

COHESION IN DISCOURSE ANALYSIS

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A text is a communicative occurrence which meets seven standards of textuality. If any of these standards is violated, the text will not be communicative. Thus it is not to be considered as a text any more. Beaugrande says «The notion of continuity is based on the supposition that the various occurrences in the text and its situation of utilization are related to each other; each occurrence is instrumental in accessing at least some other occurrences.» (1)

In that sense cohesion concerns the ways in which the components of the surface text are mutually connected within a sequence. Thus, in dealing with cohesion which is the one of the standards of textuality, we have to rely on syntax.

In a piece of text, we have sentences, clauses and phrases. And the text producer uses certain devices to knit these surface elements together in order to make his text meaningful, understandable and communicative.

«In closely knit units such as phrases, clauses and sentences, cohesion is upheld by fitting elements into short range grammatical dependencies. In long range stretches of text, the major operation is discovering how already used elements and patterns can be re-used, modified and compacted. Failure to complete a clause or sentence would be more disorienting than failure to use recurrence, pro-forms, junctives and so on. The long range devices are thus

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(1) Beaugrande A and Dressler W, **Introduction To Text Linguistics**, 1981, p. 48.

contributors to efficiency rather than being grammatical obligations: they render the utilization of the surfate text stable and economic.»⁽²⁾

To provide cohesion beyond the sentence, the text producer uses certain devices such as recurrence, partial recurrence, parallelism, paraphrase, proforms, ellipsis, etc.

Now we shall analyse the text written by Mehmed Kemal and see how these devices are used to make the text cohesive.

KİTAP SEVEN SOKAĞI

Kentte bir 'Kedi Seven Sokağı' vardı. Şaşar bakardık. Kim dedi ki kitaplara bunca kıyacaklar ve sokaklardan birine 'Kitap Seven Sokağı' aenecek. Evet, artık kitapları sevenleri parmakla gösteriyorlar. Çünkü kitap sevdirmiyor. Kitapların sevilmemesi için de ellerinden geleni artlarına komuyorlar.

Kitap severler yok mu? Dolu, var. Ama nerede nasıl kitapları seviyorum diyebilsin. Çünkü kitaplar sevimsiz hale sokulmuştur. Kitap sevmeden çok, kitaba düşmanlar sokaklarda. Kitaba düşmanca bakıyorlar. Eski kitap dostları ortaya çıkmaktan korkuyorlar.

Zaten çok az okuyan bir ulusuz. Elli milyon olmakla övünüyoruz. Ama elli milyon olmuş ülkeler kadar kitap okuyamıyoruz. Bırakın elli milyonu birkaç milyonluk gelişmiş ülkeler bizden birkaç kat fazla kitap okuyorlar. Çevremizdeki ülkelere bakın. Bir Yunanistan, bir Bulgaristan, bir Romanya nasıl kitap okuyor. Bizde ise en çok okunan yazarımızın kitabı birinci basımından beş bin, ondan sonra beşer bin sürüyor. Oysa elli milyonluk gelişmiş bir ülkede kitap sayıları binlerle değil, milyonlarla ölçülüyor.

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«Kitap sever misiniz?»

«Hayır sevmem.»

Kitaptan korkuya gidermek, kitabı yeniden sevdirmek için gençler seferber oluyor.

(2) Ibid., p. 54

Kitaba korku ile bakanları yeniden kitaba alıştırmak, onlara kitabı sevdirmek ne kadar zor. Çok iyi bilirim.
«Kitap mı, aman istemem.» derler.

* * *

Abartıyorlar sanmayın. Kitaba düşmanlık havada bir korku bulutu gibi dolanırken, kimin eli kitaba gider. Çocukları ders kitaplarından başka şeyler okumasın diye analar, babalar öğüt veriyor. Eskiden böyle miydi?

Ne bulursa okusun diye özendirirlerdi. Bugün aman başına bir şey gelmesin diye okumadan soğutuyorlar.

Eskiden çocuklarım aman okusun derlerdi. Şimdi okuyacak da ne olacak, diyorlar. Filanın çocuğu okudu başı derde girdi, bizimkinin de mi girsin?

Kitap yönünden hiçbir dönemde böylesi yozlaşmamıştık. Kitap okumayı öğütleyecek yerler kitap okunmasın diye zora koşuyorlar. Hele kağıt, dizgi, basım ücretlerinin bunca kabarıklığı karşısında kim kitap basar, kim alabilir. Hala da şaşıyorum. Karınca kararınca, yılmadan, usanmadan kitap çıkarırlar, piyasaya sürenler, bunları ekmeğinden, aşından kesip alanlar var.

Çevremizde korku salınırken gene çok cesuruz, korkmadan kitap alıyor, korkmadan okuyoruz. Belki bir gün gelir bu da geçer diye düşünenler çıkar. Gerçekten bunlar da geçer, düzlüğe kavuşur muyuz? Ben, pek inanmıyorum ama inananların sayısı arttıkça kararsızlığımı yitiriyorum.

Yaşasın kitap.

Yaşasın kitap okumaktan korkmayanlar...

Mehmed Kemal, Cumhuriyet 'Kitap' eki 9 Kasım 1985)

ANALYSIS OF THE TEXT

1 — Recurrence : The direct repetition of elements is called recurrence. The most common one is lexical recurrence. It is the repetition of the same words or expressions.

Mehmed Kemal, in his article namely «Kitap Seven Sokağı» makes use of too many recurrent items such as :

«Kim derdi ki **kitaplara** bunca kıyacaklar ve sokaklardan birine **Kitap Seven Sokağı**» denecek. Evet, artık kitapları sevenleri parmakla gösteriyorlar. Çünkü **kitap sevd**irilmiyor. **Kitapların** sevilmemesi için de ellerinden geleni artlarına koymuyorlar.» «Who would ever say that they would spoil the books to such a great extent so that one of the streets would be named as «Book Lovers' Street.» «Well yes, now they hardly single out the ones who like books because book-lovers are prevented from loving books. They also do their outmost for the books not to be loved.»

Through out the text, as seen, the recurrent items «**kitap**» «**book**» and «**sevmek**» «**love**» are frequently used together. We know that too much repetition of an item lowers the degree of informativity and even makes the text monotonous. However experienced authors do this on purpose in order to draw the attention of the reader on the subject that they are dealing with, and to assert certain degree of emphasis.

At first sight, the repetition of the word «**kitap**» «**book**» may seem redundant to the reader. However, when you read the text carefully you understand that Mehmed Kemal does this on purpose. A careful analyst will observe that «**Kitap-book**» and «**sevmek-to love**» are frequently used to assert a certain fact. That is to say the author is aware of the fact that enthusiastic readers are decreasing day by day, people do not buy and read books. For that reason he tries to express his sorrow and the importance of books in our lives.

«**Yaşasın Kitap!**

Yaşasın kitap okumaktan korkmayanlar!...» «May the books live long and those who are not afraid of reading books.»

When finishing his article the author also repeats the word «**yaşasın-long live**». Of course, he has a special aim in doing this. Through out the article he tries to emphasize that people do not want to read books and also tries to emphasize that he is aware of the reasons which discourage them. In order to encourage his reader and to reveal his message effectively he repeats «**yaşasın-long live**».

2 — Partial Recurrence : It entails using the same basic word components but shifting them to a different word class. The pre-

sence of the one expression allows the others to be rare or entirely novel.

Though they are not frequent, Mehmed Kemal makes use of partial recurrent items in his article.

«Çevremizde **korku** salınırken gene çok cesuruz, **korkmadan** kitap alıyor, korkmadan okuyoruz.» «While fear strolls around us, we are too courageous in buying and reading books.»

«korku-fear» is a noun and «korkmadan-Without being afraid of» is an adjective.

«Kitap **severler** yok mu? Dolu, var! Ama nerede, nasıl kitapları **seviyorum** diyebilisin.» «Aren't there book lovers? There are too many of them, but where and how they can utter that they love the books.»

«Kitap severler-book lovers» is a noun compound, «seviyorum-to love» is a verb. It is obvious that their word classes are different.

«Ben pek **inanamıyorum** ama **inanamların** sayısı arttıkça karamsarlığımı yitiriyorum.» «I hardly believe it, but the more the numbers of the believers increase the more I lose my pessimism.»

«İnanamıyorum-I cannot believe» is a verb and «inanamlar-believers» is a noun.

3 — Parallelism : It entails reusing surface formats but filling them with different expressions. The use of parallel sentences and clauses makes the text more cohesive.

«**Bir Yunanistan, bir Bulgaristan, bir Romanya**, nasıl kitap okuyor.»

«You see how Greeks, Bulgarians and Romanians are indulged in reading books».

Here the pattern is Adj+N

«Neden kitap biriktireyim, neden kitap toplayayım.» «Why should I collect, why should I gather books?»

Both of the sentences are interrogatives. The parallel pattern is QW-N-V. Similar but not identical actions are expressed with parallel sentences.

«Korkmadan kitap alıyor, korkmadan okuyoruz.» «We buy and read books without any fear.»

If we do not consider the elliptical term «kitap-book» in the second part, the linguistic patterning is the same in both. Only the

verbs are altered. For the first one it is «almak-to buy», for the second one it is «okumak-to read.»

4 — Paraphrase : is the recurrence of content with a change of expression. The text producers make use of paraphrases in order to make themselves more clear or when they want to emphasize certain points. Of course, recurrence is a way in achieving this. However, as we discussed before, it sometimes lowers the degree of informativity. Therefore they avoid using recurrent items frequently. Instead, they refer to paraphrases to provide cohesion.

In the text we have some examples :

«...kitaba düşmanlar sokaklarda. Kitaba düşmanca bakıyorlar.»
«The book-haters are in the streets staring at the books in enmity.»

The second sentence can be regarded as the paraphrase of the first one since it reveals more or less the same meaning that too many people dislike books.

«Zaten çok az okuyan bir ulusuz... Ama elli milyon olmuş ülkeler kadar kitap okuyamıyoruz... birkaç milyonluk gelişmiş ülkeler bizden birkaç kat fazla kitap okuyorlar.» «As a matter of fact, our people read rarely. However, we cannot read as much as those countries whose population has ended up in fifty million.»

The last two sentences are the paraphrases of the first one. The aim of the author is to emphasize the fact that Turkish people do not like reading books. They do not have the habit of reading. Kemal states this idea with the first sentence directly, in a very simple way. Then he maintains his idea with the other two sentences. He tries to attract the attention of the reader to the problem referring to paraphrases.

«Kitaba korku ile bakanları yeniden kitaba alıştırmak, onlara kitabı sevdirmek ne kadar zor.» «How difficult it is to get the ones, staring at books in fear, relike and used to books.»

Though we know that there is not complete synonymy, the notions «sevdirmek-get somebody relike something» and «alıştırmak-get used to» are not synonymous in terms of «synonymy» when they are out of the context; but, within the context they are synonymous since we generally like the things that we are used to.

Child language contains some patterns where the same noun is used as the subject of the sentences following each other. e.g. Babam para kazanacak. Babam bana top alacak. «Dady will earn money. Dady will buy a ball for me.» (Instead of saying-babam para kazanacak ve bana top alacak- «Dady will earn money and will buy a ball for me»)

However as we develop our linguistic competence, we tend to economize our utterances since we know that repeating the same items frequently makes our speech redundant.

Thus, apart from the devices we have discussed above, a text should also be economical in order to be cohesive. For achieving this, some other devices such as proforms, ellipsis, etc are used. They are the devices which shorten and simplify the surface text.

5 — Ellipsis : We may often elide some components of the surface text. Verbs, nouns, even clauses can be elliptical. Utilizing texts with no ellipsis consumes time and energy. On the other hand, often recurrent ellipsis makes the text meaningless. Now we shall deal with ellipsis in the text :

«Kitap severler yok mu? Dolu, var» «Aren't there book lovers? There are too many of them.»

In the second sentence the author prefers saying «Dolu, var» «There are too many of them» instead of «Kitap severler dolu, var» «The book lovers are too many» The reason is that using too many recurrent item destroys the cohesiveness of the text. Depending on our linguistic background, though it is not mentioned in the second sentence we understand that he refers to «kitap severler-book lovers».

«Çocukları ders kitaplarından başka şeyler okumasın diye analar, babalar öğüt veriyor. Eskiden böyle miydi? Ne bulursa okusun diye özendirirlerdi.» «Parents are giving advices to their children in that they should not read books other than course books. Was it like that in the past? They used to make them desirous in reading whatever they could find.» In the third sentence the elliptical elements are «analar, babalar, çocuklar-parents and children». That is to say-Analar, babalar ne bulursa okusun diye çocukları özendirirlerdi- Parents used to make children desirous in reading...-

In Turkish the ellipsis of pronouns are very frequent compared to English. This is due to the fact that in Turkish we have case suffixes at the end of the verbs identifying the subjects. We tend to say «yemeği pişirdin mi- Did you cook the meal?» instead of saying «sen yemeği pişirdin mi?», because the suffix {-n} indicates that the subject is in the second person singular form.

In the text we can see the ellipsis of too many pronouns.

«Kitap sever misiniz? -Do you love books?» instead of «Siz kitap sever misiniz?»

«Hayır sevmem-No, I don't» instead of «Hayır ben sevmem.»

«Filanın çocuğu okudu başı derde girdi, bizimkinin de mi girsin?-The kid of a so-called person read books and got himself troubled by them, will our kid meet the same fate?»

The author prefers using the possessive pronoun «bizimkinin-ours» instead of «bizim çocuğun-our kid». «Çocuk-kid» is an ellipticized item here. In our daily communication, we express ourselves in a more natural way. Thus he aims to specify the natural daily speech of public.

6 — Junction : It is a device for signalling the relationships among events or situations. By using junctives, text producers can have control over how relations are recovered and set up by receivers. There are four types of junctions :

a — Conjunction : links things having the same status. These are «ve, bunun yanında, buna ek olarak- and type» linkers.

b — Contrajunction : links the things having the same status but appearing incompatible in the textual world. These are «fakat-but» type linkers.

c — Disjunction : links the things which have alternative status. These are «veya-or»type linkers.

d — Subordination : links the things when the status of one depends on that of the other. Subordination is signified by markers indicating time, causality and modality. These are «eğer, iken, den beri, önce, sonra-if, since, before, after» type markers.

See how the text producer makes use of junctions in order to establish relationships between sentences, clauses, etc.

«...kitaplara bunca kıyacaklar **ve** sokaklardan birine...» «...who would ever say that they would spoil the books to such a great extent so that...» «**ve**» indicates conjunction.

«...kitapları sevenleri parmakla gösteriyorlar. **Çünkü** kitap sevdirilmiyor»

«...they point out the ones who like books because...» «**çünkü**» is a subordinator here because it indicates cause and effect relationship between the two sentences.

«...nasıl kitapları seviyorum diyebilirsin. **Çünkü** kitaplar sevimsiz hale sokulmuştur.» «how could he say that he love the books since they become unattractive.»

«**çünkü**» is a subordinator.

«**Oysa** elli milyonluk gelişmiş bir ülkede...» «However in a developed country whose population has ended up in fifty million...»

«**oysa**» is a contrajunction since the author tries to contrast our country with the ones such as Bulgaria, Greece, and Romania.

«Ben pek inanamıyorum **ama**...» «I can't believe it so much but...»

«**ama-but**» is a contrajunction since it indicates the contradiction between the first clause and the second one.

7 — Functional sentence perspective : The mere placement of materials in the earlier or later stretches of clauses and sentences suggests the relative priorities and degrees of informativity of underlying content. Informativity tends to rise toward the end of a clause or sentence. The given information generally takes place at the beginning and to draw focus of attention, the new ones generally take place at the end of sentences.

See how this informativity is maintained in the text : «Kitaptan korkuyu gidermek, kitabı yeniden sevdirmek için **gençler** seferber oluyor.» «The youth get into action to remove the fear brought about books and to make the books beloved.»

The same sentence can be rewritten as «Gençler, kitaptan korkuyu gidermek, kitabı yeniden sevdirmek için seferber oluyor.» However the writer thinks that a special attention should be paid to

«gençler-the youth» within the context, it should be more important and informative than the other elements of the sentence. This is due to the fact the author believes that the young generation is more powerful and democratic than the old generation. To emphasize this idea he uses «gençler» towards the end of the sentence.

So far, we have discussed cohesion from the point of view of some basic notions such as recurrence, ellipsis, parallelism, etc. We have come to the conclusion that surface components depend upon each other according to grammatical patterns and conventions. By analysing the grammatical dependencies in the surface text, we also discovered consciously that these dependencies are essential for sorting out meanings and uses.