

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most highly developed and most frequently used means of communication that human beings possess. It is a system of arbitrary vocal symbols used for human communication. It is needed to share ideas, feelings, thoughts, emotions and desires. Therefore, language is a means through which information and messages are exchanged. Crystal (1997, p.22) defines language as "The systematic conventional use of sound, signs, or written symbols in a human society for communication and self expression."

Language is a complex phenomenon. A child masters the extremely complex system of native language within a few years of time without any instruction and practice. No other animals can acquire language because of its complex structure and their physical inadequacies. There are so many languages in the world but all the languages have no written forms. We know, the primary form of language is speech and the writing is the secondary. Language comprises of phonological, grammatical, and semantic aspects. The acquisition of language involves the acquisition of phonological patterns, grammatical rules, and meanings. According to Richards et al. (1999, p. 196), "Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) in to large units, morphemes, words, sentences, utterances."

Language is used in terms of different skills. A skill means to do something well and expertly. Learning a language means learning the four skills viz. speaking, reading, listening, and writing. These different skills are essential for a proficient learner.

English is spoken across the world as an international language because it has certain features which have added its musicality. Its intonation system, simplicity and rhythm have made English popular. Cohesion is one of the features of any language and one of the most important features of the English language.

In our context, the English language has been taught as a compulsory subject from Standard One to Bachelor Level. With the change of time and situation, the curriculum has been designed with the specific modified features to suit Nepalese society and compete in the international manpower market. Hence, it is a language for livelihood in Nepal.

There are different curricula used in government-aided and non-governmental institutions in Nepal. The Government has launched its own curriculum in education. Mostly, private schools use different English books to upgrade the proficiency of the students by incorporating the different language skills.

According to Awasthi (2006, p.1), “a text book is a teaching material for the teacher and a learning material for a learner. It is one of the pivotal aspects of the total teaching and learning process”. According to Hutchinson and Torres (1994, p.315, quoted in Awasthi, 2006, p-1), it is an almost universal element of teaching. He further writes “it is a guide for teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt.”

1.1.1 Introduction to Symphony

Symphony is a new series in English. It is an integrated English course for students in primary, lower secondary and secondary levels. The series is edited by Shreedhar Prasad Lohani, and compiled by Ananda Sharma, Shiva Thapa and Laxman Gnawali. This book follows an eclectic approach to language learning, and presents the language skills in a holistic manner. A language course book remains incomplete if it lacks any of the four language skills. This series includes the four language skills- listening, speaking, reading and writing. Each lesson of the text includes exercises to develop these skills in

learners in the target language. Therefore, it seems that the principles of designing any language courses are maintained in this course book. This series includes materials, which are appropriate to the interests of the students, provide those opportunities for meaningful communication, enrich their general knowledge, and expand their knowledge of the world.

Within the series (1-8) i.e. primary to secondary, the book 3, 4, 5 contains 13 units in each. *Symphony* (3, 4, and 5) includes 45 dialogues. Each unit contains a dialogue as well as grammatical exercises, reading and writing exercises, word power, listen and speak exercise, and communicative activity.

1.1.2 Introduction to Dialogue

A dialogue is a conversation between two people. It literally means talk between two people. It involves at least two participants in a form of speaker - listener, addresser-addressee or sender and receiver. It may be in written or spoken form. There may be the involvement of just two persons or more in a dialogue. The roles of the speaker and the listener change constantly i.e. turn taking. Thus, the person who speaks first becomes a listener as soon as the addresser takes his or her turn in conversation by beginning to speak.

Generally, when we analyze dialogue; we find its two types: formal and informal. Formal dialogues are those in which the language is free from slang and the use of colloquial terms, there is no use of contracted forms and most frequent use of passive forms. Informal dialogues use contracted forms and have less frequent use of passive form.

A good dialogue should maintain the different characteristics: spontaneity, exchange, balance, natural colloquial language, clarity and brevity, supra linguistic features e.g. gestures, facial expression, posture of the body, stress, tone, intonation, accent if it is in spoken form.

Dialogue should be given proper priority in learning because it helps students to internalize phrases which frequently come in communication, greetings, expression of agreement and disagreement etc.

1.2 Cohesion

Cohesion is a relationship in different elements of a text, which is considered in terms of either similar construction or contrast between different sentences or between different parts of sentences. It is a property of any text of any length. It is essential for effective writing. When some successive sentences constitute a text, these sentences are connected with each other in terms of meaning. The connection is grasped as 'cohesion' by Halliday and Hasan (1976). Therefore, cohesion is a property of any text. Writers or speakers relate their texts or utterances to previous ones through the use of cohesive relations; a cohesive tie is established. Cohesive ties enter in to cohesive chains, which run throughout a text, revealing how different parts of a text are related to each other.

The relationship and unity of all the elements in a text refers cohesion. Halliday and Hasan (1976, p.4) define it as 'a semantic unit'; it refers to the relations of meaning that exist within the text, and that defines it as a text. In other words, a text stands as a text by means of cohesion. Due to lack of cohesion, some successive sentences would be parted from each other and would not form a text. All the definitions take cohesion as a kind of relation, which exists in a text to form its unity. So it is a formal, semantic and stylistic feature or ties that connect each element to make a text coherent and communicative enough. We can say cohesion is the network of lexical, grammatical and other relation, which link previous parts of a text. These relations or ties organize and to some extent, create a text, for instance, by requiring the reader to interpret words and expression by reference to other words and expressions in the surrounding sentences and paragraphs. It is a surface relation, which connects together the actual words, and expressions that we can hear. Furthermore, it is a skill in

which we produce a sequence of sentences arranged in a particular order and linked together in certain ways.

A cohesive text has unity: that is it deals with one topic. But unity alone cannot make the text effective. In a text, we may find that all sentences are closely related to the central idea, but the text is badly written. This happens when the sentences are not properly arranged and the reader finds it difficult to understand the inter-relation of the sentences and the paragraph (text) lacks coherence. An effective text should arrange the details in the natural order. One sentence should lead to the next and there should be a continuous and logical progression of thought.

We analyze cohesion in a piece of text. According to Halliday and Hasan (1976:p.293)

... text is not just a string of sentences, it is not simply a large grammatical unit, something of the same kind as sentences, but differing from it in size- a sort of super sentence. A text is best thought of not as a grammatical unit at all, but rather as a unit of a different kind: a semantic unit.

This definition clearly states that a text is not just a network of sentences but a grammatical unit that provides information about a text, which is meaningful, and is of any size. Similarly, Crystal (1992, p.72) defines a text as, “a piece of naturally occurring spoken, and written of signed discourse identified for purposes of analysis. It is often a language unit with a definable communicative function such as conversation, posters”.

Richards et al. (1999, p.62) define cohesion, “as the grammatical and or lexical relationship between the different elements of a text”. This may be the relationship between different sentences or between different parts of sentences. According to Halliday and Hasan (1996, p.6), there are two types of cohesion: Grammatical and lexical. Any piece of language that is operational,

functioning as unity in some context of situation, constitutes a text. A text may be spoken or written, prose or verse, dialogue or monologue. It may be of any length. It may be anything from a single proverb to a whole play, a momentary cry for help in all day discussion on a committee. Warning, titles, announcements, inscriptions, advertising slogans, etc. are examples of texts.

The property of being a text is called 'texture'. A text has texture and this is what distinguishes it from something that is not a text. It derives this texture from the fact that it functions as a unit with respect to its environment. Texture is realized in existing relation between parts of a text. For example:

... Would you like to meet possibly, between the seventh to the tenth?
Anything during those days would be fine.

In this example 'those days' refers to 'between the seventh to the tenth'. There is a relation between those two phrases that make the two sentences become a text, because they hang together as one unit. This relation is a cohesive relation and the pair of related items brings a cohesive tie.

Cohesion plays a vital role in a dialogue. A dialogue may remain meaningless in the absence of cohesion. A dialogue to be coherent and meaningful should maintain appropriate link markers i.e. cohesive devices: alliteration, assonance, rhyme etc. in phonological level; reference, substitution, conjunction, ellipsis in grammatical level, and reiteration and collocation in lexical level.

The present research highlights Halliday and Hasan's (1976) two devices of cohesion- grammatical (reference, substitution, ellipsis and conjunction) and lexical (reiteration and collocation) cohesion in eighteen dialogues from the Symphony series of Class Three to Five.

1.2.1 Grammatical Cohesion

Grammatical cohesion deals with the relationship between different parts of a text. The parts of a text are analyzed on the basis of different devices.

According to Halliday and Hasan (1976), grammatical cohesion is maintained by the four cohesive devices: reference, ellipsis, substitution and conjunction.

1.2.1.1 Reference

There are certain items in every language which have the property of reference, one of the most significant cohesive ties among the element in any text. Instead of being interpreted semantically in their own right, they make reference to something else for their interpretation. Referring to the other element(s) in a written\spoken context we can only discover the meaning of referential expressions. For example:

- (I) A: Have you a photograph of this girl?
B: Yes, I think you'd better look at it.

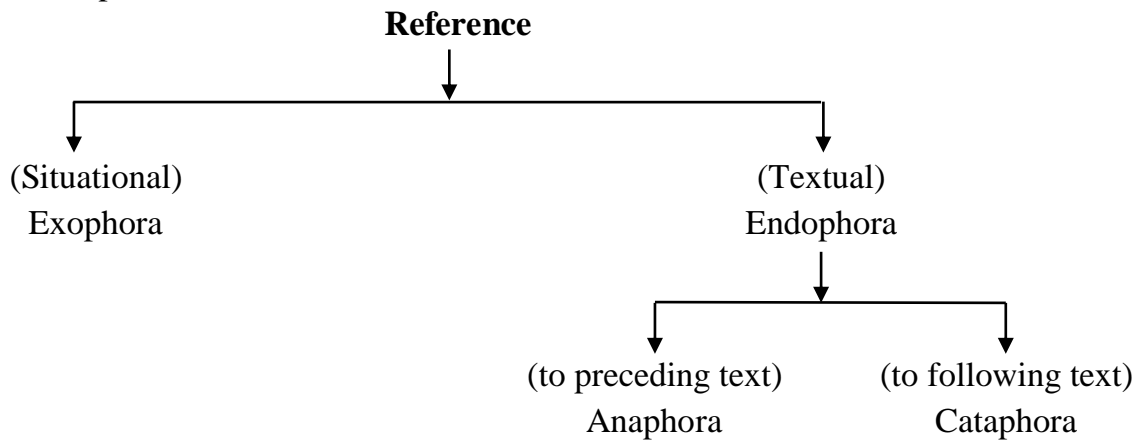
In this dialogue, the pronominal 'it' refers to "a photograph".

- (II) Wash and core the six cooking apples. Put them into a fireproof dish.

In these two sentences 'them' in the second one, refers back to the 'six cooking apples' of the first one.

Reference is a semantic relation. So what must match are the semantic properties. But these need not necessarily have been encoded in the text; they may be retrievable from the situation. It is certainly possible that, in the evaluation of a language, situational reference precedes the text reference. Situational reference refers to a thing as identified in the context of situation and textual reference refers to a thing as identified in the surrounding text. Halliday and Hasan (1976, p.33) give special term for situational and textual reference. The former is named as exophora or exophoric reference and the

latter is named as endophoric reference. As a general rule, reference items may be exophoric or endophoric; and, if endophoric, they may be anaphoric or cataphoric.



Exophoric reference is one form of context-dependence. Exophora is not simply a synonym to referential meaning. An exophora item, however, is one, which does not name anything; it signals that the reference must be made to context of situation to interpret what is said. A high degree of exophoric reference is one characteristic of the language of the children's peer group. When children interact with each other, especially young children, they do so through constant reference to things, and since the things, which serve, as reference points are present in the immediate environment, they are typically referred to exophorically. So that only endophoric reference is cohesive. Exophoric reference contributes to the creation of text, in that it links the language with the context of situation but it does not contribute to the 'integration' of one passage with another so that the two together form part of the 'same' text. Hence, it does not contribute directly to cohesion.

Endophoric reference contributes directly to cohesion. It has already been mentioned that there are two kinds of endophoric reference: anaphoric and cataphoric reference.

a. Anaphoric Reference

Anaphoric reference points the reader or listener 'backwards' to previously mentioned entity, process or state of affairs. For example:

There was a brief note from Susan. She just said, "I am not coming' home this weekend."

In these two interrelated sentences 'she' and 'I' in the second one refer back to 'Susan' of the first one. Such a tie between two elements can be regarded as anaphoric referential cohesion.

b. Cataphoric Reference

Cataphoric reference points the reader or listener forward. It draws us further into the text in order to identify the elements to which the reference items refer. For example:

"Do you want to know the woman who designed it? That was Mary Smith. "

It is clear that the reference item 'the woman' refers to Mary Smith.

Halliday and Hasan (1976, p.37) identify three subtypes of referential cohesion: personal, demonstrative and comparative. These various devices enable the writer or speaker to make multiple references to people and things within a text.

c. Personal Reference

Personal reference is a reference by means of function in the speech, situation (or in the written context), through the category of person. The category of personal includes three classes of personal pronouns, possessive determiners (usually called 'possessive adjective') and possessive pronouns. This is to say that personal reference items are expressed through pronoun and determiners. They serve to identify individuals and objects that are named at some other point in the text. For example:

"My husband and I are leaving. We have seen quite enough of this unpleasantness."

Here 'we' refers to 'my husband' and 'I'. We and I are the examples of personal reference.

d. Demonstrative Reference

According to Halliday and Hasan (1976, p.57), "Demonstrative reference is essentially a form of verbal pointing or by means of location on a scale of proximity". Demonstrative reference is expressed through determiners and adverbs. So when there is a reference of something locating either near or far, present or absent is called demonstrative reference. These items can represent a single word or phrase, or much longer chunks of text that ranging across several paragraphs or even several pages. For example:

"I like the lions, and I like the polar bears. These are my favorites."

The demonstrative reference 'these' refers back to the lions and the polar bears'. The following table (by Halliday and Hasan, 1976, p.57) shows the system of demonstrative reference.

		<u>Near</u>	<u>Far</u>
Participant	→ Singular	this	that
	→ Plural	these	those
Circumstance	→ Place	here	there
	→ Time	now	then

e. Comparative Reference

According to Nunan (1993, p.24),"Comparative reference is expressed through adjectives and adverbs and to compare items within a text in terms of identity

or similarity". When the degree of entities is expressed then there is the use of comparative reference.

A: Would you like these sweets?

B: No, I'd like the other ones.

Here the first 'these sweets' are compared with the second 'the other' ones'.

1.2.1.2 Ellipsis

Ellipsis occurs when some essential structural element is omitted from a sentence or clause and can only be recovered by referring to an element in the preceding text. According to Halliday and Hasan (1976, p.142), "ellipsis is the omission of elements or simply 'substitution by zero items' or something left unsaid". So, ellipsis involves the omission of an item. In other words, in ellipsis, an item is replaced by nothing. That is to say, ellipsis is a form of substitution where the original item is replaced or substituted by null or zero items.

According to Richards et al. (1999), ellipsis is the leaving out of words or phrases from sentences where they are unnecessary because they have already been referred to or mentioned.

An example can be cited from Cook (1995,p 20) as,

A: Would you like a glass of juice?

B: Yes, I would.

Here 'like a glass of juice' is omitted in response. So, omitting part of a sentence on the assumption that an earlier sentence or the context will make the meaning clear is known as ellipsis. There are three types of ellipsis: nominal, verbal and clausal.

a. Nominal Ellipsis

Nominal ellipsis means ellipsis within the nominal group. An example can be cited from Nunan (1993,p.26) as,

My kids play an awful lot of sport. Both are incredibly energetic.
'My kids' is omitted in second sentence.

b. Verbal Ellipsis

Verbal ellipsis means ellipsis within the verbal group. For example:

A: Have you been working?
B: Yes, I have.

In the example, the verb 'work' is absent in the second one.

c. Clausal Ellipsis

Clausal ellipsis means ellipsis of clause. An example from Mishra (2007, p. 50) is cited here.

A: Why are you serving food for John? He is taking his meal today at a hotel.
B: Is he? He didn't tell me.

1.2.1.3 Substitution

Substitution is another significant cohesive relation that can be a tie between the elements in a written text. Halliday and Hasan (1976,p. 88) define substitution "as the placement of one item by another". Substitution is a relation in the wording rather than in the meaning. It means that substitution is a relation between linguistic items, such as words or phrases. So, it is a relation on the lexio- grammatical level, the level of grammar and vocabulary, or linguistic form. It is a relation, within the text. A substitute is a sort of counter,

which is used in the place of the repetition of a particular item. As a general rule, the substitute item has the same structural function as that for which it substitutes. For example:

"My axe is too blunt. I must get a sharper one."

In the example, 'one' and 'axe' both are head in the nominal group. The word 'one' is a 'substitute' that substitutes for 'axe'.

a. Types of Substitution

Since substitution is a grammatical relation, a relation is in the wording rather than in the meaning. The types of substitution are defined grammatically rather than semantically. In English, the substitute may function as a noun, as a verb or as a clause. So, there are three types of substitution: nominal, verbal and clausal. The following is a list of the items that occur as substitutes:

Nominal : one, ones, same

Verbal : do

Clausal : so, not.

i. Nominal Substitution

The substitute one\ones always functions as head of a nominal group, and can substitute only for an item, which is itself a head of a nominal group. An example can be cited from Halliday and Hasan (1976, p. 97) as,

A: Are you planting trees here?

B: I thought of planting some apple ones.

Here 'ones' is the nominal substitute of 'trees'.

ii. Verbal Substitution

The verbal substitution in English is 'do'. This operates as head of a verbal group; in the place that is occupied by the lexical verb and its position is always final in the group. For example:

A: Annie says you drink too much.

B: So do you.

Here 'drink too much' is substituted by 'do'.

iii. Clausal Substitution

In clausal substitution, what is presupposed is not an element within the clause but an entire clause. The word 'so' is used as substitutes. An example can be cited from Halliday and Hasan (1976, p. 138) as,

A: Are you tired?

B: Yes. (I am tired.)

Here 'are you tired' is substituted by the clausal substitute 'yes'.

1.2.1.4 Conjunction

“Conjunction is the process of combining two constituents of the same type to produce another larger constituent of the same type,” (Freeman, 1999, p. 461). Conjunction is an important cohesive device because it signals relationships that can be fully understood through reference to other parts of a text.

Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader or previously mentioned entities, actions and states of affairs. It signals the way in which the writer wants the reader to relate what is about to be said to what has been said before. Conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other. Actually it links two or more elements in written or spoken text with different manners or meaning. According to Dijk (1982, p. 28) "relations between propositions or facts are typically expressed by a set of expressions from various syntactic categories, which will here be called connective". For example:

The soil has dried out because it did not rain this summer.

Here 'because' connects two sentences. Halliday and Hasan (1976, p. 238) identify four different types of conjunction in English:

- a. Additive
- b. Adversative
- c. Causal
- d. Temporal

a. Additive

The additive conjunctions state the additional information to the given information. In other words, the additive conjunction links the further information with given or previous information. For example:

For the whole day, he climbed up the steep mountainside, almost without stopping. And in all this time he met no one:

Here 'and' join two information. Similarly, the other additive conjunctions are: and also, nor, or, in addition, besides, furthermore, likewise, in the same way, etc.

b. Adversative

The basic meaning of adversative relation is 'contrary to expectation'. Adversative relationship exists when the information in the second sentence of each text moderates or qualifies the information in the first. For example:

I am afraid I'll be home late tonight. However, I won't have to go in until late tomorrow.

Some adversative conjunctions are: yet, but, though, nevertheless, etc.

c. Causal

The causal relationship is one of cause and consequence. The simple form of 'causal relation' is expressed by: so, thus, hence, therefore, consequently,

accordingly, and a number of expressions like: as a result (of that), in consequence (of that), because of that etc. An example from Nunan (1993, p. 27) is cited here:

Chinese tea is becoming increasingly popular in restaurants, and even in coffee shops. This is because of the growing belief that it has several health giving properties.

d. Temporal

Temporal relationships exist when the event in a text and are related in terms of the timing of their occurrence. The simple form of 'temporal relation' is expressed by: then, next, after that, just then, previously, finally, etc. For example:

Mrs. Kavita passed her B. Ed first, and then she joined a college in Chitwan. Here 'and then' refers to time.

1.2.2 Lexical Cohesion

Lexical cohesion refers to the semantic relationship between two or more words of a text. A text is built up by the combination and interaction of different content and grammatical morphemes. Lexical cohesion occurs when two or more elements in writing are semantically related in some way. In other words, they are related in terms of their meaning. This is cohesive effect achieved by the selection of vocabulary items rather than of structure or patterns. A given lexical item cannot be said to have a cohesive function per sentence, but any lexical item can enter into a cohesive relation with other items of a text. It can be said that lexical cohesion covers any instances in which the use of lexical item recalls the sense of an earlier one. According to Halliday and Hasan (1976), lexical cohesion embraces two distinct aspects as reiteration and collocation.

1.2.2.1 Reiteration

When one lexical item refers back to another, to which it is related by having a common referent, we shall refer to this general phenomenon as reiteration.

Reiteration includes repetition, synonym, or near synonym, super ordinate, and general word and in most cases it is accompanied by a reference item, typically 'the'. For example:

There is a boy climbing that tree.

The boy is going to fall if he doesn't take care. (Repetition)

The lad's going to fall if he doesn't take care. (Synonym)

The child's going to fall if he doesn't take care. (Super-ordinate)

The idiot's going to fall if he doesn't take care. (General word)

The underlined words refer back to the previously mentioned entity.

Reiteration is not the same as reference; however, it does not necessarily involve the same identity. Reiteration thus fulfills a similar semantic function to cohesive reference.

1.2.2.2 Collocation

Collocation, as a subclass of lexical cohesion in Halliday and Hasan's model includes all those items in a text which are semantically related and that regularly co-occur. Crystal (1991, p. 82) defines collocation as "co-occurrences of individual lexical items." The-items will have the systematic relation of meaning such as:

Various kinds of oppositeness of meaning: boy/girl; love/hate; order/obey.

Associations between pairs of words from same ordered series:

Tuesday / Thursday; August / December; Dollar / Cent .

Association between pairs of words from unordered lexical sets:

Part-whole relations : car/break; body/arm; bicycle/wheel

Part-part relations : mouth/chin; verse/chorus

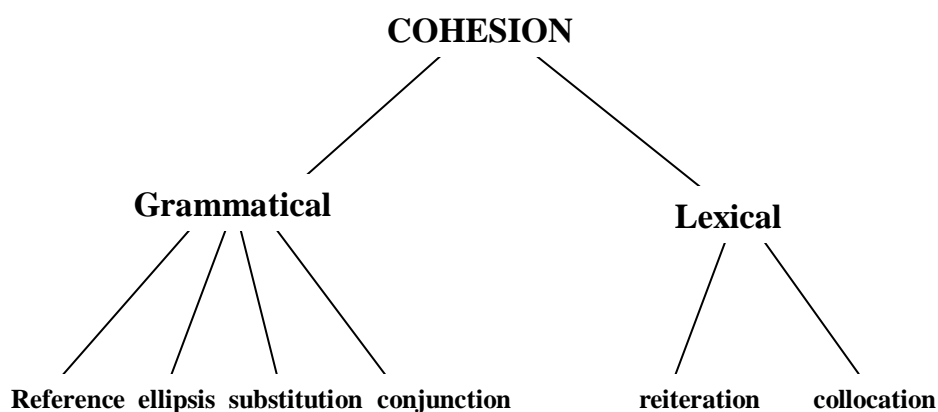
Co-hyponymy : red/green (colors); chair/table (furniture)

Association based on a history of co-occurrence (collocation proper):

rain, pouring, torrential, wet, hair, comb, curl, wave, etc.

1.2.2.3 Framework for the Study

The researcher has studied the eighteen dialogues from symphony through Halliday and Hasan's (1976) two devices of cohesion as the following diagram:



1.3 Review of the Related Literature

A few research studies have been carried out in connection with the cohesion but there is not even a single research conducted on cohesion in dialogues (on Symphony). Cohesion is a broad topic. So, a number of research studies have been carried out in connection with the cohesion in the world on the various issues and topics of cohesion in writing. For example, Masatosi (1984) conducted a research entitled "On the Text Forming Connectives in English". He found that various adverbials, which can function as connectives play an important role in text forming, are not the only expressions, which comprise the category of connectives. Adhikari (1996) carried out a research on "Cohesion in Blake's Poetry." He studied the cohesion in selected poems written by William Blake. In his study, he describes the phonological, grammatical, and lexical cohesion prevalent in the Blake's poetry. Poudel (2005) conducted a research entitled "Students Ability in Expressing Cohesion in English Writing."

She found that the students of B.Ed. first year (major English) were better in respective ability than in productive ability in establishing cohesion in writing. Bhetwal (2006) carried out a research on “A Study on Lexical Cohesion in the Poems of Teaching English Literature, Taught in B. Ed. Third Year.” He found that the poems are lexically cohesive in terms of reiteration than in terms of collocation and the negative sense of symbolization is more than positive sense of symbolization in the poems. Paudel (2006) studied on “Students’ Ability to establish Cohesion in Reading.” He found that students were more proficient to establish cohesion in reading on cohesive ties format than on the fixed ratio format. They were more proficient to supply exact word to the key than to supply synonymous/acceptable words. On the whole their overall ability to establish cohesion in reading was found very poor. Similalry, Adhikari (2010) conducted a research entitled, "Use of Discourse Devices in Writing" in order to findout discourse devices used by secondary level (Grade 9 and 10) students. He found that the students from private schools used more discourse devices appropriately than the students from public schools

The present study differs from the previous studies because it studies school level English textbooks, identifies the property of the languages and explores the hidden property which has added the musicality to the text.

1.4 Objectives of the Study

The research had the following objectives:

- i. To find out the cohesion in dialogue in ‘Symphony’ series of class 3, 4, and 5 on the basis of following areas:
 - a. Grammatical (reference, ellipsis, substitution and conjunction)
 - b. Lexical (reiteration and collocation)
- ii. To recommend some pedagogical implications for using hidden properties of a language in any texts.

1.5 Significance of the Study

This study is a small effort in the field of language teaching and learning. It tried to find out how cohesion is implied in ‘Symphony’ series. The study will be helpful to the students, teachers, textbook writers, and curriculum designers and to those who are interested to conduct research in cohesion. This is to say that the findings of research will certainly be very significant to all those who are directly or indirectly involved in teaching English as a foreign language in Nepal and abroad because without understanding the relationship in different elements of the text, no one has mastery in the use of languages for different purposes. As cohesion is a property of any texts, it will be very significant to all those who involve in teaching English to get knowledge on cohesion.

CHAPTER TWO

METHODOLOGY

In order to fulfill the objectives of the study and to lead it towards the conclusive findings, the researcher adopted the following research methodology such as textual analysis and library study.

2.1 Sources of Data

The study is based on secondary sources of data.

2.1.1 Secondary Sources of Data

The researcher has consulted the following secondary sources to fulfill the objectives of the research- Halliday and Hasan (1976), Mc-Carthy (1991), Nunan (1993), Asher (1994), Lohani et al. (2005) and Mishra (2007). Apart from them, the researcher studied different related books, journals, articles, reports to facilitate the study.

2.2 Sampling Procedure

The researcher selected six dialogues from each book of the ‘Symphony’ series (3, 4, and 5), using judgemental sampling procedure on the basis of the researcher's capacity to select dialogues which have maximum use of both grammatical and lexical cohesion. The capacity is enhanced through a detail study of all relevant literature on cohesion.

2.3 Tools for the Data Collection

The researcher used the observation table. He analyzed the dialogues through the observation table.

2.4 Process of Data Collection

First of all, the researcher collected the ‘Symphony’ series of 3, 4 and 5. He then selected six dialogues from each of the series. There are altogether 18 dialogues used in the analysis. The researcher then analyzed the selected dialogues with the help of observation table.

2.5 Limitations of the study

The study had the following limitations:

- a. This study was limited to the dialogues (Symphony)
- b. It was limited only in eighteen dialogues.
- c. Only the grammatical devices (references, ellipsis, substitution, conjunction), and lexical devices (reiteration and collocation) were studied.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The researcher has analyzed all selected dialogues systematically using tables, examples and analytical tools used in the Chapter I under 'Cohesion'. There is a comprehensive analysis of grammatical and lexical cohesions in the selected dialogues of the 'Symphony' series. The text of the dialogues is placed in the appendix.

3.1 Cohesive Devices Used in Dialogues

The grammatical as well as lexical cohesive devices are analyzed by using the observation table and interpreted the eighteen dialogues as below:

Table No. 1
Use of Cohesion in Dialogue No. 1

Grammatical Cohesion	Examples
1.Reference	her, it, you
2.Ellipsis	doing?
3.Substitution	
4.Conjunction	but, and
Lexical Cohesion	
1.Reiteration	be, in the afternoon
2.Collocation	morning/afternoon

This dialogue is among the three school friends- Rakesh, Rita and Roopesh. The dialogue mainly concentrates on making plans and doing things.

The repetition of certain grammatical structures and lexicon serve to make the given text good examples of grammatical and lexicon cohesions. The grammatical and lexicon cohesions are maintained by different cohesive items. The cohesive items are reference, ellipsis, and conjunction as well as the repetition as shown in the above table.

This dialogue is constructed with a few verbs 'be' and 'do'. The verb 'be' is repeated seven times in the forms of 'is' and 'are'. The verb except 'be' is 'do'. The repetition of the 'be' form has helped to communicate message effectively. The repetition has made the text easier to follow. The 'be' verb is used here as continuous i.e. present continuous except in the first sentence.

In this dialogue, the whole conversation is about a plan of the afternoon. So, 'in the afternoon' is repeated. The repetition of 'be' in almost all lines of the dialogue shows the standard of conversation at one hand and its structure on the other. Without 'be' this dialogue cannot exist in this form. The total text is constructed with a good play of a single verb.

The dialogue has the use of only personal pronouns i.e. 'you' and 'her'. The second person pronoun 'you' is used twice while the third person possessive 'her' is used once to refer to little sister.

The dialogue has also the use of ellipsis. A good example of ellipsis in this dialogue can be seen in the sentence, "What are you doing?" Here, the context is about the plans and activities of the afternoon. In this sentence, the phrase in the afternoon is elliptical one.

This dialogue has also the use of conjunctions: 'but' and 'and'. The sentences from the dialogue using conjunctions are:

- Right now, I am watching television, but in the afternoon I am helping my little sister do her homework.
- I think I am staying home and reading a book.

The dialogue makes a good use of certain words and structures which are internalized in the speaker's mind. These, not only make the text meaningful but also coherent. Though it looks that the speakers have used very simple utterances, there is the use of grammatical and lexical cohesive devices which have made the dialogue coherent and meaningful. The beauty of the dialogues lies in the uses of such devices.

Table No. 2
Use of Cohesion in Dialogue No. 2

Grammatical Cohesion	Examples
1.Reference	You, that
2.Ellipsis	Yes, really?, Music and painting
3.Substitution	that's right
4.Conjunction	and
Lexical Cohesion	
1.Reiteration	like, teach
2.Collocation	

This dialogue is between two friends. They are Ramesh and Tulasi. The participants in this dialogue seek information about their job. This is a short dialogue. Only two participants are take their turn four times.

In this dialogue, the grammatical linkage, reference is maintained by only one personal pronoun i.e. second person pronoun 'you' and the demonstrative pronoun 'that'. The pronoun 'you' here refers to Tulasi. Though Ramesh and Tulasi are the participants, only Ramesh asks the questions and Tulasi only answers. The reference item 'you' occurs three times in the whole dialogue. In the same way, the demonstrative pronoun 'that' occurs as a phrase 'that's right'. Here that refers to the things what Ramesh heard i.e. looking for a job.

Ellipsis is the other major devices of cohesion. This dialogue has the use of ellipsis. A good example of ellipsis can be seen in 'yes'. The word 'yes' is an elliptical one in the sentence 'Oh, yes.' In the same way, there is ellipsis in the last utterance;

Ramesh: What will you teach?

Tulasi: Music and painting.

Here the utterance 'music and painting' by Tulasi means she will teach music and painting. This dialogue also includes substitution. Tulasi's response 'that's right' substitutes Ramesh's utterance.

This dialogue has also the use of conjunctions. The conjunctions in this dialogue are and.

In this dialogue, the main verbs are ‘like’ and ‘teach’. Both the verbs are repeated. So the repetition of lexicon serves to make this text lexically cohesive. Some utterances which maintain repetition are:

- What would you like to do?
- Well I would like to teach.
- Yes I think teaching is an exciting profession.
- What will you teach?

This dialogue in fact, does not seem to be a good dialogue although the certain words and structures are internalized in the speaker’s mind. The personal pronoun ‘you’ is repeated three times to refer to ‘Tulasi’. Another interesting thing in this dialogue is that only Ramesh has asked the questions. The job of Tulasi here seems only to response what Ramesh asks. She does not put any questions. Her role seems to be passive. The whole conversation is centered on only a verb ‘teach’. Similarly, the four different keys play the significant role for internalizing the whole dialogue.

Table No. 3
Use of Cohesion in Dialogue No. 3

Grammatical Cohesion	Examples
1.Reference	this, you, I, this, your, it
2.Ellipsis	yes
3.Substitution	so, them, then
4.Conjunction	but
Lexical Cohesion	
1.Reiteration	be
2.Collocation	

This dialogue is a talking among the participants Surav and Prapti; Silu and Marie; Santosh, Subham and Anna. This dialogue especially highlights on the

description of people and places. The dialogue is divided in three i.e. A, B and C parts. The role of surav and Prapti belongs to A and so is to B by Silu and Marie. The third part C belongs to the participants Santosh, Anna and Subham.

This dialogue has the use of personal as well as demonstrative pronouns. The personal pronoun used in this dialogue is the second person 'you'. The demonstrative pronoun 'this' and the objective pronoun 'them' are also used in this dialogue. Some sentences having reference from the dialogue are:

- Where are you from?
- I am from Canada.
- Oh, what part of Canada are you from?
- I'm from Toronto.

In the same way, we can see the pronouns

- Your (possessive adjective)
- It (Third person)
- You (second person)
- I (First person pronoun).

In the same way, the pronouns 'I' and 'you' are used mostly in the third part of dialogue. The demonstrative pronoun 'this' is used in this dialogue in the sentence. Anna, this is Subham.

This dialogue has also the use of ellipsis. In this dialogue the answers of Marie 'yes it is' and 'yes I am' are elliptical. Let's observe the sentences:

- Is your name French, Marie?
- Yes it is.
- So you are a Spinard.
- Yes I am.

In both sentences there is ellipsis i.e. 'yes, my name is' in the first and 'yes, I am a Spinard' in the second sentence.

Substitution is another device of cohesion where some words or phrases replace the other words. 'So' and 'them' in this dialogue substitutes the utterance of Marie, Anna, and Subham's.

- But I'm from Spain_ from Madrid.
- So you are a Spinard.
- I'm from Nepal.
- So you are a Nepali.
- There are over sixty languages in Nepal. I speak several of them.

Here, 'them' substitute's languages.

Conjunctions are also found in this dialogue. 'But', 'by the way' are the conjunctions where 'but' is repeated three times. Study the following sentences:

- But I'm from Spain from Madrid
- But my friends are from France
- But your name sounds Indian.

Not only grammatically but also lexically this dialogue is cohesive. In this dialogue mostly the verb 'be' is used in the form of 'is', 'am' and 'are'. The whole dialogue in fact describes people and places and their nationality. Every sentence of the dialogue has the use of 'be' verb. The verb 'be' is therefore repeated many times in the dialogue. Out of twenty- two sentences of this dialogue only the following verbs in the sentence are not repeated.

- But your name sounds

In conclusion, this dialogue is rich in cohesion taken from book 3. It is divided in to three small parts and has a good example of cohesion. This dialogue describes people and places in connection with their nationality. The whole dialogue is in present tense. Out of 22 sentences, 5 sentences are questions. The sentences, i.e. questions of the dialogues are as follows:

- Where are you from?
- What part of Canada are you from?
- Is your name French Marie?
- By the way what language do you speak in Nepal?

Table No. 4
Use of Cohesion in Dialogue No. 4

Grammatical Cohesion	Examples
1.Reference	I, you, your
2.Ellipsis	Yes, no spicy food. but don't worry
3.Substitution	Well then, it's that
4.Conjunction	and, but
Lexical Cohesion	
1.Reiteration	Take, drink, be, eat
2.Collocation	Stomachache, headache

Dr. Sharma and Mr. Lama are the two participants of this dialogue taken from symphony – 3, entitled ‘Physical Exercise’. Dr. Sharma and Mr. Lama are discussing the same issue. Mr. Lama has the problem of headache as well as stomachache. Dr. Sharma asks Mr. Lama about the matter where Lama pours his bitter problem. Then at last Mr. Sharma advised Mr. Lama to take some medicine. This dialogue is short in nature. The main issue is the problem of Lama and the whole discussion that is why is centred on cause and effect.

In this dialogue, the pronouns ‘you’, ‘I’ and ‘your’, are the references. ‘I’ is the first person pronoun, ‘you’ is the second person, and ‘your’, is the possessive adjective. The first person pronoun, ‘I’ here used by both characters; Lama and Sharma which made the dialogue meaningful. ‘You’ (the second person pronoun), here used by Dr. Sharma to refer to Lama. In the last line of conversation the possessive adjective ‘your advice’ refers to Mr. Sharma’s advice.

The grammatical item ellipsis is also used in this dialogue. In the second last line, Dr. Sharma advises Mr. Lama where we can see the best example of ellipsis. ‘Yes, no spicy food’. Other sentences having ellipsis are:

- But don’t worry.
- And don’t drink coffee, tea.
- I will take your advice doctor and thank you.

The second last line of this dialogue is the best example of substitution. When Dr. Sharma utters well, then it’s that. Here, ‘then it’s that’ substitutes the case i.e. spicy food.

This dialogue has more use of conjunctions which has made the dialogue more sensible and coherent. There are some sentences where the conjunctions are in use:

- And I could not sleep the whole night.
- I was at a friends’ place and I ate a lot of spicy food.

- But don't worry.
- Also don't drink coffee, tea, and yes, no spicy food.
- I will take your advice, doctor and thank you.

The conjunctions in the above lines are repeated.

The key devices reiteration and collocation are important for any text to sustain lexical cohesion. This dialogue is made with the heap of ten verbs: 'look', 'feel', 'be', 'have', 'sleep', 'eat', 'worry', 'give', 'take', and 'drink', where the 'be' and 'take' are repeated two times and 'eat' is repeated three times. The use of collocations in this dialogue can be seen in stomachache, headache. The words hello, hello Mr. Lama enriches the collocation.

In conclusion, this small dialogue between Dr. Sharma and Mr. Lama is good in cohesion. This dialogue includes not only grammatical cohesion but also lexical cohesion.

Table No. 5
Use of Cohesion in Dialogue No. 5

Grammatical Cohesion	Examples
1.Reference	Your, he, she
2.Ellipsis	Well, night shift (there)
3.Substitution	It
4.Conjunction	Well, by the way,
Lexical Cohesion	
1.Reiteration	be, do
2.Collocation	

Ravi and Sarita are two participants in this dialogue. The participants are talking about the work and profession regarding their sister and brother. This dialogue has the use of pronouns: The personal pronouns 'your' (second person possessive adjective), 'he' (third person masculine) and 'she' (third person feminine) are used in this dialogue. The whole dialogue contains twelve pronouns where the third person pronoun is repeated nine times. In this whole

dialogue, he refers to the ‘Ravi’s brother’ and she refers to ‘Sarita’s sister’. There are nine sentences where the third person pronoun ‘he’ and ‘she’ are used.

- She is a doctor.
- What does he do there?
- She works in a hospital.
- He is a security guard for the night shift.
- Sometimes, she has to work late hours.
- He says it is a boring job.
- Then, she comes tired.
- He does not like it.
- He too works in a hospital.

He is looking for a job as a sales person. Besides, the use of third person pronoun ‘he’ and ‘she’, the place reference ‘there’ is used in this dialogue.

Ellipsis is another means of cohesion found in this dialogue. There are some elliptical utterances:

- A: Working in a hospital must be interesting
- B: Well, not always.
- A: By the way, where does your brother work?
- B: He is a security guard for night shift.

Substitution is also a key device for cohesion where one item substitutes another item. Look at some utterances:

- What does he do there?
- Is it a different job?
- He says it is a boring job.

Any text needs some linking to be meaningful. In this dialogue, there is the use of a number of conjunctions:

- Well, by the way

This dialogue has also the use of repetition. In this dialogue the verb 'be' and 'do' are repeated.

- What does your sister do Sarita?
- Where does your brother work?
- She is a doctor.
- He works in a hospital.
- She works in a hospital.
- She is a security guard.
- She has to work late hours.
- Is it a difficult job? And so on.
- She comes home tired.

In conclusion, this dialogue between Ravi and Sarita is short in nature. This dialogue mainly focuses on the work and profession regarding their sister and brother. This dialogue has the use of all four keys of grammatical devices and lexical cohesion as well.

Table No. 6
Use of Cohesion in Dialogue No. 6

Grammatical Cohesion	Examples
1.Reference	I, you
2.Ellipsis	What happened? and went to the bed only.
3.Substitution	Of course not.
4.Conjunction	however, as long as, so
Lexical Cohesion	
1.Reiteration	be
2.Collocation	

Kavita and Tanuja are the two participants who are talking about their study. This dialogue is very short and simple in nature. The gist of this dialogue is Kavita could not study last night due to the light and so as her brother. But Tanuja is lucky; she has not faced any problem i.e. she could study without any disturbance.

This dialogue has the use of personal pronouns. The personal pronouns i.e. the first, the second and the third: 'I', 'you', 'it', 'he' etc. are used in this dialogue. There is no use of demonstrative pronouns. The first person pronoun 'I' is used in most of the sentences. Let's see some sentences.

- I couldn't study last night.
- I share it with my brother.
- I couldn't read with the lights off.
- I'm lucky.
- I have my own room.
- I can study as long as I like. I am not disturbed by the outside noise.

Ellipsis is a device which makes the text cohesive. The ellipsis in the sentences:

- Why? What happened?

- What happened to you?

The given example clearly exemplifies the ellipsis. Another example of ellipsis is in Kavita's utterance – last night ...and went to bed early.

Substitution is another device of cohesion where some words or phrases replace the other words. The phrase 'of course not' in Tanuja's word exemplifies the substitution. This dialogue is rich in the use of conjunctions. Let's observe the following examples:

- Of course not. However I'm lucky.
- I can study as long as I like.
- The room is at the back, so I'm not ...

This dialogue is constructed with the heap of thirteen verbs where the verb 'be' is repeated six times in the form of 'is', 'am' and 'was'. The meaningful verb in this dialogue except 'be' is 'read'. The repetition of be form has helped to communicate message effectively. The repetition of 'be' has made the text easier.

- You know my study room is my bedroom as well.
- What was wrong last night?
- My brother was tired and
- However I'm lucky.
- The room is at the back, so I'm not.....
- You're lucky.

In conclusion this dialogue between Kavita and Tanuja is about their study. They share their habit in the light of their study in the last night's happening. The pronouns 'I' and 'you' i.e. first and second respectively are found in this dialogue. In the same way, this dialogue has also the use of ellipsis, the question i.e. why? What happened? , are the best example of ellipsis.

Table No. 7

Use of Cohesion in Dialogue No. 7

Grammatical Cohesion	Examples
1.Reference	I, you, late
2.Ellipsis	Really?, I usually...and...go for a walk, well... and...take a bath, I...T.V and ...do ...
3.Substitution	
4.Conjunction	and, and then
Lexical Cohesion	
1.Reiteration	Do
2.Collocation	

This dialogue is taken as a model from book 4, unit one. The title of this unit is 'A Day at the Zoo'. The participants Sam and Julia are talking about their Saturday's activities. The both participants share their activities what they are going to do.

Reference is one of the most important devices for any dialogue. This dialogue between Sam and Julia has also the use of reference. The first and second person pronouns i.e. 'I', 'you' are used in this dialogue. The sentences are given below:

- I usually get up late, around 9 o'clock.
- Do you ever go out?

Ellipsis is the substitution by zero. This dialogue has the use of ellipsis. Here, in the second exchange, the word really? is elliptical. Let's observe some other uses:

- really?
- I usually get up early on Saturday's and...
- Well ... then I clean up my room and ...take a bath.
- In the evenings, I ...TV and ...do some homework.

This dialogue includes the conjunctions. Conjunctions mostly play their role as the bridge. Here a word bridges to another. Let's observe some examples.

- I usually get up early on Saturdays and go for a walk.
- Well I have breakfast and then I ... and take ...
- I often watch TV and do some homework.

This dialogue is constructed with the heap of seven verbs: 'do', 'get up', 'walk', 'have', and 'clean up', 'go', and 'watch'. In this conversation the talk between Sam and Julia is about what they do on Saturdays. Here, Sam asks questions and Julia answers. It is one – sided. The Wh- questions are mostly used where the use of Yes/no question is only one. Let's observe some questions:

- What do you do on Saturdays, Julia?
- What do you do in the morning?
- What about the evenings?
- Do you ever go out?

In conclusion, this small dialogue between Sam and Julia is cohesive although there is less use of substitution and collocation. On the other hand, there should be turn taking in a good dialogue but in this dialogue mostly Sam asks and Julia answers.

Table No. 8
Use of Cohesion in Dialogue No. 8

Grammatical Cohesion	Examples
1.Reference	You, there, she
2.Ellipsis	Fine thanks, yes I ... Thailand, what was the weather like in December? I went... beach.
3.Substitution	
4.Conjunction	and
Lexical Cohesion	
1.Reiteration	Stay, do, like, be
2.Collocation	

Bikas and Mamta, the two school friends are talking in this dialogue. The school children talk about planning of winter holidays. The title of this unit is Gaurav's Holiday. The context shows how Mamta spend the winter. In this conversation, Bikas asks questions only where Mamta replies one by one. In fact, there is the sharing of ideas about Mamta's visit. It is, therefore, one sided.

Reference, the very important ornament of cohesion can be seen in the following exchanges.

Mamta: Yes I went to Phuket in Thailand.

Bikas: What was the weather like in December?

Mamta: It was quite warm. It was much.....in KTM.

In the above exchanges, there refers to Phuket and weather is referred by 'it'.

This dialogue is rich in its linguistic structure i.e. use of different grammatical devices like reference. Let's observe some ellipsis:

- Fine thanks.
- Yes I went to Phuket in Thailand ...
- I went swimming and played on the beach.

- What was the weather like in December?

Here 'fine thanks' is elliptical in the sense that I am fine thanks. In the same way, I went to Phuket in Thailand i.e. during the winter holidays. Similarly, what was the weather like in December? (i.e., there or in the USA), I went swimming and I helped on the beach are elliptical in the above sentences.

Conjunction, the major device for a text to be cohesive, has its role in this dialogue.

Look at some sentences:

- I went swimming and played on the beach.

This dialogue has also the use of reiteration i.e. the repetition of words or phrases. This dialogue includes the verb 'be', 'go', 'stay', 'do', 'play' and 'love', where some verbs are repeated.

- How are you?
- Did you go anywhere during the holidays?
- I stayed there for two weeks. What did you do there?

In conclusion, this small dialogue between Bikas and Mamata is a description of their planning of winter holidays. Bikas asks about Mamta's programme and Mamta only answers in this dialogue.

Table No. 9
Use of Cohesion in Dialogue No. 9

Grammatical Cohesion	Examples
1.Reference	I, you, he, that
2.Ellipsis	What was he doing? got up and shuffled out.
3.Substitution	
4.Conjunction	And
Lexical Cohesion	
1.Reiteration	eat, do,
2.Collocation	

This dialogue includes only two characters Ananda and Laxman. This conversation is very short and funny. It is from book 4. The title of this unit is 'Lost in the Forest'. The context dictates the past event when Ananda was living in France; he met a funny man sitting next to his table. The situation adds curiosity to Laxman. Laxman questions what he was doing. According to Ananda the funny man was eating out of his cap and then Ananda also tried to eat out of his cap.

Although the dialogue between Ananda and Laxman is short it has included different cohesive items. The grammatical as well as lexical cohesion is maintained in the given dialogue.

Reference is one important means of grammatical cohesion. This dialogue has the use of both personal as well as demonstrative pronouns. The personal pronouns, the first, second and the third, i.e. 'I', 'you', 'he' and the demonstrative pronoun 'that' are used in this dialogue. Let's study some examples:

- I was eating in a restaurant.
- Why was he doing that?
- What did you do then?
- You must be joking.

This dialogue has also the use of ellipsis. A good example of ellipsis can be seen in the sentence, what was he doing? In the same way, the second utterances by Ananda i.e. I was eating in a restaurant, and ... got up and shuffled ... imply ellipsis.

Conjunctions maintain grammatical cohesion. The good example of conjunction in this dialogue is the third utterance by Ananda i.e. That is just what ... and... of the restaurant.

The repetition and collocation are the two devices that make the dialogue lexically cohesive. This dialogue is constructed with the heap of seven verbs: 'live', 'eat', 'sit', 'do', 'think', 'get up', 'shuffle' out restaurant where the verbs eat and do are repeated three times.

In conclusion, this dialogue between Ananda and Laxman is short. The context is about Anand's living in France. The devices reference, ellipsis, conjunction and reiteration are used in this dialogue.

Table No.10
Use of Cohesion in Dialogue No. 10

Grammatical Cohesion	Examples
1.Reference	It, there, I
2.Ellipsis	But today's Saturday, why? What's time, yes, but today....., are you coming.....football match...
3.Substitution	Yes, ok
4.Conjunction	But, but today
Lexical Cohesion	
1.Reiteration	Be
2.Collocation	Get up...time, school...Saturday, football...match

This dialogue involves two school children Paul and David. This dialogue has the title 'Black pearl'. Paul and David are the two school children. This dialogue is mainly concentrated on their plans and schedule.

This dialogue is very short. Even the short dialogue, it certainly includes different types of cohesive markers, grammatical as well as lexical. The reference item, substitution as well as ellipsis and conjunction serve the grammatical features where as the collocation and reiterations are the lexical cohesion. This dialogue has some different cohesive markers which we can exemplify in the phrases and sentences.

Reference is a device i.e., grammatical device. Let us observe the following:

- It's quarter to eight.
- Ok. I will be there by then.

Here, the reference item 'it' refers to the time i.e., quarter to eight. In such a way, the term there refers to the place i.e., the match and then refers to noon.

Similarly, the first expression by David, why? What's the time? (Why he asked whether he getting up? what's the time now?) is elliptical. This dialogue is very rich in the grammatical device. Other examples of ellipsis are:

- But today's Saturday. (I have to reach school by 8 but today is Saturday.)
- Yes, but today I'm playing football. (Yes today is Saturday.)
- Are you coming to the match? (The football match.)
- No, I 'm staying in the bed. (No, I am not coming to the match.)
- Ok, all right. See you at noon, are the examples of elliptical sentences.

Substitution is the replacement of one item by another. In this given dialogue i.e. dialogue no. ten, we can clearly find the following substitutions:

- Yes, but today I'm playing football.
- Here, yes substitutes, (yes today is Saturday.)
- Ok. (Ok substitutes,- Ok see you at noon)

This small dialogue also includes the grammatical cohesive device conjunction 'but'. In this dialogue there are some examples of conjunctions:

- But today's Saturday. Yes, but today I'm playing football.

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item. This dialogue has also the use of lexical cohesion: reiteration as well collocation. This dialogue is made up of mainly five verbs: get up, be, come, stay, and reach. In this dialogue, the verb 'be' is repeated. On the other hand this dialogue has the use of collocation.

- Get up.....time
- School.....Saturday
- Football.....matches.

In conclusion, this dialogue includes the grammatical as well as lexical cohesion. The use of ellipsis is more frequent.

Table No. 11

Use of Cohesion in Dialogue No. 11

Grammatical Cohesion	Examples
1.Reference	I, you, he, she
2.Ellipsis	Sure dad, sure Mom
3.Substitution	Yes, Mom. O. k Mom, then...
4.Conjunction	And, next, then, and finally
Lexical Cohesion	
1.Reiteration	Read, help, give,
2.Collocation	Give...bring, cake...milk and sugar, read...book, shop...few things, bake... cake, read... story, buy... gift.

This dialogue is the dialogue between three participants. The three participants in this dialogue are Jack's mother; father and Jack himself. The title of this conversation is 'Giving Gifts.' This conversation is mainly about 'asking about help and helping to others'. The parents of Jack ask him to do some work i.e. to help them. Jack did the work. Jack's father assures him to buy a nice gift.

This dialogue is constructed with a few verbs –'make', 'bring', 'read', 'wash', 'help', 'give', 'bake', 'do', and 'buy'. The verbs 'read' and 'help' are repeated here.

- Can you give me some sugar please?
- Can you read your baby brother a book?
- Can you help your sister?
- Give me the list and the money.

This dialogue is also seems rich in collocation. The good example of collective use in this dialogue are, cake...milk and...sugar, read...book, shop...few things, bake...cake, read...story, buy... gift.

This dialogue has the use of reference. The use of reference in this dialogue is personal pronouns. Look at some examples:

- Can you give me the milk and sugar?
- I will bring it right away.
- Jack, have your sister is washing the windows?
- Can you help her?
- I will buy you a nice gift.etc.

This dialogue is also rich in ellipsis. Let us observe some elliptical utterances:

- Sure, dad. (I'm sure dad.)
- Sure mom. (I'm sure mom.)

This dialogue has also the use of substitution. 'Yes, Mom'; 'Ok Mom'; then could you run to shop and get me a few things?' are the examples of substitutions. When mother asked 'Can you give me the milk and sugar please?' Then Jack replied- 'yes, mom'. (Yes, mom I can bring the milk and sugar.) Similarly, when the mother says, 'have your sister is washing the windows- can you help her?' Jack said, 'ok mom'. (Here, ok I can help her mom.) This dialogue has the use of conjunctions as well some sentences from the dialogue having conjunctions are:

- Can you give me the milk and sugar please?
- ...and get me a few things?
- Just give me the list and the money.
- First I helped mother to bake a cake and next I read a story to Terry.
Then I helped Tina and finally, I did some shopping.

In conclusion, this dialogue is rich in the sense that it includes all the devices of cohesion. In addition to this, the nouns, father; mother; sister and brother are used in this dialogue. This text i.e. dialogue is lexically cohesive.

Table No. 12

Use of Cohesion in Dialogue No. 12

Grammatical Cohesion	Examples
1.Reference	She, there, I, you
2.Ellipsis	She told us...types of leaves, Let's go...,let me ask my mother first
3.Substitution	No, she didn't, Oh, yes,
4.Conjunction	and, that, Then
Lexical Cohesion	
1.Reiteration	Collect, folder, bring, plants, leaves
2.Collocation	Plants... leaves, leaves...garden, remembered ...told.

Srijana and pooja are the two participants taking part in this dialogue. They are the school children and are talking about the science class and project. This dialogue is short in nature. It is made up of the verbs like remember, collect, bring, go, buy, ask and wait. Reiteration is one of the important lexical devices which include not only repetition of the words but also synonym, near synonym, super-ordinate and general word. Let us observe some examples:

- She told us to collect different kinds of plants for our science project.
- She told us to bring different types of leaves for our science project.
- Let us go and collect leaves together.
- She also asked us to bring a new folder.
- Let's go together to buy the folders.

The words/terms repeated in this dialogue are like collect, folder etc. The words collect and bring in the context of this dialogue are near synonymous. The word plant also seems as super- ordinate for leaves. The use of collocation in this small dialogue is remembered...told, plants...leaves, leaves.....garden etc. In addition to this, this dialogue has the use of third person pronoun 'she' as well as first and second person pronouns. Let's observe some sentences:

- Pooja, do you remember what Miss Rai told us yesterday?
- She told us to collect different kinds of plants for our science project.
- She told us to bring different types of leaves.
- She also asked us.....
- My mother said she'd.....
- My uncle said that there (in the garden) are.....
- Let's go there.

This dialogue has also the use of ellipsis. The elliptical sentences in this dialogue are:

- No! She told us to bring different types of leaves (for our science project.)
- Then let's go and collect leaves together. (Let's go to the garden and collect leaves there together.)
- Let me ask my mother first. (Let me ask my mother about the garden first.)

Substitution is the most important device for cohesion. This dialogue is very rich in the use of substitution. Let us observe some sentences:

No! (No, she didn't. she told us to collect different types of leaves.)

Oh! Yes. (She told us to bring different types of leaves.)

No-No, I'm not.

...buy me one on her way back from work. (folder is substituted by one.)

Similarly, this dialogue has also the use of conjunctions.

- Then, let's go and collect leaves together.
- Ok, my uncle said that there are...
- Hurry up then I'll wait for you here.

In conclusion, Srijana and Pooja talk about their science project in this dialogue. This dialogue is rich in the sense that it has the use of all devices i.e., grammatical as well lexical.

Table No. 13
Use of Cohesion in Dialogue No. 13

Grammatical Cohesion	Examples
1.Reference	It, you, me
2.Ellipsis	What happened? ...because, tell me what happened to you? Not until it was time, never do it again
3.Substitution	Yes, Mom
4.Conjunction	Because, but, so, later, and
Lexical Cohesion	
1.Reiteration	Be, take
2.Collocation	

The above dialogue is between a school child, Imaran and his mom. Imaran returns to his home from school and talks with his mother what happened at school. This dialogue is taken from unit-2 of class 5. The title of this dialogue is Imaran's Alarm. This dialogue specially highlights asking and giving reasons.

This dialogue is constructed with the heap of twelve verbs: 'be', 'happen', 'listen', 'tell', 'take', 'know', 'remind' and 'do' where the verb 'be' is repeated seven times in the forms of is and was. The other verbs- 'happen', 'listen', 'tell', 'take', 'know' and 'remind' are in the past form. Only the verbs do ensure the present form i.e. present tense. The verbs listen_ tell, tell_ know, know _remind are out of eight verbs, the 'be' verb is repeated seven times and mostly in the past form.

The repetition has made the text easier to follow. The speaker is habituated of using such hidden property of text. He can use them to convey message effectively. The verb, 'be' is a weak verb. Let us observe some examples:

- How was your day Imaran?
- Oh! Mom, it was horrible!
- I was trying to hide it.
- Not until it was time to leave.
- It was when I had hidden it in the pencil.
- I was frightened to death ...
- I'm not going to take it to school...
- That's a good boy.

Almost all sentences containing 'be' are positive i.e. affirmative sentences and are in past tense. The school boy, Imaran is talking with his mother about the past actions. There are only two verbs in the present form: I am not going to take it to school from tomorrow. 'Yes, that's good boy never do it again'. The words horrible and terrible also made the story sensitive.

This dialogue is rich in reference. The reference items in this conversation are it, she. Let us observe some sentences:

- It was horrible. (Day)
- But ...the teacher would not like it. (Watch)
- So, I was trying to hide it. (Watch)
- Didabout it? (Watch)
- Not until... it was time to leave. (Time)
- First I hid it in.... (Watch)
- It was when I..... it in the pencil case. (Watch)
- I was frightened to death but it reminded. (Alarm)
- I am not going to take it to school from tomorrow. (Watch)

The same reference 'it' here refers to watch, time and alarm also. The pronoun 'it' is therefore repeated in nine sentences.

This dialogue is rich in ellipsis. A good example of ellipsis is:

- Why? What happened? (On that day)

Let's observe some other examples:

- Tell me what happened? (to you)
- Not until it was time to leave. (for school)
- I was frightened to death but it reminded me.....

Conjunctions are also used in this dialogue. The best use of conjunctions here is:

I was frightened to death but it reminded Miss Miller of the time to catch the van.....

Similarly, and; when; because; so are conjunctions in this dialogue. Let's observe some sentences:

- It was when I had hidden it ...
- Because I didn't I had a terrible time.
- So, the whole day...

In conclusion, this dialogue is a conversation between a school child, Imaran and his Mom. The boy explains all the happenings happened in school when his mother asks him about the day at school. This dialogue is also one-sided i.e. mother was only asking questions. The whole dialogue is based only a single happening.

Table No. 14

Use of Cohesion in Dialogue No. 14

Grammatical Cohesion	Examples
1.Reference	I, you, me, they, there, it, here

2.Ellipsis	I'm, I've, they're, yes, there's, where's ,it's
3.Substitution	Sure, you too, one
4.Conjunction	Nearby, and, next to
Lexical Cohesion	
1.Reiteration	Be, meet, turn, tell, keep
2.Collocation	

This dialogue is between two school friends, Ashish and Baldev. The two fellows are talking about the location and directions in this dialogue.

The repetition of certain grammatical structures and lexicon serve to make the given text a good example of grammatical and lexical cohesion. This dialogue has both coherence and cohesion. The dialogue is constructed with the help of six verbs; 'be', 'move', 'meet', 'tell', 'turn', and 'keep'. The verb 'be' is repeated eight times in the form of 'is' and 'are'. Only one meaningful verb except 'be' is tell. The verbs turn and keep came towards the end of the dialogue. The repetition of be form has helped to communicate message effectively. The repetition has made the text easier to follow. Once the speaker is habituated of using such hidden property of text, he or she can use them to convey message effectively. The excessive use of be verb exhibits the language incompetence of the speaker. On the other hand, it has enabled the speaker to communicate message effectively. The speakers who do not have good command in written and spoken English use such weak verbs. The repetition of 'be' in almost all lines of the dialogue shows the standard of the conversation in one hand and its structure on the other. Without be this dialogue cannot exist in this form. The total text is constructed with a good play or single verb in the total dialogue. There are seven sentences where 'be' is repeated which are given below.

- I'm Ashish.
- They're just round the corner.
- Is there a phone booth nearby?

- Yes. There's one opposing the hair dressing salon.
- Thanks, where's the bus stop?
- Oh; it's just two minutes walk from here.
- It is next to the fruit shop.

Out of seven sentences constructed with 'be' verb, only one sentence starts with interrogative. The syntactic structure I/they/there/it+ be is common structure used in the total dialogue. The pronoun – verb combination has its link with the dialogue participants.

This dialogue has the use of both personal as well demonstrative pronouns. The personal pronouns i.e. first, second the third. I/ you/ they/ it respectively are used in the dialogue. This dialogue has only the use of two demonstrative pronouns: place reference – here and there.

This dialogue has also the use of ellipsis. A good example of ellipsis can be seen in 'yes, there's one opposite hairdressing salon. The word yes is an elliptical one in the sentence. There are also other examples listed above having the omission of some verbs for e.g. I'm, they've etc.

Substitution is one of the important device for grammatical cohesion can be exemplified through the words sure, you, and one in this dialogue. Baldev utters sure when Ashish asks a question whether he could tell where the shops were. In the same way, nice to meet you is substituted by you, too and phonebook is substituted by one.

The dialogue also includes conjunctions in different types. Nearby, and, from and next to, turn right are the conjunctions in this dialogue. Some sentences from the dialogues using conjunctions are:

- Could you tell me where the shops are?
- Oh! It just two minutes walk from here.
- Turn right, then keep going straight.
- Thanks and where's the bus stop?

- Is there a phone booth nearby?

The dialogue comes not accidentally but by making a good use of certain words and structures which are internalized in the speaker's mind. These, not only make the text meaningful but also coherent. In this dialogue, the excessive use of be verb repetition structure frequently come. In the same way, Salon–hairdressing salon is the best example of collocation for lexical cohesion. Similarly the four different keys play the significant role for internalizing the whole dialogue. The references in this small dialogue has occurred more in numbers comparatively to others and their repetition make the dialogue flexible and is suits for the students of this level.

Table No. 15

Use of Cohesion in Dialogue No. 15

Grammatical Cohesion	Examples
1.Reference	It, they
2.Ellipsis	Chinese or....? may I uncle? Sure come let's...
3.Substitution	Oh! Yes, yes both
4.Conjunction	And, then
Lexical Cohesion	
1.Reiteration	
2.Collocation	

This dialogue is the talking between two participants Uncle Harry and Susan. The participants in this dialogue talk about their liking and the descriptions of it. This dialogue is short in nature. They talk about the Tiffany's Delight and the service of it. The repetition of certain grammatical structures and lexicon serve to make the given text a good example of grammatical and lexical cohesion. The lexical and grammatical cohesion is maintained by different cohesive items. The cohesive items are reference, ellipsis, substitution,

conjunction as well as the repetition and collocation. This dialogue has both cohesion and coherence. Cohesion is not the property of a literary text but also of any texts of any lengths. This dialogue proves that cohesion is the property of a text which makes it unified, structured and coherent.

This dialogue is made up of the verbs 'like', 'call', 'hear', 'serve', 'have', 'come', 'be', where the verbs serve, like and be are repeated. Let's observe some sentences:

- Would you like to go out for tea?
- Oh, I'd love to.
- Where would you like to go?
- How about the new teashop round the corner?
- Yes, I heard they serve excellent tea.
- They also serve ice-cream etc.

The words like and love, are synonyms. In the same way, the ice-cream is the super-ordinate for chocolate ice-cream. The tiffany delights is the general word for tea-shop.

The use of collocation s also make the dialogue more remarkable, like.....love, new teashopTiffany delights.....delicious, looking cake, serve.....tea, ice-cream.....chocolate ice-cream.

The references used in this dialogue are mostly the third person pronoun as well a first and second where third person pronoun is repeated. Let us study some sentences:

- Where would you like to go?
- It's called Tiffany delights.(new teashop – Tiffany Delight)
- It has such a verity of delicious looking cakes.
- They serve excellent tea.
- They also serve ice-cream.

The whole conversation is about tea-shop. The participants are talking about the tiffany's delight and its service.

Ellipsis is also maintained in this dialogue. A good example of ellipsis in this dialogue can be seen in the sentence –‘Oh, I’d love to’. (I’d love to go out for tea.) There are other some more examples of ellipsis in this dialogue.

- Oh, yes. (Oh, yes the new teashop.)
- Yes. (Yes, it is.)
- Yes. (It has such a variety of delicious looking cakes.)
- Chinese or Indian? (Which tea they serve Chinese or Indian?)
- May I uncle? (May I have chocolate ice- cream? uncle)
- Sure, come let’s hurry.(I’m sure, come let’s hurry)

This dialogue has also the use of substitution. In this dialogue, the use of yes, mainly substituted the sentences. Let us observe some sentences:

- Yes. (Yes, it is called Tiffany Delight.)
- Yes. (Yes, it is.)
- Both. (Chinese and Indian.)

This dialogue like other dialogues has also the use of conjunctions. The conjunctions in this small dialogue are: and, or, and then.

- Yes, and I heard...
- Yes, and it has.....
- Chinese or Indian?
- Oh, then I’ll have.....

In conclusion, Uncle Harry and Susan are talking about their liking, Tiffany Delight and its services in this dialogue.

Table No. 16
Use of Cohesion in Dialogue No. 16

Grammatical Cohesion	Examples
1.Reference	He, she, them
2.Ellipsis	Really? Oh how sad? Yes pick him up, get in touch..? how awful! How did the nurse at the hospital get in touch?
3.Substitution	Oh, I see. So, is that so?
4.Conjunction	And so, and, then, but
Lexical Cohesion	
1.Reiteration	Be, do, come, refuse
2.Collocation	

This dialogue is a conversation between two participants' Rajkumar and Sunil. In this dialogue, Rajkumar and Sunil share what they did the day before. The two participants talked about where Sunil's cousin has come from and the family environment related to Sunil. This conversation details the tragic-comedy part of Anoop's life.

The repetition of certain grammatical structures and lexicon serve to make the given text a good example of grammatical and lexical cohesion. The lexical and grammatical cohesion is maintained by different cohesive items. The cohesive items are reference, ellipsis, substitution, conjunctions as well as the repetition and collocation. This dialogue has both coherence and cohesion. Cohesion is not the property of a literary text but also of any texts of any lengths. This dialogue proves that cohesion is the property of a text which makes it unified, structured and coherent.

This dialogue has the use of reference. The reference items used in this dialogue are: he, his parents, his uncle, she, and them etc. The item he refers the cousin of Sunil who has come from Bangkok. In such a way, his parents

Anoop's parents, his uncle i.e., Sunil's father, them i.e., Anoop's parents, she i.e., Anoop's mother, she ice, nurse etc.

This dialogue is also rich in ellipsis. A good example of ellipsis in this dialogue is:

Really? How sad? Yes pick him up, get in touch.....? etc. let's observe the sentences having ellipsis:

- Really?
- Oh how sad.
- Yes the nurse at the hospital called my father to come and pick him up.
- How awful! How did the nurse at the hospital get in touch?

Substitution is a grammatical cohesive device. It can be defined as the placement of one item by another. The best use of substitution in this dialogue is: Oh, I see. The substitution used in this dialogue are so, is that so? etc.

Conjunctions play the vital role in any discourse; dialogue is also a discourse. In this dialogue, the use of conjunctions, the cohesive device is conjunctions, the cohesive device is used. Let us observe the sentences:

- His parents in accident and so he had
- Yes, the nurseMy father to come and pick him up.
- Then my parentsthem but they had left Bangladesh.
- Oh! She found a wallet..... photo and address.

This dialogue is constructed with the help of fourteen verbs like, - 'do', 'wake up', 'play', 'stay', 'come', 'call', 'pick up', 'meet', 'refused', 'move', 'die', 'try', 'found', 'be' etc. where the verbs do, come, refuse, and be verbs are repeated in a number of ways. In the same way, the word wallet collocates with purse here. In conclusion, Rajkumar and Sunil are talking about Sunil's cousin and the family environment related to Sunil. This dialogue is good dialogue; it covers all devices i.e., grammatical as well as lexical.

Table No. 17

Use of Cohesion in Dialogue No. 17

Grammatical Cohesion	Examples
1.Reference	They, that, its, I
2.Ellipsis	...a sack full of grains..., I warned... and ... hide ...
3.Substitution	Yes, do, so
4.Conjunction	and, but
Lexical Cohesion	
1.Reiteration	escape, row, cook, eat, tire, warm, learn, do
2.Collocation	Row...boat, cook... eat, grains... potatoes, stir...wooden paddle, warn... keep quiet, learnt... lesson, remember... listen...advice.

This dialogue is talking between the persons, woman and Fizo. The participants here talked about Oni and the duties of the woman when she was with Oni. According to the context, the woman first visited Fizo on her return journey.

The repetition of certain grammatical structures and lexicon serve to make the given text a good example of grammatical and lexical cohesion. The lexical and grammatical cohesion is maintained by different cohesive items. The cohesive items are reference, ellipsis, substitution, conjunctions as well as the repetition and collocation. This dialogue has both coherence and cohesion. Cohesion is not the property of a literary text but also of any texts of any lengths. This dialogue proves that cohesion is the property of a text which makes it unified, structured and coherent.

This dialogue is constructed with a few verbs escape, row, cook, eat, tire, warm, learn, do etc. similarly this dialogue has the use of collocations. For e. g.

row.....boat, cook.....eat, grains.....potatoes..... butter, stir.....
Wooden paddle, warn.....keep quiet, learnt.....lesson,
remember.....listen.....advice etc.

This dialogue has the use of reference. A good example of reference is that

That was not so easy. (Here, that refers the act of escaping from Oni).

Similarly, what did they eat? (What did Oni and his friends eat?

I'll remember to listen to good advice when it's given. (It's here means the good advice.) In addition to this, the references used in this dialogue is the first person pronoun I.

The best example of ellipsis in this dialogue is a sack full of grains, one hundred kilos of potatoes and pounds of butter every day.

The example of ellipsis in this dialogue is 'I wanted you to keep quiet andHide behind my sleeve.....

This dialogue also includes substitutions. The substitution in this short dialogue can be seen as:

Yes: yes, I escaped from Oni.

Do: what did the Oni make you do? (Cook)

So: Oh, very much tired.

This dialogue is also includes conjunctions. Conjunctions are also the property of a good dialogue. The conjunctions used in this dialogue are:

- I had to row the boat as fast as I could.
- I had to cook for him and his friends.
- One hundred kilos of potatoes and pounds of ...
- I warned you to keep quiet and hide behind my sleeve but
- The use of 'and' in this dialogue seems more in the sentences.

In conclusion, this is a conversation between Woman and lord Fizo. The participants here talked about Oni and the duties of the woman when she was with Oni. This dialogue is good in the sense that it has the use of all the grammatical devices.

Table No. 18

Use of Cohesion in Dialogue No. 18

Grammatical Cohesion	Examples
1.Reference	She, it, this
2.Ellipsis	Yes, I have..., she is... in the new hostel.
3.Substitution	yes she is pretty ..., yes, I noticed she..., oh! Yes....
4.Conjunction	And, because, where and is
Lexical Cohesion	
1.Reiteration	Be,
2.Collocation	beautiful, lovely, pretty; student, girl, tennis player; skirt, blouse

There are two participants- Sonal and Tripti in the dialogue. The participants here talk about their new student. They talk not only her appearance but her dress, profession and the residence.

This dialogue is made up of the verbs like 'meet', 'notice', 'practice', 'stay', 'gather', 'be' (past), 'be' (present) etc. where the 'be' verb is repeated in the form of present and past several times. Some sentences having 'be' verb are:

- She is beautiful.
- She is a pretty girl with lovely green eyes.
- She was in a black skirt and yellow blouse.
- She was with a black bag.
- You know she is a great tennis player.
- But where is she staying?
- She is in the new hostel.

The words 'beautiful,' 'pretty' and 'lovely' are synonymous.

This dialogue is rich in the use of collocations. It has used nouns (student, girl, tennis player, skirt, blouse), and adjectives (beautiful, lovely, pretty) as lexical

cohesive devices which have linked the meaning of one part to the other part of the dialogue.

The use of references in the dialogue is in the third person pronoun 'she' mostly. The pronouns 'it' and 'this' are used in the dialogue. Some examples using references are given below:

- She is beautiful.
- Yes, she is pretty girl with ...
- She was weaving ... (The new student Russian)
- She was with a black bag.
- She is a great tennis player.
- Where is she staying?
- She is in the new hostel.
- It is 127. (Room number)
- All this... information.

Therefore, all the pronouns referring 'she' here refers to the Russian new student. All the other sentences having 'she' are positive/ declarative sentences. But the sentence 'where is she staying?' is in the interrogative form. Here, Sonal is unknown about the place where the new friend stays and asks to his friend Tripti about it.

This dialogue has also the use of ellipsis. The elliptical sentences in this dialogue are:

- Yes, I have. (I have met the new student from Russia.)
- Yes, I noticed, she was in a black.
- Oh! Yes- yes, we can practice tennis with her.
- She is...staying in the new hostel.

The use of substitution in this dialogue is:

- Yes, she is a pretty.

- Yes, I noticed, she was in.
- Oh, yes. We can practice tennis with her.

Conjunction is the most important cohesive device for any dialogue. The conjunctions in this given dialogue are as follows.

- Yes, she was in a black skirt and yellow blouse.
- And she was with a black bag.
- I know all this because we are in the same hostel.

In conclusion, Sonal and Tripti are the school children and are talking about their new friend. They talk about her look up, dress, profession as well as the residence. The dialogue is rich in the sense that all the cohesive devices are chained here. The use of grammatical and lexical cohesion has made the dialogue more remarkable.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The objective of the study was to find out the grammatical and lexical cohesive devices in dialogues. On the basis of analysis and interpretation the findings of the study can be stated as follows:

1. The cohesive devices, reference and conjunction are found to have been used more frequently than ellipses and substitution.
2. Under lexical cohesion reiteration was found frequently than collocation.
3. It was found that grammatical devices are found more than lexical cohesive devices.
4. As the grade upgrades, the editors introduce more cohesive devices.
5. The maximum use of grammatical and lexical cohesion has shortened not only the size of the text but also needs the active participation of the respondents

4.2 Recommendations

On the basis of the findings from the analysis and interpretation, the researcher has made following recommendations.

1. Cohesion should be a topic for interaction in any language classes to add the beauty of language.
2. It is found that the use of collocation in the dialogues is low. So while designing the course it should be encouraged.
3. The teachers should have special focus similar as well as opposite words while teaching in such junior classes.
4. The teachers should focus the cohesive devices to improve the expressive quality of students while teaching in the classroom.

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APPENDIX

SYMPHONY BOOK 3

Dialogue No. 1

Rakesh, Rita and Roopesh are friends.

Rakesh : Rita, it is 8 in the morning. What are you doing in the afternoon?

Rita : Right now I am watching television, but in the afternoon I am helping my little sister does her homework. What about you Roopesh? What are you doing?

Roopesh : In the afternoon, I am playing football. How about you, Rakesh?

Rakesh : Well, I do not have any plans for the afternoon. I think I am staying home and reading a book.

Dialogue No. 2

Ramesh : Tulasi, I heard you are looking for a job.

Tulasi : Oh, yes. That's right.

Ramesh : what would you like to do?

Tulasi : well, I'd like to teach.

Ramesh : Really?

Tulasi : Yes, I think teaching is an exciting profession.

Ramesh : what will you teach?

Tulasi : Music and painting.

Now act out this conversation with your friends.

Dialogue no. 3

Listen to the teacher reading the conversation.

a) Saurav: Where are you from?

Prapti : I'm from Canada.

Saurav : Oh! What part of Canada are you from?

Prapti : I'm from Toronto.

b)Silu : Is your name French, Marie?

Marie : Yes, it is. But I'm from Spain – from Madrid.

Silu : So. You're a Spainard.

Marie : Yes, I am. But my parents are from France.

Santosh : Anna, this is Subham.

c)Anna : Nice to meet you, Subham. Where are you from?

Subham : I'm from Nepal.

Anna : So you are a Nepali. But your name sounds Indian. By the way, what language do you speak in Nepal?

Subham : There are over sixty languages in Nepal. I speak several of them. My mother tongue is Nepali.

Now act out this conversation with your friends.

Dialogue no. 4

Listen to the teacher reading the conversation.

Dr. Sharma : Hello, Mr. Lama. You don't look good.

Mr. Lama : I feel terrible.

Dr. Sharma : What's the matter?

Mr. Lama : Well, I have a splitting headache. I have also a stomachache. And I could not sleep the whole night.

Dr. Sharma : What did you eat last night?

Mr. Lama : I was at a friend's place, and I ate a lot of spicy food.

Dr. Sharma : Well, then it's that. But don't worry. I'll give you some medicine. Take one spoonful just before your meals. Also don't drink coffee, tea and, yes, no spicy food.

Mr. Lama : All right. I will take your advice, doctor, and thank you.

Now act out this conversation with your friends.

Dialogue no. 5

Listen to the teacher reading the conversation.

Ravi : what does your sister do Sarita?

Sarita : she is a doctor. She works in a hospital.

Ravi : Working in a hospital must be interesting.

Sarita : Well, not always. Sometimes she has to work late hours. Then she comes home tired. By the way, where does your brother work?

Ravi : He too works in a hospital.

Sarita : what does he do there?

Ravi : He is a security guard for night shift.

Sarita : Is it a difficult job?

Ravi : He says it is a boring job and he does not like it. In fact, he is looking for a job as a sales person. Now act out this conversation with your friends.

Now act out this conversation with your friends.

Dialogue no. 6

Read the dialogue with your teacher.

Kavita and Tanuja are talking about their study room.

Kavita : I couldn't study last night.

Tanuja : Why? What happened?

Kavita : you know my study room is my bedroom as well and I share it with my brother.

Tanuja : Then, what was wrong last night?

Kavita : Last night my brother was tired and went to bed early. He couldn't sleep with the lights on. I couldn't read with the lights off!

Tanuja : Of course not. However, I'm lucky. I have my own room. I can study as long as I like. The room is at the back, so I am not disturbed by the outside noise.

Kavita : You're lucky. Now act out this conversation with your friends.

Now act out this conversation with your friends.

SYMPHONY BOOK 4

Dialogue no.7

Read the dialogue with your teacher.

Sam : What do you do on Saturdays, Julia?

Julia : I usually get up late, around 9 o'clock.

Sam : Really? I usually get up early on Saturdays and go for a walk. What do you do in the morning?

Julia : Well, I have breakfast and then I clean up my room and take a bath.

Sam : Do you ever go out?

Julia : Sometimes, I go to visit my grandparents in the afternoons.

Sam : What about the evenings?

Julia : In the evenings, I often watch TV and do some homework.

Sam : Oh! I never do my homework until Sunday.

Act out the dialogue with your friends.

Dialogue no. 8

Read the dialogue with your teacher.

Bikas : Hi, Mamta! How are you?

Mamta : Fine, thanks.

Bikas : Did you go anywhere during the winter holidays?

Mamta : Yes, I went to Phuket in Thailand.

Bikas : How long did you stay there?

Mamta : I stayed there for two weeks.

Bikas : What was the weather like in December?

Mamta : It was quite warm. It was much warmer there than in Kathmandu.

Bikas : What did you do there?
Mamta : I went swimming and played on the beach. The beach at the Phuket is the best!
Bikas : Who did you go with?
Mamta : I went with my aunt. She loves to travel.
Act out the dialogue with your friends.

Dialogue no. 9

Read the dialogue with your teacher.

Anand : I was living in France at the time. I was eating in a restaurant. A funny man was sitting at the table next to mine.
Laxman : What was he doing?
Ananda : He was eating out of his cap.
Laxman : Why was he doing that?
Ananda : That's just what I was thinking when the man got up and shuffled out of the restaurant!
Laxman : What did you do then?
Ananda : I tried to eat out of my cap.
Laxman : You must be joking.

Listen to the teacher reading the conversation.

Dialogue no. 10

Read the dialogue with your teacher.

Paul : David, are you getting up?
David : Why? What's the time?
Paul : It's quarter to eight. I have to reach school by eight fifteen.
David : But today's Saturday.
Paul : Yes, but today I am playing football. Are you coming to the match?
David : No, I am not. I am staying in the bed.
Paul : See you at noon.

David : Ok. I will be there by then.

Listen to the teacher reading the conversation.

Dialogue no. 11

Read the dialogue with your teacher.

Mother : Jack, I am making a cake. Can you give me the milk and the sugar please?

Jack : Yes, mom. I'll bring it right away.

Father : I'm going to work. Jack, can you read your baby brother a book?

Jack : Sure, dad.

Mother : Jack, have your sister is washing the windows. Can you help her?

Jack : Ok, mom.

Mother : Then, could you run to shop and get me a few things?

Jack : Sure, mom. Just give me the list and the money.

Father : What have up been doing today, son?

Jack : First, I helped mother to bake a cake, Next, I read a story to Terry, Then, I helped Tina wash the windows and finally I did some shopping for mom.

Father : I see. You've had a busy day helping everybody. Tomorrow I'll buy you a nice gift.

Act out the conversation with your friends.

Dialogue no.12

Read the dialogue with your teacher.

Srijana : Pooja, do you remember what Miss Rai told us yesterday?

Pooja : She told us to collect different kinds of plants for our science project.

Srijana : No! She told us to bring different types of leaves.

Pooja : Oh; yes. She also asked us to bring a new folder.

Srijana : Let's go together to buy the folders.

- Pooja** : No, my mother said she'd buy me one on her way back from work.
- Srijana** : Then, let's go and collect leaves together.
- Pooja** : Ok, my uncle said that there are plenty off leaves in his garden. Let's go there.
- Srijana** : Let me ask my mother first. She has told me to go anywhere without letting her know.
- Pooja** : Hurry up then, I'll wait for you here.
- Act out the conversation with your friends.*

SYMPHONY BOOK 5

Dialogue no. 13

Read this dialogue aloud.

Back home, Imran is talking to his mom about what happened at school.

- Mom** : How was your day, Imran?
- Imran** : Oh mom it was horrible!
- Mom** : Why, what happened?
- Imran** : I should have listened to you. Because I didn't, I had a terrible time.
- Mom** : Tell me what happened?
- Imran** : Mom, I took my watch to school today. But I knew I forget the teacher would not like it. So, the whole day I was trying to hide it.
- Mom** : Did she find out about it?
- Imran** : Not until it was time to leave. First I hid it in the drawer, later in my pocket and in my shoe. It was when I had hidden it in the pencil case that the alarm went off. I was frightened to death but it reminded Miss Miller of the time to catch the van, she did not punish me. I am not going to take it to school from tomorrow.
- Mom** : Yes, that's a good boy. Never do it again.
- Imran** : Yes, Mom.

Act the dialogue with your friends.

Dialogue no. 14

Read this dialogue aloud.

Ashish : Hello, I'm Ashish. I've just moved in to the neighborhood.

Baldev : Nice to meet you.

Ashish : You too. Could you tell me where the shops are?

Baldev : Sure. They're just round the corner.

Ashish : Is there a phone booth nearby?

Baldev : Yes, there's one opposite the hairdressing salon.

Ashish : Thanks, and where's the bus stop?

Baldev : Oh, it's just two minutes walk from here. Turn right, and then keep going straight. It is next to the fruit shop.

Ashish : Thanks again.

Act the dialogue with your friends.

Dialogue no. 15

Read this dialogue aloud.

Uncle Harry : Would you like to go out for tea?

Susan : Oh, I'd love to.

Uncle Harry : Where would you like to go?

Susan : How about the new teashop round the corner?

Uncle Harry : Oh yes. It's called Tiffany's Delights, isn't it?

Susan : Yes, and it has such a variety of delicious – looking cakes.

Uncle Harry : Yes, and I heard they serve excellent tea.

Susan : Chinese or Indian?

Uncle Harry : Both. They also serve ice cream.

Susan : Oh, then I'll have chocolate ice cream. May I, Uncle?

Uncle Harry : Sure, come let's hurry.

Act this dialogue with your friends.

Dialogue no. 16

Read this conversation aloud.

- Rajkumar** : Hi, Sunil, what did you do yesterday?
- Sunil** : Oh, yesterday I had a wonderful time.
- Rajkumar** : Really?
- Sunil** : From the moment I woke up till I went to bed at night, I played with my cousin Anoop who has come to stay with us.
- Rajkumar** : Where has he come from?
- Sunil** : He has come from Bangkok. His parents were in an accident and so he had no one to look after him.
- Rajkumar** : Oh, how sad.
- Sunil** : Yes, the nurse at the hospital called my father to come and pick him up. My father is his uncle.
- Rajkumar** : Oh, I see. So why hasn't he come to visit before?
- Sunil** : Oh, it's a long story. My aunt, Anoop's mother, went to study in Canada. There she met a man named Arthur. After a few months she married Arthur.
- Rajkumar** : Is that so? What did your family do?
- Sunil** : My grandfather was very angry and he refused to talk to his daughter, my aunt. After that my aunt and uncle, moved to Bangkok. Then Anoop was born and still my grandfather refused to let them come home.
- Rajkumar** : What happened next?
- Sunil** : Last year, my grandfather died after a heart attack. Then my parents tried to contact them but they had left Bangkok.
- Rajkumar** : So, where were they?
- Sunil** : Right here in Kathmandu! They were on their way to our house when the accident occurred.

- Rajkumar** : How awful! How did the nurse at the hospital get in touch?
- Sunil** : Oh, she found a wallet in my aunt's purse with my family's photo and address. We are very happy that she called us. Now, we can all live as one big family.

Act this dialogue with your friends.

Dialogue no. 17

Read this dialogue aloud.

The woman first visited Fizo~ on her return journey.

- Woman** : How are you Lord Fizo?
- Fizo~** : Oh, I see you have escaped from the Oni.
- Woman** : Yes, that was not so easy. I had to row the boat as fast as I could.
- Fizo~** : What did the Oni make you do?
- Woman** : I had to cook for him and his friends.
- Fizo~** : What did they eat?
- Woman** : A sack full of grains, one hundred kilos of potatoes and pounds and pounds of butter every day.
- Fizo~** : Were you terribly tired?
- Woman** : Oh, very much so. I had to stir rice with the wooden paddle a thousand times a day.
- Fizo~** : I warned you to keep quiet and hide behind my sleeve but you didn't listen.
- Woman** : I know I've learnt my lesson now; I'll remember to listen to good advice when it's given.

Act this dialogue with your friends.

Dialogue no. 18

Read this dialogue aloud.

Sonal : Hi, Tripti! Have you met the new student from Russia?

Tripti : Yes, I have. She is beautiful.

Sonal : Yes, she pretty girl with lovely green eyes.

Tripti : Did you notice what she was wearing?

Sonal : Yes, she was in a black skirt and yellow blouse.

Tripti : And she was with a black bag.

Sonal : You know she is a great tennis player.

Tripti : That's great news. Then we can sometimes practice tennis with her.

Sonal : Oh, yes. But where is she staying?

Tripti : She is in the new hostel. I even know her room number. It is 127.

Sonal : You seem to have gathered a lot of information about her.

Tripti : I know all this because we are in the same hostel.

Act this dialogue with your friends.