragraph.**

In the 23<sup>rd</sup> paragraph, there are eleven sentences from sentence number 140 to 150. The cohesions used in the given paragraph are first identified and then analyzed as follows:

SN.

140. Sunil saw people near the road.
141. Some of them were talking with the soldiers.
142. Suddenly some young people rushed to the road and were on it in no time.
143. They were four, quite young, of his age Sunil thought.
144. “ Aren’t they afraid”, Sunil wondered.
145. They were waving their banner and placards and beckoning people down to come up.
146. The mass cheered, and many ran to join them, and....and then stopped.
147. They were being beaten by the police.
148. Three of them escaped: one couldn’t.
149. Now he was being caned, now being booted – his banner was fallen and he was rolling on the concrete road trying to save his face with his both hands.
150. People were watching as if mesmerized.

**Table no -23, Cohesions Used in the 23<sup>rd</sup> Paragraph.**

S.N.	Cohesion	Frequency
140-149	Conjunction	12
	Pronominal	10
	Determiner	9
	Preposition	8
	Adverb	5

In the 23<sup>rd</sup> paragraph, the most repeated cohesive device is ‘conjunction’ is 12 times and the least one is ‘adverb’ i.e. 5 times.

In the table no 13, in the sentences numbered 140 & 143 , determiners ‘the’ and ‘some’ with repetition , prepositions ‘with’ , ‘to’ , ‘on’ , ‘in no time’ and ‘of’ , and adverbial suddenly and ‘quite’ are used. In the same way, conjunction ‘and’ pronominal ‘they’ and numeral adjective ‘four’ are used. Similarly , in the sentences numbered 144 and 145, pronominals ‘they’ with repetition and ‘their’, conjunction ‘and’ with repetition and ‘to’ , and adverbial ‘down’ are used. Like this in the sentences numbered 146 to 148, two determiners ‘the’ and ‘many’ , conjunction ‘and’ with repetition ‘to’ and temporal



conjunction ‘then’ and preposition ‘by’ are used. One pronominal ‘them’ and numeral ‘three’ are used. In the final sentences numbered 149 and 150, time adverbial ‘now’ with repetition, conjunctions ‘and’ ‘with’ are used. Similarly, determiners ‘the’ and ‘both’ pronominals ‘his’ with repetition and ‘he’ are used.

In this way, in the 23<sup>rd</sup> paragraph sufficient cohesive devices are used in different sentences which have played significant role in making connection in the intra-sentential and inter-sentential level. The discourse is quite unified, sequential, interesting and meaningful.

The detailed chart of cohesive device is presented in appendix 10.

#### **4.2.24 Identification and Analysis of the Cohesion Used in the 24<sup>th</sup> Paragraph.**

In the 24<sup>th</sup> paragraph, 5 sentences are used from the sentence number 151 to 153. The cohesions used in the given paragraph are first identified and then analyzed as given below:

SN.

151. “They killed him, Butchers! They killed him. O poor little boy! Can’t we do something? “ A woman wailed.

152. Everybody wanted to help out but nobody wanted to move forward first and face the soldiers.

153. It was like thousands of feet were nailed to the ground and thousands of eyes were pasted on to the scene.

**Table no. 24, Cohesion Used in the 24<sup>th</sup> Paragraph**

SN	Cohesion	Used words	Symbolic meaning
151&152	pronominal	they	
	pronominal	him	
	vocative case	butchers!	A brutal on indiscriminate killer
	pronominal	they	
	pronominal	him	
	vocative particle	o	
	common noun	little boy	Helpless boy

	pronominal	we	
	indefinite pronoun	something	
	indefinite pronoun	everybody	
	conjunction	to	
	conjunction	but	
	indefinite pronoun	nobody	
	conjunction	to	
	adverb	forward	
	temporal conjunction	first	
	conjunction	and	
	determiner	the	
153	introductory pronoun	it	
	determiner	the	
	adjective	like	
	preposition	to	
	determiner	the	
	conjunction	and	
	determiner	thousands of	
	place adverbial	onto the scene	

As given in table no.24 , in the sentences no. 151 and 152, pronominals ‘they’ and ‘him’ with repetition and ‘we’, butchers in vocative case, to indicate the police and army as brutal and indiscriminate killer, and vocative particle ‘O’ are used. In the same way in the same sentences, common noun ‘little boy’ to indicate, ‘helpless boy’ , indefinite pronouns ‘something’ ‘nobody’ and ‘everybody’, ‘conjunctions’ to’ , ‘but’, ‘and’ ‘first’ and adverbial forward determiner ‘the’ are used. Similarly in the sentences 153, introductory pronoun ‘it’ determiner ‘the’ and ‘thousands of’ are used. Like this, preposition ‘onto’ , ‘to’ , adjective ‘like’ and conjunction ‘and’ are used.

From the above mentioned table and analysis what we can conclude is that various cohesions are used in the discourse and has created logical connection in it.

#### 4.2.25 Identification and Analysis of the Cohesion Used in the 25<sup>th</sup> Paragraph.

In the 25<sup>th</sup> paragraph, nine sentences are included from sentence number 154 to 162. The cohesions used in the given paragraph are first identified and then analyzed as given below:

SN.

154. Then suddenly a roar came out of thousands of throat like a lion's roar and the crowd moved forward.

155. Sunil was carried away with it.

156. But immediately the crowd turned back.

157. He found him running with others.

158. A boy of around twelve fell and screamed as someone trod on him.

159. A 'bang' was heard and someone fell down screaming.

160. Panic seized people.

161. Everybody was running not knowing where.

162. We should not run like this, like cowards-Sunil thought – we should fight, but his feet was carrying him away.

**Table no.25 Cohesions Used in the 25<sup>th</sup> Paragraph**

SN	Cohesion	Used words	Symbolic meaning
154&155	temporal conjunction	then	
	adverbial	suddenly	
	determiner	thousands of	
	adjective	like	
	conjunction	and	
	determiner	the	
	adverbial	forward	
	adverbial	away	
	pronominal	it	
156 & 157	conjunction	but	
	adverbial	immediately	

	determiner	the	
	adverbial	back	
	pronominal	he	
	pronominal	him	
	preposition	with	
158 & 159	preposition	of	
	adverbial	around	
	Numeral adjective	twelve	
	conjunction	and	
	conjunction	as	
	indefinite pronoun	someone	
	place adverbial	on him	

As given in the table no.25, in the sentences numbered 154 and 155, two conjunctions ‘and’, temporal ‘then’, adverbial reference ‘suddenly’ determiner ‘thousands of’ and ‘the’ are used. In the same way, adjective ‘like’ adverbial ‘away’ and ‘forward’, pronominal ‘it’ are used. Similarly in the sentences numbered 156 and 157, conjunction ‘but’, adverbial reference ‘immediately’ and ‘back’, determiners ‘the’ and ‘others’ preposition ‘with’ and pronominals ‘him’ and ‘he’ are used. In the same way, in the sentences numbered 158 and 159, ‘around’ as adverbial reference, ‘on him’ as place adverbial ‘of’ as preposition, ‘and’ with repetition and ‘as’ as conjunction are used. Other cohesions are preposition ‘of’ numeral adjective ‘twelve’ indefinite pronoun ‘someone’ with repetition are used. In the final sentences numbered 160 and 161, indefinite pronoun ‘everybody’ pronominals ‘we’ with repetition, demonstrative ‘this’, adjective ‘like’ with repetition conjunction ‘but’ and adverbial ‘away’ are used. Thus, in the 25<sup>th</sup> paragraph, various cohesions like determiners, adjectives, demonstrative references, conjunctions indefinite pronouns, pronominals are used. They all have created connections and ties between the ideas to make discourse sequential and unified.

#### 4.2.26 Identification and Analysis of the Cohesions Used in the 26<sup>th</sup> Paragraph.

In the 26<sup>th</sup> paragraph, seven sentences are included from the sentences number 162 to 169. The cohesions used in the given paragraph are first identified and then analyzed as given below.

SN.

163. Another bang and he instantly knew that it was tear gas.

164. He covered his face with his hanky and tried not to breath.

165. The smoke entered into his nose however and made its way to his lungs.

166. His eyes started burning and he could hardly see.

167. All around him people were choking, moaning, and cursing.

168. He remembered his mother and longed to be away from the place.

169. Still pressing his hanky to his eyes he moved forward: the animal instinct in him was urging him to run in order to save him from the potential dangerous predators.

**Table no.26, Cohesions Used in the 26<sup>th</sup> Paragraph**

S.N.	Cohesion	Frequency
163-169	Pronominal	17
	Conjunction	11
	Preposition	7
	Adverb	6
	Determiner	2
	Adjective	1
	Noun	1

In the 26<sup>th</sup> paragraph, pronominal is the mostly repeated cohesive device i.e. 17 times and adjective and noun have occurred only once.

In the given paragraph, ‘pronominal’ is the mostly repeated cohesion and noun is the least one.

As seen in the table no26, in the sentences 163 and 164, conjunctions ‘it’, ‘that’, ‘and’, with repetition, pronominals ‘he’ and his with repetition, and ‘it’ determiner ‘another’, adverbial ‘instantly’ and preposition ‘with’ are used. Similarly in the sentence numbered

165 and 166, three pronominals, two prepositions, two adverbial reference ‘however’ and ‘hardly’ are used.. in the same way, in the last sentences 167, 168 and 169, seven pronominals with the repetition of ‘him’ and his, five conjunctions with the repetition of ‘and’ and ‘to’ , prepositions ‘away from’ ‘to’ , ‘in’ and ‘from’ are used. Similarly, adjective ‘all around’, adverbial reference the place’ (place adverbial) , ‘still’, ‘forward’ and noun phrases ‘the animal instinct’ and the potential dangerous predators are used.

Thus, in the 27<sup>th</sup> paragraph, various cohesions are used which have made the discourse complete meaningful, sequential and interesting.

The detailed chart of cohesions is presented in appendix 11.

#### **4.2.27 Identification and Analysis of the Cohesions Used in the 27<sup>th</sup> Paragraph.**

In the 27<sup>th</sup> paragraph, 18 sentences are included from sentence number 170 to 187. The cohesion used in the given paragraph are first identified and then analyzed as given below:

SN.

170. Another bang and Sunil fell down on the ground.

171. He was lying on his back on the dirt and could only see the running feet.

172. He felt a dull pain on his chest.

173. he coughed blood on his hand and looked at it.

174. was he dying?

175. Surely not, he was too young to die-he thought.

176. He couldn’t keep his promise to his mother.

177. She would be waiting for him.

178. Where are his friends?

179. Are they too lying on dirt like him?

180. Oh! He cannot buy a fan anymore.

181. These fleeting thoughts came rapidly into his mind, and vanished.

182. He looked at the sky.

183. It was clear and shining but he couldn’t see it through the blazing sun.

184. His senses were leaving him.

185. He heard footsteps and saw a heavy, black military boots near his head.

186. He saw vaguely the boot suspended in the air just inches above his face black, muddy, ugly boot.

187. How obscene! He thought and then everything went blank.

**Table no. 27, Cohesions Used in the 27<sup>th</sup> Paragraph**

S.N.	Cohesion	Frequency
170-187	Pronoun	16
	Adverb	14
	Conjunction	8
	Preposition	3
	Determiner	2
	Interjection	1

In the given paragraph the mostly repeated cohesion is pronoun i.e. 16 times and the least one interjection only once.

According to the table no.27, in the sentences numbered 170 and 171, two determiners, conjunction ‘and’ with repetition, place adverbials ‘on the ground’ and ‘on the dirt’ and adverbial ‘only’ are used. Similarly in the sentences 172, 173 and 174, pronominal ‘he’ with repetitions, place adverbials ‘on his chest’ and ‘on his hand’, conjunction ‘and’ and preposition ‘at’ are used. Like this in the sentence 175 to 177, two adverbials, ‘surely’ and ‘too’, pronominals, ‘he’ with repetitions, and ‘his’ or ‘she’, conjunction ‘to’ and preposition ‘to’ and ‘for’ are used. In the same way, in the sentences 178 to 180, interrogative adverb ‘where’, ‘pronominals’ ‘his’, ‘he’ and ‘him’. Adverbials, ‘too’, ‘on dirt’ and ‘anymore’, interjection ‘oh!’ and adjective ‘like’ are used. In the sentences numbered from 181 to 183, one demonstrative ‘these’ three adverbials ‘rapidly’, ‘into his mind’ and ‘at the sky’, introductory pronoun ‘it’ and conjunction and ‘but’ are used. In the final sentences numbered 186 and 187 three adverbial references ‘vaguely’, ‘just’ and ‘above his face’ interjection ‘how obscene!’ , pronominal ‘he’ with repetition , conjunctions ‘and’ and ‘then’ and an indefinite pronoun ‘everything’ are used.

Thus, in the last paragraph, so many cohesions like determiner, conjunctions, interjections, demonstrative and pronominals have been used. They have played

significant role to create ties and connection in the inter-sentential and intra-sentential level.

The detailed chart of cohesive devices is presented in appendix 12.

### **4.3 Conclusion**

In course of analyzing the whole story, it is found that there are 27 paragraphs. Although some of the speech bubbles by same characters at a single time are kept in the single paragraph. Similarly while analyzing the individual sentences, some of the expression by the characters have more than one sentence and they have been given same number. Thus there are 187 sentences found altogether. All the sentences have been studied and analyzed individually to identify and analyze the cohesions. Various cohesions like adverbial references, determiners, conjunctions, demonstratives, pronominals are used.

As a whole, in the story, 'The Martyr' the cohesions have been used rightly. To capture the various colour of the Nepali society and to present them with a poetic touch, the use of cohesion has played significant role.

### **4.4 Identification and Analysis of Coherence Used in the Sentences**

As the process followed in cohesion analysis, in course of identifying and analyzing the coherence, the whole story has been divided into 27 paragraphs and 187 sentences. Each of the sentences of the story has been studied to identify and analyze the coherence used.

#### **4.4.1. Identification and Analysis of Coherence Used in the 1<sup>st</sup> Paragraph.**

In the first paragraph of the story, there are 15 sentences from sentences no 1 to 12. The identification and analysis of coherence are as follows:

SN:

1. "Where are you going?" she asked her son, Sunil the third time.
2. He didn't answer but kept on trying his shoe lace.
3. She looked at her son, her only son in fact, and repeated her question, "I say where you are going?"
4. "You know where I am going," he replied without looking at her.
5. "No, you aren't going anywhere. You stay at home."
6. "Mom, everyone is going."



7. "Let them go."
8. Her voice was rising.
- 9 "All my friends are going. Nothing will happen to me. You're unnecessarily worried."
10. He tried to reason with his mother.
11. "No, you are not going."
12. She said and left the room.

**Table no. 28 Coherence Used in the First Paragraph**

Sentences number	Coherence
1 and 2	Interrogative
2 and 3	clarification
3 and 4	question-answer
4 and 5	confirmation
5 and 6	clarification
6 and 7	clarification
7 and 8	event situation
8 and 9	rephrasing
9 and 10	clarification
10 and 11	confirmation
11 and 12	event- situational

According to the table no-28 there is interrogative relationship in the sentences 1 and 2. In the sentence no1, the mother asks her son where he is going but in sentence no-2 he just continues his preparation but doesn't answer his mother. In the sentences no 2 and 3 there is clarification relationship. In sentences no. 2 the son continues his preparation and in sentence no.3 the mother clarifies the value of the son in the family saying that the only son. Similarly in the sentences no. 3 and 4, there is question answer relationship in the sense that the mother asks her son where he is going and the son answers his mother that she knows. In the sentence no 4 and 5, there is confirmation. To son's reply in sentence no.4 the mother confirms that he doesn't go anywhere and stay at home in the sentence no. 5 and 6, there is clarification relationship. In the sentence no. 6 the son clarifies his mother why he is going out.

Similarly in the sentence no. 6 and 7, there is clarification relationship. As in the previous sentence both the mother and the son expresses their viewpoints to each other. In the sentence no.7 and 8, there is event situation relationship. It is in the sense that the, going of all other to *andolan* creates a kind of feeling in mother that makes her voice rise. In the sentences 8 and 9, there is rephrasing relationship. To the feelings and reactions of mother, the son, in the sentence no. 9, mentions why he is going which he has already expressed. In the sentence no 9 and 10, clarification relationship is found, there is clarification by the son in the rejection of mother from going out. In the sentence no. 10 and 11. There is confirmation relationship. When the son tries to go out, the mother, in sentence no. 11, is confirming him not to go out. In the last sentences no. 11 and 12, there is event situational relationship. After all the interaction between mother and son, the mother is seen leaving the room so it is situational relationship.

Thus, in the first paragraph of the story, there are different coherences in use. Comparatively clarification relationship has repeated more than other.

#### **4.4.2 Identification and Analysis of Coherence Used in the Second Paragraph.**

In the second paragraph, there are 5 sentences from sentence no. 13 and 17. The identification and analysis of coherence are as follows:

SN

13. Sunil heard a sign and lied on the bed.
14. He put his hand under his head and looked at the ceiling.
15. In its centre, there was a hook, for the ceiling fan.
16. But there was no ceiling fan, just the bare hook- his mother could not afford the luxury of a fan.
17. When he was 8, he had asked his mother: "why don't we have a fan mom? Prem, Krishna, Lok everybody has a fan in their room."

**Table no. 29, The Coherence Used in the Second Paragraph**

<b>Sentence No.</b>	<b>Coherence</b>
13 and 14	Indirect relationship
14 and 15	Sequential relationship
15 and 16	Clarification relationship
16 and 17	Memorization

As seen in the table no. 29. In the sentences 13 and 14 there is not direct relationship. Different activities have taken place yet it can be considered indirect relationship. In the sentences 14 and 15, there is sequential relationship. When the boy lies on the bed and looks at the ceiling, he finds the hook for ceiling fan. The actions continues in order or sequence. Similarly in the sentences 15 and 16, clarification relationship is found. The sentence in no.15 provides a situation and 16 clarifies for not having a fan. So there is clarification relationship. In no. 16 and 17 there is memorization relationship. The boy characters, in sentence no. 17, remembers his asking at the age of 8 why they have not fan in the room.

#### 4.4.3 Identification and Analysis of Coherence in the 3<sup>rd</sup> Paragraph.

In the third paragraph, there are 6 sentences from 18 to 21. They are listed here to identify and analyze the coherence role between the sentences.

SN.

18. His mother had nestled him in her bosom and replied "We are poor people son, so we can't buy a fan. You grow, be a big man. When my *raia chora* earn a lot of money, he'll buy a fan for me."
19. He was pleased, was very happy thinking of buying a fan and being able to give some comfort to his mother in the hot summer.
20. He's now taller than his mother, but not a big man.
21. He is now 16 but has not been able to earn even a single penny yet let alone earning a lot  
to buy a fan for his mother.

**Table No. 30, Coherence Used in the 3<sup>rd</sup> Paragraph**

Sentence No.	Coherence
18 and 19	Causal relationship
19 and 20	Situation relationship
20 and 21	Clarification relationship

According to the table no. 30, in the sentences numbered 18 and 19 there is causal relationship. Sentences no. 18 presents some causes for the boy is pleased and happy thinking of giving some comfort to his mother. Similarly in the sentences numbered 19

and 20, there is situational relationship in the sense that the mother has expectation from her son who is taller but not a big man which comes as situation. In the final sentences numbered 20 and 21, there is clarification relationship. The sentences no. 21 clarifies that he is taller than his mother just in physique but not a big man as he is unable to earn even a single penny,

Thus, the third paragraph of the story has first causal, second situational and third clarification relationship.

#### **4.4.4 Identification and Analysis of Coherence in the Fourth Paragraph.**

In the fourth paragraph of the story, there are nine sentences included from sentence number 22 to 29. They are listed here to identify and analyze coherence role in the discourse.

SN.

22. Sunil turned his gaze towards the wall.
23. They were not white washed or painted.
24. On places the plaster was peeling off and the bricks were showing which resembled the uneven teeth of an old woman.
25. Opposite his bed, there were pictures of Laxmi, the goddesses of wealth, Ganesh, the god of wisdom, and Saraswati, the goddess of knowledge which his mother had bought specially for him.
26. Below each picture, there were residue of offerings – the stub incense sticks.
27. Everyday his mother, Kanchi burnt incense sticks which she bought cheap- 3 rupees a packet- from a local shop and put them below the pictures.
28. Instantly their smoke filled the poky little room with a pungent smell.
29. She then joined her plans together and prayed. "O God and Goddesses! Please throw a glance of mercy and benevolence on us. We are poor! Forgive us and protect us!"

**Table No. 31 Coherence Role in the 4<sup>th</sup> Paragraph**

<b>Sentence no</b>	<b>Coherence</b>
22 and 23	Situational relationship
23 and 24	Sequential relationship

24 and 25	Sequential relationship
25 and 26	Sequential relationship
26 and 27	Indirect relationship
27 and 28	Sequential relationship
28 and 29	Sequential relationship

As given in the table no. 31, in the sentences numbered 22 and 23, there is situational relationship in the sense that both these sentences explain Sunil's actions and what he finds there on the wall. Similarly in the sentence 23 and 24, there is sequential relationship. The boy character describes his room physically in sequence. In the same way, in the sentences numbered '24 and 25' and '25 and 26' there are sequential relationships, here too, the boy character explains his room in physical presence in sequence. So they have sequential relationships.

But in the sentences, numbered 26 and 27, there is indirect relationship. Because in the sentence number 26, the boy character describes his room but in the next sentence he changes the topic of room description with what his mother does everyday. Then in the sentences numbered 27 and 28 and 28 and 29 there are sequential relationships. The boy character continues telling what his mother does everyday.

Thus, in the fourth paragraph, there is repetitive use of sequential relationships together with situational and indirect relationships.

#### **4.4.5 Identification and Analysis of Coherence in the Fifth Paragraph**

In the fifth paragraph, there are two sentences from sentence number 30 to 31. They are listed here to identify and analyze the coherence role in the sentences.

SN.

30. Then she prayed for her son, "Mother Saraswati bestow a little favour on my son. Make him a learned."
31. Then as token of blessing, she put a *tika* on Sunil's forehead who joined his palms together like his mother, closed his eyes and asked for the forgiveness and kindness of the goddesses.

**Table No. 32, Coherence Role in the Fifth Paragraph**

Sentence No.	Coherence
30 and 31	Sequential relationship

In the fifth paragraph, table no. 32 in the sentences numbered 30 and 31 there is sequential relationship. The cohesion 'then' has played significant role for the continuation of the actions smoothly in sequential order, first mother character prays god for her son then she puts tika on his forehead which occur in order.

#### **4.4.6 Identification and Analysis of Coherence in the given Paragraph**

In the sixth paragraph, there are 18 sentences from sentence no. 32 to 49. They are listed here to identify and analyze coherence in the sentences.

SN

32. Sunil always wondered why his mother asked for god's forgiveness- what was it that they had done wrong.
33. Was to be poor a sin?
34. And she asked for protection-protection against what or whom?
35. As he grew older, unlike his mother, he lost his faith in the kindness of gods and goddesses.
36. In his childhood, many a time he asked them to save him against the cruelties of his classmates who teased him by saying him 'an orphan.'
37. They made fun of his clothes which were always a second hand- the hand- me-downs of the children of those families where his mother worked as a house maid.
38. He tried not to hate them.
39. His mother had taught him to love everyone and if he could not love, then not to hate anyone.
40. But it was so hard not to hate his classmates; and he always felt crying in his effort.
41. Every day he prayed and asked the goddesses to change the hearts of his class friends, to make them friendly to him, to save him, to save him from their cruelties.

42. Had he asked much?
43. But they never helped him.
44. So, Sunil toughened himself.
45. He turned a deaf ear to the taunts of his friends and bore their sarcasm with an air of forgiveness.
46. Gradually, he did not know why or how he was accepted by them and he became their playing pal, but he lost his faith in the kindness of god and goddesses.
47. However, he never voiced his thoughts to his mother as he did not want to hurt her feeling.
48. He understood that in some strange way, the gods and goddesses hanging against the wall of their tiny room transmitted strength to his mother, who was alone and fighting with this ugly world.
49. He looked at them: they were happily hanging against the wall and looking at him benevolently with a never ending smile on their fact.

**Table No. 33, Coherence Role in the 6<sup>th</sup> Paragraph**

<b>Sentence number</b>	<b>Coherence</b>
32 and 33	Interrogative relationship
33 and 34	Interrogative relationship
34 and 35	Cause and effect relationship
35 and 36	Indirect relationship
36 and 37	Clarification relationship
37 and 38	Sequential relationship
38 and 39	Clarification relationship
39 and 40	Event situation relationship
40 and 41	Sequential relationship
41 and 42	Interrogative relationship
42 and 43	Question answer relationship
43 and 44	causal relationship
44 and 45	Sequential relationship
45 and 46	Cause and effect relationship
46 and 47	Sequential relationship

47 and 48	Clarification relationship
48 and 49	Situational relationship

As seen in the table no. 33, in the sentences numbered 32 and 33, there is interrogative relationship. The boy character wants to know why his mother asks for god's forgiveness and if being a poor is a sin. Similarly in the sentences numbered 33 and 34 there is interrogative relationship. In the sentences numbered 34 and 35, there is cause and effect relationship because the questioning, in the previous sentences, result in the loss of faith on god's kindness. Like this in the sentences 35 and 36, there is indirect relationship in them. In the sentences no. 36 the subject matter has been changed so there is not direct relationship. In the sentences 36 and 37, the sentence in 37, clarifies the previous one why the boy gets teased by his classmates. So there is clarification relationship. In the same way, in the sentences of the number 37 and 38, there is sequential relationship. In the sentences 38 and 39, there is clarification relationship because the second sentence clarifies why he tries not to hate others. In the sentences numbered 39 and 40, there is event situation relationship because the latter sentences presents the situation shocking for the boy character. Similarly in the sentences numbered 40 and 41, there is sequential relationship since the latter sentence follows the previous one in sequence. In the sentences numbered 41 and 42, there is interrogative relationship there is question-answer relationship in the sense that the previous one questions and the latter one replies. In the sentences 43 and 44, there is causal relationship because the previous sentence functions as cause for the latter one. Similarly, in the sentence no. 44 and 45, there is sequential relationship and in the sentence 45 and 46, there is cause and effect relationship. In the same way, in the sentence 46 and 47, there is sequential relationship since the actions in the sentences follows one after another. In the sentence numbered 47 and 48, there is clarification, since the latter sentence clarifies why he doesn't want to hurt his mother. In the final sentences numbered 48 and 49, the latter sentence presents the situation so there is situational relationship.

Thus, in the sixth paragraph, there is various coherence relationship in use which have made the discourse coherent.



#### 4.4.7 Identification and Analysis of Coherence in the 17<sup>th</sup> Paragraph

In the seventh paragraph, there are five sentences from sentence numbered 50 to 54. They are listed here to identify and analyze the coherence role in the sentence.

SN.

50. Sunil was the only child of his widowed mother.
51. He had no memory of his father because his father died before he was born.
52. He joined the rebels who were trying to overturn the present government, and one day was shot in an encounter with the army.
53. His mother never told him about her past: he learned it bit by bit from others.
54. He learned that his father died before he was born, that his father was an educated man but could not get a job as he was a Dalit, that her mother eloped with his father without her parent's consent who belonged to the upper caste and who never forgave her for this *outrageous* deed, that her name was Sushma not *Kanchi* which everybody addressed her with, that she never went back to her parents or asked for their favour, that she raised him, her son, by doing all kinds of odd works- from carrying bricks on a *Doko* to working as a housemaid in several families that she carried him on her back tied with a piece of cloth while she moped the floor or washed the dirty dishes, that "We want

Democracy!" "Down with Dictatorship!" "Long live Martyrs!"

**Table No. 34. Coherence Role in the 7<sup>th</sup> Paragraph**

Sentence number	Coherence
50 and 51	Clarification relationship
51 and 52	Casual relationship
52 and 53	Sequential relationship
53 and 54	Clarification relationship

According to the table no. 34, in the sentence numbered 50 and 51 there is clarification relationship since the latter sentence explains the previous one. In the same way, in the sentences 51 and 52, there is casual relationship in the sense that it explains the cause of the boy character's father's death. In the sentences numbered 52 and 53, there is sequential relationship where the story goes ahead in sequential order. In the sentences

numbered 53 and 54 there is the relationship of clarification. The latter sentence tells all about the boy's father and mother which is as clarification for the previous sentence.

Thus, the seventh paragraph has two clarification relationship and other two casual and sequential.

#### **4.4.8 Identification and Analysis of Coherence of the Eighth Paragraph.**

In the eighth paragraph, there are 14 sentences from sentence number 55 to 67. They are listed here to identify and analyze the coherence role in the sentence.

SN.

55. Slogans were heard outside in the street.

56. Sunil got up from the bed and went to the only window of the room and looked through it.

57. A long line of people, men and women even children were marching, shouting slogans and raising placards over their heads.

58. He did not know why but he wished to run and join them, only the thought of making his mother unhappy stopped him.

59. He remembered the conversation he and his friends had with the woman in her tea shop.

60. He had gone to the demonstration- not to take part in it really but to see it, and was on his way back home with his friends.

61. What he had seen was not nice.

62. People had been brutally beaten by the security force.

63. He, with his friends had escaped the beating and tear gas because they were in the back of the procession.

64. He had marveled at those who had the guts to go near the soldiers, shout slogans and face the risk of being beaten and or shot.

65. They settled in that cozy little tea-shop already crowded with people.

66. The tea-woman was busy, now serving hot tea to the customers, now preparing tea on the stove, and a boy of about 10 was cleaning the dirty cups and glasses.

67. People were discussing the demonstration.

**Table No.35, Coherence Role in the Eighth Paragraph**

<b>Sentence No.</b>	<b>Coherence</b>
55 and 56	Cause and effect relationship
56 and 57	Sequential relationship
57 and 58	Indirect relationship
58 and 59	Memorization relationship
59 and 60	Clarification relationship
60 and 61	Event and reaction relationship
61 and 61	Situational relationship
62 and 63	Sequential relationship
63 and 64	Event and reaction relationship
64 and 65	Sequential relationship
65 and 66	Situational relationship
66 and 67	Situational relationship

As seen in the table no. 35, in the sentence no. 55 and 56 there is cause and effect relationship. In the sense that sentence no. 55 creates the situation for sentence no. 56. Similarly in the sentences 56 and 57 the story develops in sequential order. But in the sentence 57 and 58, there is not direct relationship between the two sentences so there is indirect relationship. In the sentences 58 and 59 there is memorization relationship. In the same way in the sentences 59 and 60 there is clarification relationship in the sense that the latter relationship present clarification for the previous situation. In the sentences 60 and 61, there is event reaction and in 61 and 62 there is situational relationship. Here the boy character describes that he has seen in the demonstration. In the same way, in 62 and 63 there is sequential relationship because the actions in the story develop in order. In 63<sup>rd</sup> and 64<sup>th</sup> sentences, there is event-reaction relationship. Here the sentence in 64 presents the reaction for sentence no. 63. Similarly, there is sequential relationship in 64 and 65. Regarding the sentence no. 65 and 66, and 66 and 67, there is situational relationship because in these sentences the boy character describes the situations he sees in front of him.

Thus, in the 8<sup>th</sup> paragraph, there is more repetition of situational relationship and sequential relationship description and development of actions in order.

#### 4.4.9. Identification and Analysis of Coherence of the 9<sup>th</sup> Paragraph

In the 9<sup>th</sup> paragraph, 39 sentence are used from sentence no.68 to 77. They are listed here to identity and analyze the coherence role in the sentences.

S.N

68. "I'm not going tomorrow. Curfew has been announced, and the army will be patrolling the Ring Road."
69. "Yes, nobody knows what will happen tomorrow. Party leaders are going to lead demonstration from every side to the capital. They will try to break the police cordon in the ring road, and marching to the Royal Palace. Indramohan (babu) will lead the procession from Kalanki.
70. "Oh no! someone groaned. That *ghusyaha*. How can he show face to the public? How can people accept him as a leader? It will have a bad effect on the whole movement if leaders like him even appear before mass."
71. I heard that the party has selected another leader to replace Indra Mohan, because the party workers threatened the high command that they will back out if corrupted leaders like Indra Mohan try to come in front of the demonstration.
72. "That's a good sign. But except a few all of them are same: birds of some feathers flock together, you know. Most of them did not have even a pair of shoes to wear before they joined politics and now almost all the them have *darbars* in Kathmandu. Where did they find money to build their *darbars*? Some sold jungles, and some rivers. Some ate bridges and roads, some fertilizers and aeroplanes. That's how they became rich."
73. Leaders can eat anything, can't they?" someone said and everybody laughed.
74. Our fate is to be led by these corrupt leaders. We have leadership crisis in this country. "*Kegarne!*"
75. "Then why are we in this movement? Why should we bring democracy if this is just to make our leaders rich?"

76. “Yes, why should we risk our lives? What is the use of democracy if we don’t live to enjoy it?” I am going to see Sarita tomorrow. We haven’t met since all this started,” Ramesh said.

77. That’s all you think about-meeting your girlfriend- when the whole country is on fire. These are our young men- the hope of the future, pillars of the nation.” A middle-aged woman’s voice startled them. “Why hundreds of thousands of people are on the street do you think? Are they nuts? Do they enjoy beating? You *bhustighre* cowards!” Her angry voice had made them silent.

**Table No. 36, Coherence Role in the 9<sup>th</sup> Paragraph**

Sentence no	Coherence
68 and 69	clarification relationship
69 and 70	clarification relationship
70 and 71	introductory relationship
71 and 72	situation response relationship
72	situation response relationship
72 and 73	situation response relationship
73 and 74	response relationship
74 and 75	questioning relationship
75 and 76	questioning relationship
76 and 77	questioning relationship
76 and 77	motivational responses relationship

According to the table no. 36, in the sentence 68 and 69, there is clarification relationship because these sentences clarify the curfew and the army petrolling the Ring Road and the possible condition in the latter sentences. Similarly in the sentences 69 and 70, the relationship of clarification is repeated. But in the sentences 70 and 71 there is introductory relationship that it is short introduction of the leader. In the sentences 71 and 72, there is situation response relationship. The characters are expressing their responses as whatever come in their mind one after another so this sentence number consists of more than one sentences. Similarly in the sentence number 72 there are many sentences, all as the responses to the situations that whatever come in the character’s mind. The same relationship is repeated in the sentences numbered 72 and 73, and 73 and 74. They

compare the past and present and make responses negatively to the then activities of the leader. In the same way, there is questioning relationship in the sentences numbered 74 and 75, and 75 and 76. The speaker make queries to the then activities and situations negatively. In the sentences numbered 76 and 77, the sentences given in the sentence no. 77 make motivational responses to the former sentence no. 76.

Thus, in this paragraph, there are repetitions of situation response and questioning relationship. Such relationship have played significant role to clarify the then situation and queries of the people.

#### **4.4.10. Identification and Analysis of Coherence of the 10<sup>th</sup> Paragraph**

In the 10<sup>th</sup> paragraph, there are 11 sentences from sentences no. 78 to 81. They are listed here to identify and analyze the coherence role in the sentence.

SN.

78. As Sunil recalled the scene, he became restless.

89. He was thinking of going to look for his mother when she entered the room.

80. “Mother!” he started.

81. “No, *chora!*” she cut him short. “You aren’t going. Think of me. You are my only child. If something happen to you what will become of me? How can I live?”

**Table No. 37 Coherence Role in the 10<sup>th</sup> Paragraph**

<b>Sentence no.</b>	<b>Coherence</b>
78 and 79	Sequential relationship
79 and 80	Sequential relationship
80 and 81	Clarification relationship

As given in the table no. 37 in the sentence no. 78 and 79, there is sequential relationship. The event or story develops in sequential order. It continues even in number 79 and 80 that is sequential relationship, but in the sentence no 80 and 81, there is clarification relationship. The mother character in the sentence no. 81 clarifies why she doesn’t want to send her only son out, so there is clarification relationship. Thus, in the 10<sup>th</sup> paragraph there are two sequential relationships and one clarification.

#### 4.4.11. Identification and Analysis of Coherence in the Eleventh Paragraph

In the eleventh paragraph, there are 13 sentences from the sentence no. 82 to 85, they are listed here to identify and analyze the coherence role in the sentences.

SN.

82. “ But Mom, what about the *andolan* and democracy?”

83. “ What about it? What has democracy given us so far? ” retorted his mother .

84. “What does it mean to the poor? ” Does it feed people? Will it give us a house to live in, land to farm on, money to continue your study? Democracy, Democracy! What has it given us? Nothing but vain words! People were shot, killed and injured. Don’t you let yourself carried away by the words of the politicians the leeches who suck the blood of their poor country men to fatten themselves? ”

85. After a pause she began again, ‘the *andolan* will not fail just because you don’t join tee procession. It will fail or succeed even without you, won’t it? ’

**Table No. 38, Coherence Role in the 11<sup>th</sup> Paragraph**

Sentence no	Coherence
82 and 83	Interrogative relationship
83 and 84	Interrogative relationship
84 and 85	Sequential relationship

According to the table no. 38, in the sentences 82 and 83 there is interrogative relationship. Both the characters i.e mother and son have questions to each other and to the whole who are directly or indirectly related to the *andolan*. Similarly in the sentences 83 and 84 there is repetition of interrogative relationship. But in the sentences numbered 84 and 85, there is sequential

relationship. In these sentences the mother character continuously expresses her attitudes to then ‘*andolan*’ which develops in sequence. So there is sequential relationship.

Thus, in this paragraph there are two interrogative and one sequential relationship.

#### 4.4.12 Identification and Analysis of Coherence of the 12<sup>th</sup> Paragraph

In the twelfth paragraph, there are 8 sentences from sentence no. 86 to 90. They are listed here to identify and analyze the coherence role in the sentences.

SN

86. Sunil didn't know what to say

87. What his mother said was correct.

88. With or without him *andolan* will continue.

89. Nonetheless he said, "Yes, But I want to be part of it. I want to be there with others with my friends," he said.

90. "You don't worry. I won't be there alone all my friends are there.

**Table No. 39, Coherence Role in the 12<sup>th</sup> Paragraph**

Sentence No.	Coherence
86 and 87	Sequential relationship
87 and 88	Sequential relationship
88 and 89	Clarification relationship
89 and 90	Clarification relationship

As given in the table no. 39 in the sentences 86 and 87, there is sequential relationship. The same sequential relationship repeats in the sentences numbered 87 and 88. Similarly in the sentences 88 and 89, there is clarification relationship. The latter sentences, clarifies the needs of going out for '*andolan*', so there is clarification relationship. In the same way, there is repetition of clarification relationship in the sentences 89 and 90. Here, too the boy character clears his mother for not worrying.

Thus, in the 12<sup>th</sup> paragraph there are two sequential and two clarification relationships.

**4.4.13. Identification and Analysis of Coherence in the 13<sup>th</sup> Paragraph**

In the 13<sup>th</sup> paragraph there are 11 sentences from sentence number 91 to 95. They are listed here to identify and analyze the coherence role in the sentence.

SN.

91. "You're just like your father-stubborn and indifferent to my feelings, and you know what happened to him. I can't afford losing you after him."

92. She was in tears.

93. This was the first time she mentioned his father to him.

94. Sunil hugged his mother and said: " People say that my father died for a noble cause. I'm proud of him and you should feel the same, mom. He was not a *raksya* or a



*Juade*. He fought for his people. People might question the way he chose to fight but there could be no question about his intention, his wish of making his country free from all kinds of evils, ”

95. His mother blew her nose.

**Table no. 40, Coherence Role in the 13<sup>th</sup> Paragraph**

Sentence No.	Coherence
91 and 92	Memorization relationship
92 and 93	Situational relationship
93 and 94	Situational relationship
94 and 95	Clarification relationship

According to the table no- 40 in the sentences 91 and 92, there is memorization relationship. The mother character memorizes of his father to her son talking about her own miserability. Similarly there is situational relationship in the sentences 92 and 93, and 93 and 94. In these sentences there are logical continuation of the actions and describes the situations, so there is situational relationship. In the sentences 94 and 95, there is clarification relationship. The former sentence explains how and why the boy character’s father is a great person yet his mother is greatly shocked with the loss.

Thus, the 13<sup>th</sup> paragraph has begun with the relationship of memorization. There are two situaional relationships and one clarifications.

**4.4.14 Identification and Analysis of Coherence in the 14<sup>th</sup> Paragraph**

In the 14<sup>th</sup> paragraph, there are 5 sentences from sentence no. 96 to 98. They are listed below to identify and analyze the coherence role in the sentences.

SN...

96. “I wish the *andolal* to be successful. But I’m a mother, and you don’t know how a mother feels about her son. Sons when they are grown up, don’t listen to their mothers. ”

97. She heaved a long sigh and then said. “OK, go if you must but promise me that you’II be away from the police and the army. And will return before nightfall”

98. “Yes, mom. Don’t you worry , ” he said and came out into the street.

**Table No. 41 Coherence Role in the 14<sup>th</sup> Paragraph**

Sentence No.	Coherence
96 and 97	sequential relationship
97 and 98	Command and response relationship

As given in the table no. 41, in the sentences 96 and 97, the former sentences expresses the feelings of a mother towards a son and in the latter sentence she unwillingly gives permissions to do. Here, she expresses her feelings. So there is sequential relationship. Similarly in the sentence 97 and 98, there is command and response relationship. The former sentence shows command by a mother and the latter sentence indicates obeying the command, so there is command-response relationship.

Thus, in this very short paragraph there are one sequential relationship and another is command and response.

#### **4.4.15 Identification and Analysis of the Coherence in the 15<sup>th</sup> Paragraph**

In the 15<sup>th</sup> paragraph, there are 5 sentences from sentences no. 99 to 103. They are listed here to identify and analyze the coherence role in the sentence.

SN.

99. It was the 7<sup>th</sup> day of the people's movement and nobody knew how long it was going to continue.

100. It was no longer a movement led by the political parties and media, but the whole nation was sheathing in the cauldron of *andolan*-set to uproot dictatorship from the country's soil once and for all.

101. Teachers and students closed schools and campuses, layers stopped practicing in the courts, doctor were black bands on their arms to show solidarity with the people's movements.

102. Shops were closed, transportation stood still and government offices stopped functioning.

103. The whole state machinery was paralyzed, only the army and police were functioning.

**Table No. 42 Coherence Role in the 15<sup>th</sup> Paragraph**

99 and 100	Introductory relationship
100 and 101	Situational relationship
101 and 102	Situational relationship
102 and 103	Situational relationship

According to the table no. 42, in the sentences 99 and 100, there is introductory relationship. The former sentence tells something about the movement going on in the whole nation and the latter sentence also adds something about the same issue of the movement. Similarly in the sentences, 100 and 101, 101 and 102 and 102, and 103 there are the repetition of situational relationship. These sentences explain the then situations of the nation all created because of the movement not only led by the political leaders but by the whole nation. So, there are situational relationships in them.

Thus, this paragraph begins with introductory relationship and there is situational relationship in the rest.

#### **4.4.16 Identification and Analysis of Coherence in the 16<sup>th</sup> Paragraph**

In the 16<sup>th</sup> paragraph, there are two sentences from sentence no.104 to 105. They are listed here to identify and analyze the coherence role in the sentences.

S.N

104. During the week, a dozen people lost their lives and hundreds of them were injured :  
loss of eyes, broken legs and arms, fractured ribs and so on and so on.

105. Yet people' senthusiasm for democracy, their vigour to fight against tyranny did not abate, on the contrary they were surging forward even more forcefully and tirelessly.

**Table No. 43 Coherence Role in the 16<sup>th</sup> Paragraph**

<b>Sentence No.</b>	<b>Coherence</b>
104 and 105	Situational relationship

According to the table no. 43, there are only two sentence in the paragraph. These two sentences present the then painful situation of the whole nation. Thus there is situational relationship in the given sentences.

#### **4.4.17 Identification and Analysis of the Coherence in the 17<sup>th</sup> Paragraph.**

In the 17<sup>th</sup> paragraph, there are 4 sentence from sentence no. 106 and 109. They are listed here to identify and analyze the coherence role in the sentences.

S.N

106. When Sunil came out of his house, his friends were already gone.

107. So he hurried to join the procession.

108. On his way, he saw Gopichand standing on the Veranda of his house and looking at the procession.

109, Aren't you going to join the procession, Gopichandkaka? , he asked.

**Table No. 44, Coherence Role in the 17<sup>th</sup> Paragraph**

<b>Sentence No.</b>	<b>Coherence</b>
106 and 107	Sequential relationship
107 and 108	Indirect relationship
108 and 109	Interrogative relationship

As seen in the table no. 44 , in the sentences 106 and 107, there is sequential relationship. The actions mentioned in the sentences develops in sequential order, so there is sequential relationship. Similarly in the sentence 107 and 108, there is not direct relationship between the two sentences so there is indirect relationship. In the sentences numbered 108 and 109, there is interrogative relationship since the latter sentence indicates seeking informations.

In this way in the 17<sup>th</sup> paragraph sequential, indirect and interrogative relationship are found.

#### 4.4.18. Identification and Analysis of the Coherence Found in the 18<sup>th</sup> Paragraph.

In the 18<sup>th</sup> paragraph there are 15 sentences from the sentence no. 110 to 111. They are listed here to identify and analyze the coherence role in the sentences.

SN

110. "I'm not a fool. What do you know about *andolan*? I participated in the *andolans* of 2005 and 2046. My only son was shot on the street like a parriah dog. I nearly lost my life. And what have we got? Corruption grew more and poor became poorer. Then I was a week-kneed lad like you so I followed the leaders and believed their lies. Now I am not. I can tell you what is going to happen. The movement will be successful no doubt in that because I believe in people's power. Then these leaders will come into power and become richer. But nothing is going to change for me and you in this country. So why should I risk my neck – to make these bastards rich?"

111. His outburst surprised Sunil.

**Table No. 45 Coherence Role in the 18<sup>th</sup> Paragraph**

Sentence No.	Coherence
110	Sequential relationship
110 and 111	Cause and effect relationship

In the table no. 45 and in the sentence no 110, there are 14 sentences which are all the outburst of a matured character. He is presenting the events, his experiences and achievements that in his life, in sequence so there is sequential relationship. Similarly in the sentences 110 and 111, there is cause and effect relationship since the former sentence by the matured character affects the boy character greatly. Thus in the 18<sup>th</sup> paragraph, the sentences are put in two numbers 110 and 111 and there are sequential and cause and effect relationships.

#### 4.4.19 Identification and Analysis of Coherence in the 19<sup>th</sup> Paragraph

In the 19<sup>th</sup> paragraph, there are seven sentences from sentence no. 112 to 115. They are listed here to identify and analyze the coherence role in the sentences.

Sentence no.

112. “Don’t take him seriously , ” Sunil looked at the speaker and namasted him as he recognized the school teacher.

113. “Gopichand was a leader in is own time. He was deceived by his own party colleagues. So he is bilter about everything and cynical about the government and the political leaders. There are people like Gopichand who think that nothing is going to change.

114. The man put his right hand on Sunil’s shoulder and they started walking together.

115. “What do you think, Sir? Will there be any change?” asked Sunil eager to know.

**Table No. 46, Coherence Role in the 19<sup>th</sup> Paragraph**

Sentence No.	Coherence
112 and 113	Clarification relationship
113 and 114	Sequential relationship
114 and 115	Interrogative relationship

According to the table no. 46, in the sentences 112 and 113 there is clarification relationship since the new character in the latter sentences clarifies Sunil why the man is saying so in the former sentences. Similarly in the sentence 113 and 114, the actions develop in sequence, so there is sequential relationship. In the sentences 114 and 115, there is interrogative relationship because the boy character puts his queries to his teacher a new character, presented there.

In this way, in the 19<sup>th</sup> paragraph there are first clarification relationship, secondly sequential and in the third interrogative relationship.

**4.4.20 Identification and Analysis of Coherence in the 20<sup>th</sup> Paragraph**

In the 20<sup>th</sup> paragraph, there are 11 sentences from sentence number 116 to 126. They are listed here to identify and analyze the coherence in the sentences.

SN.

116. “Nepalese fought for democracy twice in the past”. After a while the man continued.

117. “Each time promises were made by the leaders that poverty and corruption would be eradicated. That each hand would get work, every family would get a house, and every piece of land will be irrigated, that women, *Dalits* and indigenous people would be included in the main stream of the country, that .....endless promises.

118. Democracy was re-established

119. But the result!

120. A new class of people emerged who had become rich overnight.

121. Common people condition remained unchanged.

222. The number of beggars in Pashupati and the number of orphans on the street of Kathmandu increased.

123. And in the name of equality, Sunil , your mother was made outcaste by her parents because she married a *Dalits*

124. Naturally, many people are sceptical about it, the andolan I mean.

125. But I believe that there will be change and we should try for it.

126. We cannot go on bearing this unbearable situation.

**Table No. 47 Coherence Role in the 20<sup>th</sup> Paragraph.**

Sentence No.	Coherence
116 and 117	Sequential relationship
117 and 118	Sequential relationship
118 and 119	Sequential relationship
119 and 120	Sequential relationship
120 and 121	Sequential relationship
121 and 122	Situational analysis relationship
122 and 123	Situational analysis relationship
123 and 124	Sequential relationship
124 and 125	Situation and response relationship
125 and 126	Sequential relationship

According to the table no. 47, there are sequential relationship in the sentences 116 and 117, 117 and 118, 118 and 119, 119 and 120, 120 and 121, 123 and 124 and in 125 and 126. In these above sentences the experienced character whom the boy character recognizes as his teacher expresses his feelings and experiences in sequential order so there are sequential relationship. Then in the sentences 121 and 122, and 122 and 123 there are situational analysis relationship since the then situation of the nation is analyzed there. In the same way, in the sentences 124 and 125, one of the character

expresses his responses and expectation to the then situation. So there is situation and response relationship.

Thus, in the 20<sup>th</sup> paragraph of the story, there are repetitions of sequential relationship six times and others are situation response and situational analysis relationship.

#### **4.4.12 Identification and Analysis of Coherence in the 21<sup>st</sup> Paragraph**

In the 21<sup>st</sup> paragraph, there are 6 sentences from sentence no. 127 to 132. The coherence in the paragraph are first identified and then analysed as given below:

SN.

127. Soon both of them were engulfed by the huge crowd which was slowly nearing the Ring Road.

128. Sunil looked around.

129. It was a magnificent sight; from all directions long lines of people, men, women, young, old and even children were marching forward chanting slogans, and holding placard and banners.

130. Like waves of the sea hundred of thousands of heads could be seen surging forward from all directions.

131. Without and obvious reason Sunil felt his heart swelling with pride and he shouted with all his might.

132. His voice mingled with those of others: ‘we want Democracy!’ “Down wit autocracy! ”

**Table No. 48, Coherence Role in the 21<sup>st</sup> Paragraph**

<b>Sentence No.</b>	<b>Coherence</b>
127 and 128	Situational relationship
128 and 129	Situational relationship
129 and 130	Situational relationship
130 and 131	Cause and effect relationship
131 and 132	Sequential relationship

According to the table no. 48, the situational relationship has been repeated in the sentence no. 127 and 128, 128 and 129, and 129 and 130. The then situation of the city



before the characters has been coherently explained in these lines so there is situational relationship. Then in the sentence 130 and 131 there is cause and effect relationship in the sense that the latter sentence functions as the effect of the previous one. Similarly in the sentences 131 and 132, there is sequential relationship. In these two sentences the effect of the situation on the boy character is described in sequential order. So, there is sequential relationship.

#### **4.4.22 Identification and Analysis of Coherence in the 22<sup>nd</sup> Paragraph**

In the 22<sup>nd</sup> paragraph, there are seven sentences from sentence no. 133 to 139. They are listed here to identify and analyze the coherence in the sentences.

SN.

133. The procession like a huge anaconda moved slowly and came near the river: on the other side of the river was the Ring Road.

134. They had to cross the river and reach the Ring Road to break the curfew to show civil disobedience.

135. As the road was higher, soldiers and policemen could be seen marching along the road with rifles and light machine-guns.

136. Sunil looked at them, at their guns and then looked back at people.

137. People in thousands had already crossed the river, were crossing the river, and coming to the river.

138. The narrow suspension bridge seemed to be breaking under the feet of so many people and it did break taking some people down with it.

139. But the pressure to cross the river from behind was so high, people could not turn back and so they moved forward marching on the wooden plank knee deep in water their slogan even louder.

**Table No. 49 Coherence Role in the 22<sup>nd</sup> Paragraph**

<b>Sentence No.</b>	<b>Coherence</b>
133 and 134	Situational relationship
134 and 135	Situational relationship
135 and 136	Sequential relationship
136 and 137	Situational relationship

137 and 138	Cause and effect relationship
138 and 139	Situational relationship

According to the table no. 49, in the sentence no. 133 and 134, and 134 and 135 there are situational relationships in the sense that these sentences describes the then situations of the nation in the eye of the author. Then in the sentence 135 and 136, the latter sentence follows the previous one in the continuation of action. So, there is sequential relationship. Similarly in the sentence no. 136 and 137, and 138 and 139 there are situational relationships. Then in the sentence no. 137 and 138, there is cause and effect relationship. Here , the previous sentence functions as the cause for the latter sentence.

Thus, in the 22<sup>nd</sup> paragraph, there are four situational relationships, one sequential and one cause and effect relationship.

#### **4.4.23 Identification and Analysis of Coherence in the 23<sup>rd</sup> Paragraph**

In the 23<sup>rd</sup> paragraph, there are eleven sentences from sentence no. 140 to 150. They are listed here to identify and analyze the coherence role in the sentence.

SN.

140. Sunil saw people near the road.

141. Some of them were talking with the soldiers.

142. Suddenly some young people rushed to the road and were on it in no time.

143. They were four, quite young, of his age Sunil thought.

144. “ Aren’t they afraid”, Sunil wondered.

145. They were waving their banner and placards and beckoning people down to come up.

146. The mass cheered, and many ran to join them, and....and then stopped.

147. They were being beaten by the police.

148. Three of them escaped: one couldn’t.

149. Now he was being caned, now being booted – his banner was fallen and he was rolling on the concrete road trying to save his face with his both hands.

150. People were watching as if mesmerized.

**Table No. 50 Coherence Role in the 23<sup>rd</sup> Paragraph**

Sentence No.	Coherence
140 and 141	Situational relationship
141 and 142	Situational relationship
142 and 143	Situation of relationship
143 and 144	Interrogative relationship
144 and 145	Sequential relationship
145 and 146	Sequential relationship
146 and 147	Sequential relationship
147 and 148	Sequential relationship
148 and 149	Sequential relationship
149 and 150	Sequential relationship

As seen in the table no. 50, there are two situational relationship in the sentence no. 140 and 141 and 141 and 142 in the sense that these sentences describe the situations in front of the character. In the same way, in 142 and 143 there is repetition of relationship because the boy character in the story describes the scene in front of him. Similarly in the sentences from 144 to 150, the actions in front of the character are explained in sequential order, so there are sequential relationship in the given sentences. But in the sentences 143 and 144, there is interrogative relationship since the boy character makes question to the scene in front of him. So from the table no. 50, it can be summed up that there are three situational relationships one interrogative relationship, and the rest are sequential relationships.

#### **4.4.24. Identification and Analysis of Coherence in the 24<sup>th</sup> Paragraph**

In the 24<sup>th</sup> paragraph, there are 5 sentences from sentence no. 151 to 153. They are listed here to identify and analyze the coherence role in the sentences.

SN.

151. “They killed him, Butchers! They killed him. O poor little boy! Can’t we do something? “ A woman wailed.

152. Everybody wanted to help out but nobody wanted to move forward first and face the soldiers.

153. It was like thousands of feet were nailed to the ground and thousands of eyes were pasted on to the scene.

**Table No. 51 Coherence role in the 24<sup>th</sup> Paragraph**

Sentence No.	Coherence
151 and 152	Sequential relationship
152 and 153	Emotional-reaction relationship

As seen in the table no. 51, in the sentences 151 and 152, there is sequential relationship because the action in the latter sentence follows the previous one as the events continue one after another. Similarly in the sentences 152 and 153, the latter sentence indicates the emotional reaction for the actions and scene mentioned in the previous sentence, so there is emotional reaction relationship. Thus in the 24<sup>th</sup> paragraph, there are sequential and emotional reaction relationship.

**4.4.25 Identification and Analysis of Coherence in the 25<sup>th</sup> Paragraph**

In the 25<sup>th</sup> paragraph, there are 9 sentences from sentence no. 154 to 162. They are listed here to identify and analyze the coherence role in the sentences.

SN.

154. Then suddenly a roar came out of thousands of throat like a lion's roar and the crowd moved forward.

155. Sunil was carried away with it.

156. But immediately the crowd turned back.

157. He found him running with others.

158. A boy of around twelve fell and screamed as someone trod on him.

159. A 'bang' was heard and someone fell down screaming.

160. Panic seized people.

161. Everybody was running not knowing where.

162. We should not run like this, like cowards-Sunil thought – we should fight, but his feet was carrying him away.

**Table No. 52 Coherence Role in the 25<sup>th</sup> Paragraph**

Sentence No.	Coherence
154 and 155	Sequential relationship
155 and 156	Sequential relationship
156 and 157	Sequential relationship
157 and 158	Situational relationship
158 and 159	Situational relationship
159 and 160	Situational relationship
160 and 161	Situational relationship
161 and 162	Emotional relationship

As seen in the table no. 52, in the sentences 154 and 155, 155 and 156 and, 156 and 157 there are sequential relationships in the sense that the actions developed in the story follow one after another. Similarly in the later sentences 157 and 158, 158 and 159, 159 and 160 and, 160 and 161, there are situational relationships. Although the actions forward in sequential order, the situations described in the sentences leave vital impact on the readers and it seems to be situational relationship in the given sentences. In the last sentences no. 161 and 162 the boy character reveals his emotional reactions to the situation in front of him so there is emotional reaction relationship in the two sentences.

Thus, in the 25<sup>th</sup> paragraph there are first three sequential relationships, four situational relationships and the last one is emotional relationship. Such coherence roles have truly touched the heart of the readers.

#### **4.4.26. Identification and Analysis of Coherence in the 26<sup>th</sup> Paragraph**

In the 26<sup>th</sup> paragraph, there are seven sentences included from sentence no. 163 to 169. They are listed here to identify and analyze the coherence role in the sentence.  
SN.

163. Another bang and he instantly knew that it was tear gas.

164. He covered his face with his hanky and tried not to breath.

165. The smoke entered into his nose however and made its way to his lungs.

166. His eyes started burning and he could hardly see.

167. All around him people were choking, moaning, and cursing.

168. He remembered his mother and longed to be away from the place.

169. Still pressing his hanky to his eyes he moved forward: the animal instinct in him was urging him to run in order to save him from the potential dangerous predators.

**Table No. 53, Coherence Role in the 26<sup>th</sup> Paragraph**

Sentence No.	Coherence
163 and 164	Introductory relationship
164 and 165	Situational relationship
165 and 166	Cause and effect relationship
166 and 167	Cause and effect relationship
167 and 168	Memorization relationship
168 and 169	Memorization relationship

According to the table no. 53, in the sentences numbered 163 and 164, the previous sentence gives short glimpse of the painful scene, so there is introductory relationship. Similarly in the sentence 164 and 165, the painful scene of the then demonstration is truly described, so there is situational relationship. Then in the sentences 165 and 166, and 166 and 167, the painful effects of the actions shown in the previous sentences are shown, so there are cause and effect relationships. In the sentences 167 and 168, and 168 and 169, the boy character remembers the potential dangerous scene on him that the mother character had previously recalled him, so there are memorization relationships. Thus in the 26<sup>th</sup> paragraph there are introductory relationship, situational, cause and effect and memorization relationship in the sentence. There is proper connection in the ideas of the story.

#### **4.4.27 Identification and Analysis of Coherence in the 27<sup>th</sup> Paragraph**

In the 27<sup>th</sup> paragraph, there are 18 sentences from sentences no. 170 to 187. They are listed here to identify and analyse the coherence role in the sentence.

SN.

170. Another bang and Sunil fell down on the ground.

171. He was lying on his back on the dirt and could only see the running feet.

172. He felt a dull pain on his chest.

173. He coughed blood on his hand and looked at it.
174. Was he dying?
175. Surely not, he was too young to die-he thought.
176. He couldn't keep his promise to his mother.
177. She would be waiting for him.
178. Where are his friends?
179. Are they too lying on dirt like him?
180. Oh! He cannot buy a fan anymore.
181. These fleeting thoughts came rapidly into his mind, and vanished.
182. He looked at the sky.
183. It was clear and shining but he couldn't see it through the blazing sun.
184. His senses were leaving him.
185. He heard footsteps and saw a heavy, black military boots near his heads.
186. He saw vaguely the boot suspended in the air just inches above his face black, muddy, ugly boot.
187. How obscene! He thought and then everything went blank.

**Table No. 54, Coherence Role in the 27<sup>th</sup> Paragraph**

<b>Sentence No.</b>	<b>Coherence</b>
170 and 171	Cause and effect relationship
171 and 172	Situational event relationship
172 and 173	Situational event relationship
173 and 174	Interrogative relationship
174 and 175	Question –answer relationship
175 and 176	Event – result relationship
176 and 177	Sequential relationship
177 and 178	Interrogative relationship
178 and 179	Interrogative relationship
179 and 180	Event- result relationship
180 and 181	Indirect relationship

181 and 182	Situational relationship
182 and 183	Situational relationship
183 and 184	Situational result relationship
184 and 185	Event situation relationship
185 and 186	Situational relationship
186 and 187	Event response relationship

According to the table given above, in the sentences numbered 170 and 171, there is cause effect relationship. The former sentence present cause and the latter sentence presents the effect of the cause. Similarly in the sentences, 171 and 172, and 172 and 173, there are the situation- event relationships. In the sentences 173 and 174, there is interrogative relationship in the sentence that the boy expresses his query on his health conditions. In the sentences, 174 and 175, there is question-answer relationship. The latter statement puts the answer for the former query. In the same way, in the sentences 175 and 176, there is event- result relationship because the latter sentence presents the possible result of the event happened. Similarly in the sentences 177 and 178, and 178 and 179, there are interrogative relationships and in the sentences 179 and 180 there is event- result relationship. In the sentences 180 and 181, there is not direct relationship so there is indirect relationship. In the sentences 181 and 182, and 182 and 183, there are situational relationships. These sentences explains what the boy character does and what happens. Similarly in the sentences 183 and 184, there is situation- result relationship. The later sentence presents the dreadful result and Sunil is losing his sense. In the sentences 184 and 185, there is event – situation relationship. The latter presents the situation that Sunil is facing the state of losing his senses. In the sentences 185 and 186, there is situational relationship. These sentences present the situations that appear in front of Sunil. Then in the final sentences of the whole of the story, i.e the sentences numbered 186 and 187, there is event-response relationship. In the latter sentence, the boy character, Sunil express his final response to the event that happened to him.

Thus, in the 27<sup>th</sup> paragraph of the story, there are different relationships like cause and effect, situation event, interrogative, question- answer, event- result, sequential, event – situation, and event- response.



#### **4.5 Conclusion**

The story 'The Martyr' is written by Vishnu S. Rai, a master crafts person of description. The story has been presented in 27 paragraphs and more than 187 sentences. The story has been studied here from the viewpoint of cohesion and coherence. The story is quite readable and useful that the writer is successful to capture the various colours of the Nepali society. Except some uses of the distinct colloquial and borrowed words, the use of language is very simple and plain. A part from the literary taste to the invaluable readers, the writer is successful to give short glimpse of the then movement occurred in the nation. Thus, the sufficient use of cohesion and coherence in the story has made it quite meaningful and sequential.

## **Chapter V**

### **Summary, Conclusion and Implication**

This chapter incorporates the summary, conclusion and implication of thesis study which are based on the identification and analysis of cohesion and coherence used in the story.

#### **5.1 Summary**

This study was carried out on Discourse Analysis on ‘The Martyr’, a story written by Vishnu S. Rai. The main objective of the study was to identify and analysis the cohesions and coherence role used in the story. In the process of identifying and analyzing the story, certain questions were taken in mind like what cohesive words were used in the story and how the coherent devices played significant role for setting the relationship between sentences in the story.

Similarly to give the study a particular shape and make it meaningful with reliable data, different empirical literature were studied.

The study was mainly focused on the analytical use of cohesion and coherence used in the story. Basically library-based method was employed to carry out the research and in course of data collection different related creations, critiques, literary works, research studies prepared in the filed of discourse analysis were studied. The story ‘The Martyr’ was taken as the primary source of data collection and different books by different writer on the topic ‘discourse analysis’, literary works, critiques, research thesis related to the field of discourse analysis and discussion with experts and their invaluable suggestion were taken as secondary resources.

To achieve the goal of study the whole story was dined into 27 paragraphs and 187 sentences. In the process of dividing sentences, some sentences expressed by the same speaker might not be broken. Then the cohesions and coherence role were presented in tabulation from of each sentence and paragraph. Finally the research was concluded drawing some conclusions and implication of study.

## 5.2 Conclusion

Conclusion means the concise form of the overall findings presented in the result section. As language is not just an amalgam of utterances but a systematic grouping of utterances which is possible with the help of linguistic elements. Two major qualities of discourse ‘unified’ and ‘meaningfulness’ are related to linguistic elements and sense relations. This research study has been carried out to find out the cohesion and coherence role in the story applied to make logical connection between sentences and the whole story apt and meaningful. So while carrying out the research study with the new to find out the ties and sense relation between sentences i.e. cohesion and coherence the whole story has been divided into 27 paragraphs and 187 sentences.

Regarding the cohesive devices used in the story, different cohesive devices like pronouns, prepositions, determiners, adverbs, introductory, vocative particles, interjections are used. Among them pronoun, prepositions and determiners are repeated frequently. The uses and repetitions of such devices have made the discourse apt and unified. The sentences are well-tied together. Similarly, to create meaningfulness in the story. Different relationship between the sentences like sequential, situational, question-answer, rephrasing, even-situation, clarification, indirect, causal and memorization are maintained. Yet, the sequential relationship and situational relationship can be seen frequently repeated which prove the story going ahead smoothly and is capable to describe the situation of the then time and event. Further there are some glimpse of dialogues between the characters which show the relationship of question and answer and rephrasing.

As a whole it can be summed up that the whole story is smoothly going ahead and there are good ties between the sentences. The cohesive devices have been properly used and meaningfulness can be experienced all because of good ties and logical connections between sentences.

## 5.3 Implication of the Study

Discourse analysis has been the inevitable fields of study for the proper understanding of language use, all because of its study on how language stretches become

meaningful and unified in social cultural and psychological contexts. The implication of this research study can be summed up in the following points:

- It helps those researches who are willing to make discourse analysis on different topics.
- It helps to construct language curriculums and textbooks and their selection and gradation.
- It helps to develop communicative competence in English.
- It helps to involve learners in interaction.
- It helps to organize ELT materials.
- It helps to systematize ELT process.

This study helps in the field of language teaching and not only teachers but also curriculum designers, textbook writers, material developers will be benefitted. Moreover linguists, writers, critics, professors, students etc can take advantages from discourse analysis.

## References

- Adika G. S. K., & Borti A. (2014). Range and frequency of conjunctive adjuncts in Ghanaian university students' writing in English. *Applied Linguistic Research in the language Centre*. 98-118.
- Bouton, L. (1980). Pragmatic and language learning. *Journal of pragmatics*, vol. 22, pp. 157-62.
- Cameron, D. (2001). *Working with spoken discourse*. London: Sage Publication.
- Cook, G. W. (1990). *A theory of discourse deviation: the application of schema theory to the analysis of literary discourse*. University of Leeds,
- Cook, G. (1996). *Discourse*. Oxford: OUP.
- Cornbleet, S., & Carter, R. (2001). *The language of speech and writing*: Routledge London.
- Crystal, D. (2007). *The Cambridge encyclopedia of language*. Cambridge: CUP.
- Cutting, J. (2008). *Pragmatics and discourse*. London: Routledge.
- Dhunget, B. (1968). *Applied Linguistics*. Kathmandu: M.K. Publishers and Distributors.
- Foucault, M. (1981). The order of discourse. *Untying the text: A post-structuralist reader*, 51, 78.
- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method*: Routledge.
- Halliday, M. A. K. (1975). Learning how to mean. In *Foundations of language development* (pp. 239-265): Elsevier.
- Henry, F., & Tator, C. (2002). *Discourses of domination: Racial bias in the Canadian English-language press*: University of Toronto Press.

- McCarthy, M. (1991). *Discourse analysis for language teachers*: Cambridge University Press.
- McNamara, D. S., Louwarse, M. M., McCarthy, P. M., & Graesser, A. C. (2010). Coh-Metrix: Capturing linguistic features of cohesion. *Discourse Processes*, 47(4), 292-330.
- Nattinger, J. R., & DeCarrico, J. S. (1992). *Lexical phrases and language teaching*: Oxford University Press.
- Nunan, D. (1993). *Discourse analysis*. London: Penguin.
- Nunan, D. (2010). *Teaching English to young learners*: Anaheim University.
- Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *Tesol Quarterly*, 23(4), 589-618.
- Putnam, L. L., & Fairhurst, G. T. (2001). Discourse analysis in organizations: Issues and concerns. *The new handbook of organizational communication: Advances in theory, research, and methods*, 78-136.
- Rai, V.S. (2016). *Martyr and other stories*. Kathmandu: Shree Press.
- Raphael, L. J., Borden, G. J., & Harris, K. S. (2007). *Speech science primer: Physiology, acoustics, and perception of speech*: Lippincott Williams & Wilkins.
- Strauss, S., & Feiz, P. (2013). *Discourse analysis: Putting our worlds into words*: Routledge.
- Tyler, A. (2012). *Cognitive linguistics and second language learning: Theoretical basics and experimental evidence*: Routledge.
- Willig, C. (2003). Discourse analysis. *Qualitative psychology: A practical guide to research methods*, 2, 160-186.

Widdowson, H. (1979). *Rules and procedures in discourse analysis*. In T. Myers  
(Eds). *The development of conversation and discourse*. Edinburgh: Edinburgh  
University Press.

Yule, G. (2020). *The study of language*: Cambridge university press.

## Appendix -I

### The Martyr

“Where’re you going?” She asked her son, Sunil the third time. He didn’t answer but kept on tying his shoe lace. She looked at her son, her only son in fact, and repeated her question, “I say where you are going?”

“You know where I am going,” her replied without looking at her.

“No, You aren’t going anywhere. You stay home.”

“Mom, everyone is going.”

“Let them go.” Her voice was rising.

“All my friends are going. Nothing will happen to me. You’re unnecessarily worried.” He tried to reason with his mother.

“No. You’re not going.” She said, and left the room.

Sunil heaved a sigh and lied on the bed. He put his hand under his head and looked at the ceiling. In its centre there was a hook for the ceiling fan. But there was no ceiling fan, just the bare hook-his mother couldn’t afford the luxury of a fan. When he was 8, he had asked his mother:

“Why don’t we have a fan, Mom? Prem, Krishna, Lok everybody has a fan in their room.”

His mother had nestled him in her bosom and replied, “We are poor people son, so we can’t buy a fan. You grow, be a big man. When my *Raja Chhora* earns a lot of money he’ll buy a fan for me.”

He was pleased, was very happy thinking of buying a fan and being able to give some comfort to his mother in the hot summer. He’s now taller than his mother, but not a big man. He is now 16 but hasn’t been able to earn even a single penny yet let alone earning a lot to buy a fan for his mother.

Sunil turned his gaze towards the walls. They were not whitewashed or painted. On places the plaster was peeling off and the bricks were showing which resembled the uneven teeth of an old wmen. Opposite his bed, there were pictures of Laxmi, the goddess of wealth; Ganesh, the god of wisdom; and Sarsawati, the goddess of knowledge, which his mother had bought specially for him. Below each picture, there were residue of



offerings-the stubs of incense sticks. Everyday his mother, Kanchhi burnt incense sticks which she bought cheap-3 rupees a packet-from a local shop and put them below the pictures. Instantly their smoke filled the poky little room with a pungent smell. She then joined her palms together and prayed:

“O Gods and Goddesses! Please throw a glance of mercy and benevolence on us. We are poor! Forgive us and protect us!”

Then she prayed for her son, “Mother Saraswati, bestow a little favour on my son. Make him a learned man.” Then as a token of blessing, she put a *tika* on Sunil’s forehead who joined his palms together like his mother, closed his eyes and asked for the forgiveness and kindness of the goddesses.

Sunil always wondered why his mother asked for god’s forgiveness-what was it that they had done wrong. Was to be poor a sin? And she asked for protection-protection against what or whom? As he grew older, unlike his mother, he had lost his faith in the kindness of gods and goddesses. In his childhood, many a time he asked them to save him against the cruelties of his classmates who teased him by saying him ‘an orphan.’ They made fun of his clothes which were always second hand –the hand-me-downs of the children of those families where his mother worked as a house maid. He tried not to hate them. His mother had taught him to love everyone and if he could not love, then not to hate anyone. But it was so hard not to hate his classmates; and he always felt crying in his effort. Every day he prayed and asked the goddesses to change the hearts of his class friends, to make them friendly to him, to save him from their cruelties. Had he asked much? But they never helped him. So Sunil toughened himself. He turned a deaf ear to the taunts of his friends and bore their sarcasm with an air of forgiveness. Gradually, he didn’t know why or how he was accepted by them and he became their playing pal, but he lost his faith in the kindness of the gods and goddesses. However, he never voiced his thoughts to his mother as he did not want to hurt her feeling. He understood that in some strange way, the gods and goddesses hanging against the wall of their tiny room transmitted strength to his mother, who was alone and fighting with this ugly world. He looked at them: they were happily hanging against the wall and looking at him benevolently with a never-ending smile on their face.

Sunil was the only child of his widowed mother. He had no memory of his father because his father had died before he was born. He joined the rebels who were trying to overturn the present government, and one day was shot in an encounter with the army. His mother never told him about her past: he learned it bit by bit from others. He learned that his father died before he was born, that his father was an educated man but couldn't get a job as he was a *Dalit*, that her mother had eloped with his father without her parents' consent who belonged to the upper caste and who never forgave her for this *outrageous* deed, that her name was Sushma not *Kanchhi* which everybody addressed her with, that she never went back to her parents or asked for their favour, that she raised him, her son by doing all kinds of odd works- from carrying bricks on a *doko* to working as a housemaid in several families-that she carried him on her back tied with a piece of cloths while she mopped the floor or washed the dirty dishes, that.....

“We want Democracy!”

“Down with Dictatorship!” “Long live Martyrs!”

Slogans were heard outside in the street. Sunil got up from the bed and went to the only window of the room and looked through it. A long line of people, men and women even children were marching shouting slogans and raising placards over their heads. He didn't know why but he wished to run and join them, only the thought of making his mother unhappy stopped him. He remembered the conversation he and his friends had with the woman in her tea shop. He had gone to the demonstration-not to take part in it really but to see it, and was on his way back home with his friends. What he'd seen was not nice. People had been brutally beaten by the security force. He with his friends had escaped the beating and the tear gas because they were in the back of the procession. He had marveled at those who had the guts to go near the soldiers, shout slogans and face the risk of being beaten and or shot. They settled in that cosy little teashop already crowded with people. The tea-woman was busy, now serving hot tea to the customers, now preparing tea on the stove, and a boy of about 10 was cleaning the dirty cups and glasses. People were discussing the demonstration.

“I'm not going tomorrow. Curfew has been announced, and the army will be patrolling the Ring Road.”

“Yes, nobody knows what will happen tomorrow. Party leaders are going to lead the demonstration from every side to the capital. They will try to break the police cordon in the Ring Road, and march to the royal palace. Indramohan *babu* will lead the procession from Kalanki.”

“Oh no!” Someone groaned. “That *Ghusyaha*. How can he show his face to the public? How can people accept him as a leader? It will have a bad effect on the whole movement if leaders like him even appear before the mass.”

“I heard that the Party has now selected another leader to replace Indramohan, because the Party workers threatened the High Command that they will back out if Corrupt leaders like Indramohan try to come in front of the demonstration.”

“That’s a good sign. But except a few, all of them are same: birds of same feathers flock together, you know. Most of them didn’t have even a pair of shoes to wear before they joined politics, and now almost all of them have *darbars* in Kathmandu. Where did they find money to build their *darbars*? Some sold jungles, and some rivers. Some ate bridges and roads, some fertilizers and aeroplane. That’s how they became rich.”

“Leaders can eat anything, can’t they?” somebody said and everybody laughed.

“Our fate is to be led by these corrupt leaders. We’ve leadership crisis in this country. *Ke garne!*”

“Then why are we in this movement? Why should we bring democracy if this is just to make our leaders rich?”

“Yes, why should we risk our lives? What’s the use of democracy if we don’t live to enjoy it? I’m going to see Sarita tomorrow. We haven’t met since all this started.” Ramesh said.

“That’s all you think about meeting your girl friend-when the whole country is on fire. These are our young men- the hope of the future, pillars of the nation.” A middle aged woman’s voice startled them. “Why hundreds of thousands of people are on the street, do you think? Are they nuts? Do they enjoy beating? You *Bhustighre* cowards!” Her angry voice has made them silent.

As Sunil recalled the scene, he became restless. He was thinking of going to look for his mother when she entered the room. “Mother!” he started.

“No, *chora!*” She cut him short. “You aren’t going. Think of me. You’re my only child. If something happens to you, what will become of me? How can I live?”

“But Mom, what about the *andolan* and democracy?”

“What about it? What has democracy given us so far?” retorted his mother. “What does it mean to the poor? Does it feed people? Will it give us a house to live in, land to farm on, Money to continue your study? Democracy, democracy! What has it given us? Nothing but vain words! People were shot, killed and injured. Don’t you let yourself carried away by the words of the politicians-the leeches who suck the blood of their poor countrymen to fatten themselves.” After a pause she began again, “The *andolan* will not fail just because you do not join the procession. It will fail or succeed even without you, won’t it?”

Sunil didn’t know what to say. What his mother said was correct. With or without him *andolan* will continue. Nonetheless he said, “Yes. But I want to be part of it. I want to be there with others, with my friends.” He said. “You don’t worry. I won’t be their alone-all my friends are there. I feel bad sitting here while they are on the street shouting slogans.”

“You’re just like your father-stubborn and indifferent to my feelings. And you know what happened to him. I can’t afford losing you after him.” She was in tears. This was the first time she mentioned his father to him. Sunil hugged his mother and said:

“People say that my father died for a noble cause. I’m proud of him and you should feel the same, Mom. He was not a *raksyaha* or a *juwalde*. He fought for his people. People might question the way he chose to fight, but there could be no question about his intention, his wish of making his country free from all kinds of evils.” His mother blew her nose.

“I wish the *andolan* to be successful. But I’m a mother, and you don’t know how a mother feels about her son. Sons, when they are grown up, don’t listen to their

mothers.” She heaved a long sigh and then said, “Ok, go if you must, but promise me that you’ll be away from the police and the army, and will return before nightfall.”

“Yes, Mom. Don’t you worry,” he said and came out into the street.

It was the 7<sup>th</sup> day of the People’s Movement and nobody knew how long it was going to continue. It was no longer a movement led by the political parties and media, but the whole nation was sheathing in the cauldron of *andolan*- set to uproot dictatorship from the country’s soil once and for all. Teachers and students closed schools and campuses, lawyers stopped practicing in the courts, and doctors wore black bands on their arms to show solidarity with the people’s movement. Shops were closed. Transportation stood still and government office stopped functioning. The whole state machinery was paralyzed: only the army and police were functioning.

During the week a dozen people lost their lives, and hundreds of them were injured: loss of eyes, broken legs and arms, fractured ribs and so on and so on. Yet people’s enthusiasm for democracy, their vigour to fight against tyranny did not abate, on the contrary, they were surging forward even more forcefully and tirelessly.

When Sunil came out of his house, his friends were already gone. So he hurried to join the procession. On his way he saw Gopichand standing on the veranda of his house and looking at the procession. “Aren’t you going to join the procession, Gopichand *kaka*?” he asked.

“I’m not a fool. What do you know about *andolan*? I participated in the *andolans* of 2007 and 2046. My only son was shot on the street like a pariah dog. I nearly lost my life. And what have we got? Corruption grew more and the poor became poorer. Then I was a weak-kneed lad like you so I followed the leaders and believed their lies. Now, I’m not. I can tell you what’s going to happen. The movement will be successful, no doubt in that, because I believe in people’s power. Then these leaders will come into power, and become richer. But nothing is going to change for me or you in this country. So why should I risk my neck-to make these bastards rich?” His outburst surprised Sunil.

“Don’t take him seriously,” Sunil looked at the speaker and *namested* him as he recognized the school teacher. “Gopichand was a leader in his own time. He was deceived by his own party colleagues. So he is bitter about everything and is cynical about the government and the political leaders. He has grown soft in his head. There are

people like Gopichand who think that nothing is going to change.” The man put his right hand on Sunil’s shoulder and they started walking together.

“What do you think, sir? Will there be any change?” asked Sunil eager to know.

“Nepalese fought for democracy twice in the past” after a while the man continued. “Each time promises were made by the leaders that poverty and corruption would be eradicated, that each hand would get work, every family would get a house, and every piece of land will be irrigated, that women, *Dalits* and indigenous people would be included in the mainstream of the country, that..... endless promises. Democracy was reestablished. But the result! A new class of people emerged who had become rich overnight. Common people’s condition remained unchanged. The number of beggars in Pashupati and the number of orphans on the streets of Kathmandu increased. And in the name of equality, Sunil, your mother was made outcaste by her parents because she married a *Dalit*. Naturally many people are skeptical about it, the *andolan* I mean. But I believe that there will be change and we should try for it. We cannot go on bearing this unbearable situation.”

Soon both of them were engulfed by the huge crowd which was slowly nearing the Ring Road. Sunil looked around. It was a magnificent sight: from all directions long lines of people, men, women, young, old and even children were marching forward chanting slogans, and holding placards and banners. Like waves of the sea hundreds of thousands of heads could be seen surging forward from all directions. Without any obvious reason Sunil felt his heart swelling with pride and he shouted with all his might. His voice mingled with those of others:

“We want democracy!”

“Down with autocracy!”

The procession like a huge anaconda moved slowly and came near the river: on the other side of the river was the Ring Road. They had to cross the river and reach the Ring Road to break the curfew to show civil disobedience. As the road was higher, soldiers and policemen could be seen marching along the road with rifles and light machine guns. Sunil looked at them, at their guns and then looked back at people. People in thousands had already crossed the river, were crossing the river, and coming to the river. The narrow suspension bridge seemed to be breaking under the feet of so many

people, and it did break taking some people down with it. But the pressure to cross the river from behind was so high, people couldn't turn backward and so they moved forward marching on the wooden plank knee deep in water-their slogans even louder.

Sunil saw people near the road. Some of them were talking with the soldiers. Suddenly some younger people rushed to the road and were on it in no time. They were four, quite young, of his age Sunil thought. "Aren't they afraid," Sunil wondered. They were waving their banner and placards and beckoning people down to come up. The mass cheered, and many ran to join them, and.....and then stopped. They were being beaten by the police. Three of them escaped: one couldn't. Now he was being caned, now being booted-his banner was fallen and he was rolling on the concrete road trying to save his face with his hands. People were watching as if mesmerized.

"They killed him. Butchers! They killed him. O poor little boy! Can't we do something?" a woman wailed. Everybody wanted to help but nobody wanted to move forward first and face the soldiers. It was like thousands of feet were nailed to the ground and thousands of eyes were pasted on to the scene.

Then suddenly a roar came out of thousands of throat like a lion's roar and the crowd moved forward. Sunil was carried away with it. But immediately the crowd turned back. He found him running with others. A boy of around twelve fell and screamed as someone trod on him. A 'bang' was heard and someone fell down screaming. Panic seized people. Everybody was running not knowing where. We shouldn't run like this, like cowards-Sunil thought-we should fight, but his feet were carrying him away.

Another bang and he instantly knew that it was tear gas. He covered his face with his hanky and tried not to breathe. The smoke entered into his nose however and made its way to his lungs. His eyes started burning and he could hardly see. All around him people were choking, moaning and cursing. He remembered his mother and longed to be away from the place. Still pressing his hanky to his eyes he moved forward: the animal instinct in him was urging him to run in order to save him from the potential dangerous predators.

Another bang and Sunil fell down on the ground. He was lying on his back on the dirt and could only see the running feet. He felt a dull pain on his chest. He coughed blood on his hand and looked at it. Was he dying? Surely not, he was too young to die he thought. He couldn't keep his promise to his mother. She would be waiting for him.

Where are his friends? Are they too lying on dirt like him? Oh! He cannot buy a fan anymore. These fleeting thoughts came rapidly into his mind, and vanished. He looked at the sky. It was clear and shining but he couldn't see it through the blazing sun. his senses were leaving him. He heard footsteps and saw a heavy, black, military boot near his head. He saw vaguely the boot suspended in the air just inches above his face-black, muddy, ugly boot. How obscene! He thought, and the everything went blank. Someone trod on him. A 'bang' was heard and someone fell down screaming. Panic seized people. Everybody was running not knowing where. We shouldn't run like this, like cowards-Sunil thought-we should fight, but his feet were carrying him away.

Another bang and he instantly knew that it was tear gas. He covered his face with his hanky and tried not to breathe. The smoke entered into his nose however and made its way to his lungs. His eyes started burning and he could hardly see. All around him people were choking, moaning and cursing. He remembered his mother and longed to be away from the place. Still pressing his hanky to his eyes he moved forward: the animal instinct in him was urging him to run in order to save him from the potential dangerous predators.

Another bang and Sunil fell down on the ground. He was lying on his back on the dirt and could only see the running feet. He felt a dull pain on his chest. He coughed blood on his hand and looked at it. Was he dying? Surely not, he was too young to die he thought. He couldn't keep his promise to his mother. She would be waiting for him. Where are his friends? Are they too lying on dirt like him? Oh! He cannot buy a fan anymore. These fleeting thoughts came rapidly into his mind, and vanished. He looked at the sky. It was clear and shining but he couldn't see it though the blazing sun. his senses were leaving him. He heard footsteps and saw a heavy, black, military boot near his head. He saw vaguely the boot. How obscene! He thought and then everything went blank.



## Appendix - II

### 1. Cohesions used in the 1<sup>st</sup> paragraph.

S.N.	Cohesion	Used Words	Symbolic Meaning
1 & 2	Interrogative pronoun	Where	
	pronominal	You	
	pronominal	She	
	pronominal	Her	
	determiner	the	
	ordinal	third	
	pronominal	he	
	conjunction	but	
	preposition	on	
	pronominal	his	
3 & 4	pronominal	she	
	preposition	at	
	pronominal	her	
	adverb	only	
	conjunction	and	
	pronominal	her	
	pronominal	I	
	pronoun (interrogative)	where	
	pronominal	you	
	pronominal	you	
	conjunction (relative)	where	
	pronominal	you	
	pronominal	he	
	preposition	at	
	pronominal	he	

5 & 6	pronominal	you	
	indefinite	anywhere	location
	pronominal	you	
	preposition	at	
	Indefinite pronoun	everyone	
7, 8 & 9	pronominal	them	
	pronominal	her	
	determiner	all	
	pronominal	my	
	Indefinite pronoun	nothing	
	preposition	to	
	pronominal	me	
	pronominal	you	
10, 11 & 12	pronominal	he	
	conjunction	to	
	preposition	with	
	pronominal	his	
	pronominal	you	
	pronominal	she	
	conjunction	and	
	determiner	the	

## 2. Cohesions Used in the 4<sup>th</sup> Paragraph

S.N.	Cohesion	Used words	Symbolic meaning
22 to 23	pronominal	his	
	preposition	towards	
	determiner	the	
	pronominal	they	
	conjunction	or	
24 & 25	Place adverbial	On places	house walls
	determiner	the	
	preposition	off	
	conjunction	and	
	determiner	the	
	conjunction (relative)	which	
	determiner	the	
	preposition	of	
	preposition	opposite	(position/ place)
	pronominal	his	
	introductory	there	
	preposition	of	
	determiner	the	
	preposition	of	
	determiner	the	
	preposition	of	
	conjunction	and	
	determiner	the	
	preposition	of	
	relative conjunction	which	
	preposition	for	
	pronominal	him	
26 & 27	preposition	below	

	determiner	each	
	introductory	there	
	preposition	of	
	determiner	the	
	preposition	of	
	time (adverb)	everyday	
	pronominal	his	
	relative pronoun	which	
	preposition	from	
	conjunction	and	
	pronominal	them	
	preposition	below	
	determiner	the	
28 & 29	adverbial	instantly	
	pronominal	that	
	determiner	the	
	preposition	with	
	pronominal	she	
	temporal (conjunction)	then	
	pronominal	her	
	adverb	together	
	conjunction	and	
	conjunction	and	
	preposition	of	
	conjunction	and	
	preposition	on	
	pronominal	us	
	pronominal	we	
	pronominal	us	
	conjunction	and	

	Repetition	us	
	vocative particle	O God and Goddesses!	

### 3. Cohesions Used in the 6<sup>th</sup> Paragraph

S.N.	Cohesion	Used words	Symbolic meaning
23 & 33	adverb (frequency)	always	
	Interrogative pronoun	why	
	Interrogative pronoun	what	
	conjunction	for	
	pronominal	it	
	conjunction	that	
	pronominal	they	
34 to 36	conjunction	and	
	pronominal	she	
	preposition	against	
	conjunction	or	
	interrogative pronoun	what	
	interrogative pronoun	whom	
	conjunction	as	
	pronominal	he	
	adjective	unlike	
	pronominal	he	
	pronominal	his	
	preposition	in	
	determiner	the	
	preposition	of	
	conjunction	and	
	Adverbial	In his childhood	
	pronominal	his	
	adverbial	many a time	
	pronominal	he	
	pronominal	them	
	conjunction	to	

	pronominal	him	
	preposition	against	
	pronominal	him	
	preposition	by	
37 to 39	pronominal	they	
	preposition	of	
	adverbial	always	
	demonstrative	those	
	relative conjunction	where	place
	comparative	as	
	pronominal	his	
	conjunction	to	
	pronominal	he	
	indefinite pronoun	everyone	
	conjunction	and	
	conjunction	if	
	pronominal	he	
	conjunction temporal	then	
	indefinite pronoun	anyone	
40 to 42	conjunction	but	
	adverbial	So hard	
	pronominal	his	
	conjunction	and	
	preposition	in	
	adverbial	everyday	
	pronominal	he	
	conjunction	and	
	preposition	of	
	pronominal	his	
	preposition	of	

	pronominal	his	
	preposition	from	
	determiner	much	
43 to 45	conjunction	but	
	pronominal	they	
	adverbial	never	
	conjunction	so	
	reflective pronoun	himself	
46 to 47	adverbial	gradually	
	Conjunction (relative)	why	
	Conjunction (relative)	how	
	pronominal	he	
	proposition	by	
	conjunction	and	
	conjunction	but	
	preposition	in	
	determiner	the	
	preposition	of	
	adverb	however	
	adverbial	never	
	conjunction	as	
	conjunction	to	
48 and 49	conjunction	that	
	determiner	some	
	preposition	in	
	conjunction	and	
	Place adverbial	Against the wall	
	preposition	with	
	demonstrative	this	
	pronominal	he	



	preposition	at	
	pronominal	them	
	pronominal	they	
	adverbial	happily	
	adverbial	benevolently	
	preposition	with	
	adverbial	never	
	preposition	on	

#### 4. Cohesions Used in the 7<sup>th</sup> Paragraph

S.N.	Cohesion	Used words	Symbolic meaning
50 & 51	determiner	the	
	adverbial	only	
	preposition	of	
	pronominal	his	
	pronominal	he	
	preposition	of	
	pronominal	his	
	conjunction	because	
	pronominal	his	
	conjunction (temporal)	before	
	pronominal	he	
52 & 53	pronominal	he	
	determiner	the	
	relative pronoun	who	
	conjunction	to	
	determiner	the	
	conjunction	and	
	preposition	in	
	preposition	with	
	determiner	the	
	pronominal	his	
	adverbial	never	
	preposition	about	
	pronominal	her	
	pronominal	it	
	adverbial	bit by bit	
	preposition	from	
	pronoun reference	others	

54	pronominal	he	
	conjunction	that	
	conjunction temporal	before	
	pronominal	he	
	conjunction	that	
	pronominals	his	
	conjunction	but	
	conjunction	as	
	pronominal	he	
	common noun	dalit	Lower caste division
	conjunction	that	
	preposition	with	
	preposition	without	
	relative pronoun	who	
	conjunction	and	
	relative pronoun	who	
	common noun	upper caste	Racial division
	conjunction	that	
	pronominal	her	
	relative pronoun	which	
	indefinite pronoun	everybody	
	pronominal	her	
	pronominal	she	
	adverbial	never	
	preposition	back	
	conjunction	or	
	preposition	by	
	demonstrative	all	
	conjunction	for	
	preposition	on	

	comparision	as	
	conjunction	or	
	conjunction (temporal)	while	
	specific common noun	<i>Doko</i>	<i>basket</i> made of bamboo strips
	determiner	several	
	conjunction	that	
	pronominal	she	
	conjunction	that	
	interjection	down with	

### 5. Cohesions Used in the 8<sup>th</sup> Paragraph

S.N.	Cohesion	Used words	Symbol
55-57	preposition	outside	
	place adverbial	in the street	
	conjunction	and	
	adverbial	only	
	preposition	of	
	conjunction	and	
	preposition	through	
	pronominal	it	
	preposition	of	
	conjunction	and	
	adverbial	even	
	preposition	over	
	pronominals	their	
58 & 59	pronominals	he	
	conjunction	but	
	conjunction	to	
	adverbial	only	
	determiner	the	
	pronominal	him	
	preposition	of	
	pronominal	his	
	preposition	with	
	pronominal	him	
60 & 61	pronominal	he	
	preposition	to	
	preposition	in	
	pronominal	it	
	adverbial	really	

	conjunction	but	
	conjunction	and	
	place adverbial	on his way back	
	relative pronoun	what	
62& 63	preposition	with	
	adverbial	brutally	
	preposition	by	
	common noun	security force	(army & police)
	pronominal	he	
	preposition	with	
	determiner	the	
	conjunction	and	
	conjunction	because	
	pronominal	they	
	place adverbial	In the back of the procession	
64 & 65	pronominal	he	
	preposition	at	
	demonstrative	those	
	relative pronoun	who	
	abstract noun	guts	Determination (slang)
	conjunction (relative)	to	
	conjunction	and	
	repetition	and	
	conjunction	or	
	pronominal	they	
	place adverbial	in that little tea-shop	
	adverbial	already	
66 & 67	time adverbial	now	
	preposition	to	

	time adverbial	now	
	preposition	on	
	determiner	the	
	conjunction	and	
	preposition	about	
	determiner	the	
	conjunction	and	
	determiner	the	
	common noun	people	(all the people of the nation)

### 6. Cohesions Used in the 9<sup>th</sup> Paragraph

S.N.	Cohesion	Used words	Symbolic meaning
68 & 69	pronominal	I	
	adverbial (time)	tomorrow	
	conjunction	and	
	determiner	the	
	repetition	the	
	indefinite pronoun	nobody	
	interrogative pronoun	what	
	repetition	tomorrow	
	conjunction (purpose)	to	
	preposition	from	
	determiner	every	
	interrogative pronoun	how	
	preposition	to	
	determiner	the	
	conjunction (repetition)	and	
	place adverb	from kalanki	
	proper noun	Indra Mohan	leader
	common noun	Babu	Indian English title of respect equivalent to Mr.
70 & 71	indefinite pronoun	someone	
	demonstrative	that	
	colloquial/borrowed)	ghushyaha	Person blamed for taking bribe
	interrogative pronoun	how	
	pronominal	he	
	pronominal	his	
	interrogative pronoun	how	
	comparative	as	



	determiner	whole	
	conjunction	if	
	adverbial	even	
	conjunction	before	
	determiner	the	
	conjunction	that	
	pronominal	I	
	time adverb	now	
	Determiner	Another	
	conjunction	because	
	conjunction	that	
	pronominal	they	
	phrasal preposition	in front of	
72 & 73	conjunction	that	
	determiner	a few	
	determiner	all of	
	conjunction (purpose)	to	
	conjunction (temporal)	before	
	pronominal	they	
	abstract noun	politics	
	adverbial	almost all	
	determiner	all	
	common noun (comparision)	darbar	Ceremonial gathering held by a ruler
	determiner with elipsis	some	some leader
	repetition	some	
	conjunction	and	
	conjunction	that's how	
	indefinite pronoun	anything	
	indefinite pronoun	someone	

	indefinite pronoun	everybody	
	conjunction	and	
	pronominal	our	
	conjunction (purpose)	to	
	preposition	by	
	demonstrative	these	
	preposition	in	
	demonstrative	this	
	interjection (borrowed)	<i>kegarne</i>	What to do?
	conjunction	then	
	interrogative pronoun	why	
	repetition	why	
	conjunction	if	
	demonstrative	this	
	adverbial	just	
	repetition	to	
	pronominal	our	
	interrogative pronoun	what	
	repetition	if	
	time adverbial	tomorrow	
	preposition	since	
	determiner	all	
	determiner	this	
77	adverb	that's all	
	preposition	about	
	relative pronoun	when	
	determiner	the whole	
	demonstrative	these	
	pronominal	our	
	determiner	the	

	pronominal	them	
	determiner	hundreds of thousand	Large number
	common noun (colloquial)		
	common noun (borrowed colloquial)	<i>bhustighre</i>	
	pronominal	her	the woman who runs the tea-shop

### 7. Cohesions Used in the 18<sup>th</sup> Paragraph

S.N.	Cohesions	Used words	Symbolic meaning
110 & 111	pronominal	I	
	interrogative pronoun	what	
	pronominal	you	
	preposition	about	
	pronominal	i	
	preposition	in	
	determiner	the	
	preposition	of	
	conjunction	and	
	pronominal	my	
	adverbial	only	
	preposition	on	
	determiner	the	
	adverbial	like	
	adverbial	nearly	
	pronominal	my	
	conjunction	and	
	interrogative pronoun	what	
	comparative	more	
	comparative	poorer	
	adverb	then	
	pronominal	you	
	conjunction	so	
	conjunction	and	
	pronominal	their	
	adverb	now	
	pronominal	I	
	repetition	I	

	pronominal	you	
	conjunction	because	
	preposition	in	
	conjunction (temporal)	then	
	demonstrative	these	
	preposition	into	
	conjunction	and	
	conjunction	but	
	indefinite pronoun	nothing	
	conjunction	to	
	preposition	for	
	pronominal	me	
	conjunction	or	
	pronominal	you	
	preposition	in	
	demonstrative	this	
	conjunction	so	
	conjunction	to	
	demonstrative	these	
	pronominal	his	

### 8. Cohesions Used in the 20<sup>th</sup> Paragraph

S.N.	Cohesions	Used words	Symbolic meaning
116 & 117	preposition	for	
	adverbial	twice	
	preposition	in the past	
	determiner	the	
	determiner	each	
	preposition	by	
	determiner	the	
	conjunction	that	
	conjunction	and	
	conjunction	that	
	determiner	each	
	determiner	every	
	conjunction	and	
	determiner	every	
	common noun	<i>dalit</i>	lower caste people in Hindu religion
	conjunction	and	
	preposition	in	
	determiner	the	
	preposition	of	
	determiner	the	
	conjunction	that	
118, 119 & 120	interjection	but the result!	To indicate negativeness
	preposition	of	
	relative pronoun	who	
121 to 123	determiner	The number of	
	preposition	on	

	determiner	the	
	conjunction	and	
	conjunction	of	
	place adverbial	On the street of Kathmandu	A crowded and busy city
	conjunction	and	
	prepositional phrase	in the name of	
	pronominal	your	
	preposition	by	
	pronominal	her	
	conjunction	because	
124 to 126	pronominal	she	
	adverbial	naturally	
	determiner	many	
	preposition	about	
	determiner	the	
	pronominal	it	
	conjunction	but	
	pronominal	I	
	conjunction	that	
	introductory pronoun	there	
	conjunction	and	
	pronominal	we	
	preposition	for	
	pronominal	it	
	pronominal	he	
	demonstrative	this	

### 9. Cohesions Used in the 22<sup>nd</sup> Paragraph

S.N.	Cohesions	Used words	Symbolic meaning
133 & 134	determiner	the	
	adjective	like	
	adverb	slowly	
	conjunction	and	
	determiner	the	
	preposition	on the other side of	
	determiner	the	
	determiner	the	
	pronominal	they	
	determiner	the	
	conjunction	and	
	conjunction	to	
	determiner	the	
135 & 136	conjunction	as	
	determiner	the	
	conjunction	and	
	preposition	long	
	preposition	with	
	conjunction	and	
	preposition	at	
	pronominal	them	
	repetition	at	
	conjunction	and	
	conjunction	then	
	adverb	back	
	preposition	at	
137 & 138	preposition	in	
	adverbial ref.	already	



	determiner	the	
	conjunction	to	
	preposition	under	
	preposition	of	
	adjective	so many	
	conjunction	and	
	pronominal	it	
	determiner	some	
	adverbial	down	
	preposition	with	
	pronominal	it	The suspension bridge
139	conjunction	but	
	determiner	the	
	conjunction	to	
	preposition	from	
	preposition	behind	
	adverbial	so	
	adverbial	back	
	conjunction	and	
	conjunction	so	
	pronominal	they	
	adverbial	forward	
	preposition	on	
	determiner	the	
	preposition	in	
	pronominal	their	
	adverbial	even	

### 10. Cohesions Used in the 23<sup>rd</sup> Paragraph

S.N.	Cohesions	Used words	Symbolic meaning
140 & 143	determiner	the	
	determiner	some	
	preposition	with	
	determiner	the	
	adverbial	suddenly	
	determiner	some	
	preposition	to	
	determiner	the	
	conjunction	and	
	preposition	on	
	prepositional phrase	in no time	
	pronominal	they	
	numeral adjective	four	
	adverbial	quite	
	preposition	of	
144 & 145	pronominal	they	
	repetitive	they	
	pronominal	their	
	conjunction	and	
	repetitive	and	
	adverbial	down	
	conjunction	to	
146 to 148	determiner	the	
	conjunction	and	
	determiner	many	
	conjunction	to	
	pronominal	them	
	conjunction	and	

	repetition	and	
	temporal conjunction	then	
	preposition	by	
	numeral	three	
149 & 150	place adverbial	now	
	pronominal	he	
	repetition	now	
	pronominal	his	
	conjunction	and	
	pronominal	he	
	preposition	on	
	determiner	the	
	conjunction	to	
	pronominal	his	
	preposition	with	
	pronominal	his	
	determiner	both	
	conjunction	as of	

### 11. Cohesions Used in the 26<sup>th</sup> Paragraph

SN	Cohesions	Used words	Symbolic meaning
163&164	determiner	another	
	conjunction	and	
	pronominal	he	
	adverbial	instantly	
	conjunction	that	
	pronominal	It	Bang in the next time
	pronominal	he	
	pronominal	his	
	preposition	with	
	pronominal	his	
	conjunction	and	
	conjunction	to	
165 & 166	determiner	the	
	preposition	into	
	adverbial	however	
	conjunction	and	
	pronominal	its	
	preposition	to	
	pronominal	his	
	repetition	his	
	conjunction	and	
	pronominal	he	
	adverbial	hardly	
167,, 168 & 169	adjective	all around	
	pronominal	him	
	conjunction	and	
	pronominal	his	

	pronominal	he	
	conjunction	And	
	conjunction	to	
	prepositions phrase	away from	
	place adverbial	the place	
	adverbial	still	
	pronominal	his	
	preposition	to	
	pronominal	his	
	adverbial	forward	
	noun phrase	the animal instinet	Natural impulse or behavior
	preposition	in	
	pronominal	him	
	repetition	him	
	conjunction	to	
	conjunction	in order to	
	pronominal	him	
	preposition	from	
	noun phrase	the potential dangerous predators	The army and police going to suppress the <i>andolan</i>

## 12. Cohesions Used in the 27<sup>th</sup> Paragraph

SN	Cohesion	Used words	Symbolic meaning
170&171	determiner	another	
	conjunction	and	
	place adverbial	on the ground	
	pronominal	he	
	place adverbial	on the dirt	
	conjunction	and	
	adverbial	only	
	determiner	the	
172, 173 & 174	pronominal	he	
	place adverbial	on his chest	
	pronominal	he	
	place adverbial	on his hand	
	conjunction	and	
	preposition	at	
	pronominal	it	
	pronominal	he	
175 to 177	adverbial	surely	
	pronominal	he	
	adverbial	too	
	conjunction	to	
	pronominal	he	
	preposition	to	
	pronominal	his	
	pronominal	she	
	preposition	for	
178 to 180	interrogative adverb	where	
	pronominals	his	
	adverbial	too	

	Adverbial (place)	on dirt	
	Adjective	like	
	pronominal	him	
	interjection	oh!	Expression of realization
	pronominal	he	
	adverbial	anymore	
181 to 182	demonstrative	these	
	adverbial	rapidly	
	adverbial	into his mind	
	conjunction	and	
	pronominal	he	
	place adverbial	at the sky	
	introduction pronoun	it	
	conjunction	but	
184-187	pronominal	he	
	conjunction	and	
	temporal conjunction	then	
	indefinite pronoun	everything	
	Interjection	How obscene!	