

An Analysis of Cohesion in Secondary-Level Textbooks of Khyber Pakhtunkhwa

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Abstract

This study aims to analyze lexical and grammatical cohesion used in secondary-level English textbooks of Khyber Pakhtunkhwa. Lexical cohesion refers to the connections and relationships between words and sentences within a text. It is the use of cohesive devices, such as repetitions, synonyms, antonyms, hyponyms and meronyms, to create coherence and unity in a written or spoken discourse. Grammatical cohesion refers to the use of grammatical structures and devices within a text to create a sense of coherence and unity. Grammatical cohesion is achieved through various linguistic features; such as pronouns, conjunctions, repetitions, ellipses and referencing. The current study carried a mix-method research design; employing qualitative and quantitative methods to investigate the cohesion patterns in the selected textbooks. The research sample consists of secondary-level English textbooks used in public schools across Khyber Pakhtunkhwa. A random sampling technique is employed by selecting 4 chapters in secondary-level English textbooks, ensuring the representativeness and generalizability of the findings. Besides that, to analyze lexical cohesion, the study employed an extensive corpus linguistics approach. Textual units containing cohesive devices are extracted and statistical measures are used to examine lexical items' frequency, distribution and diversity. Additionally, qualitative analysis of specific instances of lexical cohesion is conducted to assess their effectiveness in maintaining coherence and facilitating comprehension. In the case of grammatical cohesion, a comprehensive examination of reference, ellipsis and conjunction is undertaken. The findings of this study provide insights into the prevailing pattern of lexical and grammatical cohesion in secondary-level English textbooks of Khyber Pakhtunkhwa. The analysis sheds light on the strengths and weaknesses of secondary-level English textbooks, highlighting areas that may require improvement in terms of coherence and clarity. The research outcomes can serve as a basis for curriculum developers, textbook authors and educators to enhance the quality of instructional materials, ensuring they effectively facilitate learning and comprehension among secondary-level students.

Key Words: *Lexical Cohesion, Grammatical Cohesion, Secondary Level Textbooks, Khyber Pakhtunkhwa.*

1. Introduction

Halliday introduced the concept of "cohesion" in 1964 (Halliday, 1976). Cohesion takes place when the interpretation of one element is dependent on the other in a text. Cohesion plays a key role in producing text because it can provide continuity between one part of a text and another. Besides, readers or listeners can rely on the continuity to make available cohesion to fill in the missed information, which is not available in the text but is necessary for its explanations. Halliday repeatedly highlighted in his book that the underlying semantic relation has cohesive strength rather than a peculiar cohesive marker (Halliday, 1976). However, Halliday emphasizes that cohesive markers form the texture. Lexical cohesion is an advanced cohesive means and thus the most complicated one to grasp. According to Halliday & Hasan (2001, p. 287), "lexical cohesion is a cover term for the cohesion that results from the co-occurrence of lexical items that are in some way associated with one another because they tend to co-occur in the same environment". The cohesive effect of lexical cohesion is obtained when there are two or more lexical items in a sentence or beyond the sentential level connected with one other. The connection either is one of relevant or equivalent meaning or maybe one of opposite or maybe one of co-occurrence (Wu, 2010). In the context of text/discourse analysis, the concepts of cohesion and coherence are connected to the understanding of language. Cohesion and coherence play a key role in how the message is interpreted and how the discourse negotiates meaning. In fact, coherent characteristics and cohesive linkages are essential components of effective academic writing.

2. Literature Review

According to Connor (1984) cohesion can be described as the use of exact coherent devices that signal relationships between sentences and textual elements. The coherence of the various textual elements is referred to as cohesion. To put it briefly, it is a connection between lexical units and structural elements combined to form an integrated text. In addition, Terbits (2009) cites de Beugrande and Dressler (1983) who list text cohesion as one of the seven textual criteria. Lexical and grammatical forms can also contribute to the creation of cohesion. Reiteration and collocation are examples of lexical cohesion, whereas references, substitutions, ellipses and conjunctions are examples of grammatical cohesion. These two types of cohesion contribute to the texture and quality of a text. According to McCagg (1990) the systematic correlation of ideas is referred to as coherence. It also highlights a semantic aspect of textuality. It is an aspect of comprehension that readers typically have in mind because they recognize the connections between the ideas in a text and the reader's prior knowledge of the world (Alarcon and Morales, 2011). Language is affected by joy (Javaid et al., 2023) and the pronunciation is bad for second language learner (Ikramullah et al., 2023). The field of linguistics had a significant number of theories in the early 20th century; each has its distinctive orientations, trends and areas of research. However, a lot of these theories, like those of Chomsky and Halliday, were developed separately or by several proponents. Each theory has also been effective at explaining some characteristics of language from a particular angle. One of the more substantial theories is of Halliday's Systematic Functional Linguistics (SFL) which has attracted most of the scholars and frequently cited in literature and linguistics.

In UK and Australia in the 1960s, Michael Halliday and his supporters principally developed the SFL approach to language analysis (O'Donnell, 2012). Influential linguists like Bronislaw Malinowski and J.R. Firth contributed to the foundation of SFL with their earlier studies. Polish anthropologist Bronislaw Malinowski spent much of his time in England, where he produced the

majority of his writings (O'Donnell, 2012). The second linguist is J.R. Firth, who promoted linguistics as a discipline in Britain. Using his linguistic model, he extended Malinowski's thesis on the significance of the situation's context and put it into practice. He also founded the "prosodic phonology" school of thinking, which permits phonological traits to be shared among subsequent phonemes rather than each phoneme having a unique set of characteristics (O'Donnell 2012). Words uttered are so effective (Ramzan et al., 2023). Discourse analysis is one of the many purposes for which the SFL method is used globally, especially in language teaching. Even though many linguistic theories focus on language as a type of mental practice, it has remained strongly related to sociology. For instance, the Halliday tradition is more interested in how language is used in social contexts to achieve a particular goal (O'Donnell, 2012 & Almurashi, 2016). A text or discourse is more than just a collection of random sentences. Instead, any sensible work will have a character of unity because each sentence and phrase will likely be about the same subjects. The ability of the sentences to "stick together" and make sense as a whole is known as cohesion. Back-referencing, conjunctions and semantic word relationships all contribute to cohesion. Cohesion is a tool for achieving unity in the text rather than a guarantee of it. It is a technique for making text "hang together as a whole," as Halliday and Hasan (1976) so eloquently put it. Their research on cohesion has highlighted its significance as a sign of text unity (Morris and Hirstt, 1991). The current study is an analysis of cohesion in secondary-level English textbooks of Khyber Pakhtunkhwa. There are two types of cohesion, Grammatical and Lexical Cohesion. So, the researchers in the given study will identify the different types of cohesive devices in Secondary level English textbooks of Khyber Pakhtunkhwa.

3. Theoretical Underpinning

Theoretically, this research is linked with Halliday's theory of systematic functional linguistics (SFL) presented in the 1960s. According to Matthiessen and Halliday (1997) SFL is an "applicable" linguistic theory since it is intended to have the ability to be used to address issues that arise in communities all over the world. According to Halliday (2008) as he seeks to create a coherent tradition of language that is "applicable" in the sense that it can be helpful to a large number of people who interact with language in some way during the course of their employment. Language of teachers and being mindful matters (Javaid et al., 2023). Scholars are constantly finding new applications for SFL, which is well known for its use in a variety of domains including healthcare, computational linguistics, translation, multimodal studies and education (Matthiessen, 2010). So, for the present study, the Systematic Functional Linguistics is used as the theoretical model to analyze cohesion in the Secondary level text of Khyber Pakhtunkhwa.

4. Statement of the Problem

A text is created using both the contextual occurrence of sentences and the structured string of words. Certainly, it can ensure continuity from one section of a text to another; as cohesion plays a crucial role in the creation of text. This research is mainly concerned with the analysis of lexical and grammatical cohesion of secondary-level textbooks, especially English textbooks. Lexical cohesion involves repetition and collocation, while grammatical cohesion includes reference, substitution, ellipsis and conjunction. So, this research is an attempt to investigate the extent and effectiveness of grammatical and lexical cohesion in Khyber Pakhtunkhwa secondary-level English textbooks, to identify potential areas of improvement to enhance students' reading comprehension and learning outcomes.

5. Research Methodology

This study follows a mixed-method research design. Quantitatively, it presents the statistical results and examines the frequency and distribution of lexical and grammatical cohesive devices in the selected textbooks. Qualitatively, this research analyzes lexical and grammatical cohesion in the chosen textbooks. For this purpose, the researchers have selected 9th and a 10th class English textbooks used in secondary-level schools in Khyber Pakhtunkhwa. The selection consists of the initial four chapters in English textbooks of 9th and 10th class to analyze the given linguistic features. The selected chapters are sufficient representation of the whole text books. The obtained data were analyzed through an established linguistic framework, such as Halliday and Hassan's cohesion model (1976). The given analysis involves identifying cohesive devices, for example, pronouns, synonyms, conjunctions and grammatical structures and also identifying their role in maintaining the overall coherence of the text.

6. Results and Discussion

Table 4. 1: Distribution of Lexical Cohesion

S.no	Types of Lexical Cohesion	Occurrences
01	Repetitions	33
02	Meronyms	20
03	Synonyms	41
04	Antonyms	06
05	Hyponyms	24
06	Super-ordinates	40
07	Collocations	38
Total		202

Table 4.1 lists the most frequent lexical cohesive patterns in Khyber Pakhtunkhwa secondary level English textbooks along with the occurrence of each type. The categories of lexical cohesion listed above were derived from Halliday and Hassan's (1976) cohesion Model in Linguistics. In this model, Halliday and Hassan identified the above types of lexical cohesion that contribute to the coherence of a text. The above table illustrates the different types of lexical cohesion found in the selected chapters of secondary-level English textbooks of Khyber Pakhtunkhwa along with their categorization. So, in the first category, there are repetitions which refer to the words that are repeated in the text. For example, “you are free to go to your temples; you are free to go to your mosques, or any other place of worship in this state of Pakistan” (9th class, p. 27).” I gazed and gazed but little thought” (Class 9th, p. 34). There are 33 repetitions in the selected chapters of the English textbooks that have been presented in the given table. Similarly, the next type of lexical cohesion is meronyms which are terms or words that represent the parts or components of the whole. For instance, it is “Flitted across withered lips” (10th class, p.139). So, in the selected chapters of secondary-level English textbooks of Khyber Pakhtunkhwa, the researchers found 20 meronyms. In addition, the association between words with similar meanings is referred to as a synonym. For example, they shouted in one voice kindness and pity (9th class p.03). Again in the text “By adopting the Sunnah of simplicity and humility we can eradicate social evil like ostentation, arrogance and pride” (Class 10th p. 4). There are 41 synonyms in the selected chapters of secondary-level English textbooks of Khyber Pakhtunkhwa which is the highest occurrence compared to other types of lexical cohesion. Antonyms refer to opposite or contrastive meanings. For example, no one could ever think to refuse to obey the mandate of the government (Class 10th, p. 40). In Table 4.1, antonyms are 06 in number in the selected chapters which is the least occurred type of lexical cohesion. Moreover, during the analysis, the researchers found 24 hyponyms in selected chapters of English textbooks that have been presented in Table 4.1. For example, due to

excessive pumping of underground water the quality of water has been contaminated with heavy metals like nickel, copper, and cobalt (Class 10, p. 95). Furthermore, the term "superordinate" refers to a more general class. For example, seventy million people who once had no country to call their own had become a nation with great ideals and great faith (Class 9th, p.26). In Table 4.1, there are 40 super-ordinates in the selected chapters of English textbooks which is the second-highest figure. In the last, the researchers analyzed collocations in the selected chapters of secondary-level English textbooks of Khyber Pakhtunkhwa. Collocations occurred 38 times in the chosen chapters. For example, once again he shouldered his burden (how light it seemed now) and hastened down the path, through the shadows and the moonlight, to the little hut in the valley (Class 10th p.65). So, overall there are 202 lexical cohesive devices that the researchers have found in the selected chapters of secondary-level English textbooks currently in use in the province of Khyber Pakhtunkhwa.

Table. 4. 2: Distribution of Lexical Cohesion with Percentages and Frequencies

S.no	Types of Lexical Cohesion	Occurrences	Frequencies
01	Repetitions	33	16.33%
02	Meronyms	20	9.90%
03	Synonyms	41	20.29%
04	Antonyms	06	2.97%
05	Hyponyms	24	11.88%
06	Super-ordinates	40	19.80%
07	Collocations	38	18.81%
Total		202	

In table 4.2, the percentages and frequencies of the various types of lexical cohesive devices have been presented. To start, the researchers counted 202 lexical cohesive devices in the selected chapters of secondary school English textbooks of Khyber Pakhtunkhwa. So, the researchers took those total cohesive devices as primary data for the study. The researchers first identified 202 lexical cohesive devices in the chosen portions and then classified those cohesive devices into several kinds according to the cohesion model in Linguistics proposed by Halliday and Hassan in 1976.

In the first category, repetitions become 16.33% of the total lexical cohesive devices in secondary-level English textbooks of Khyber Pakhtunkhwa. It means that there are 16% repetitions in the given textbooks. In the same manner, there occurred 20 meronyms so the frequency of meronyms was 9.90%. It means that there are approximately 10% meronyms in the given textbooks, which is less occurred cohesion as compared with repetitions. It shows that there are fewer meronyms in the given textbooks. On the other hand, synonyms occurred 41 in number which is 20.29% which means that there are 20% synonyms in secondary-level English textbooks, which suggests the highest occurrence of all lexical cohesive devices. Antonyms refer to opposite or contrastive meanings. In the given research process, there are 06 antonyms in the selected chapters of secondary-level English textbooks which is 2.97% that suggests that there are approximately 3% antonyms which is the least occurred lexical cohesion in the given table. The number of hyponyms in the given table is 24 which become 11.88%. So, there are 12% hyponyms in the secondary-level English textbooks. Next, there are super-ordinates which are 40 in number, so the percentage of super-ordinates is 19.80%. So, approximately there are 20 % super-ordinates in the given textbooks.

Furthermore, the researchers also identified collocation which is another type of lexical cohesion. In Table 4.2, there are 38 collocations at the frequency level of 18.81% of all the cohesive devices in the secondary-level English textbooks. Paltridge (2000) claims collocation has to do with the interpretation of meanings to construct lexical links. It explains common word pairings; such as adjective-noun combinations, verb-noun relationships and noun pair associations. Meanwhile, in the given research study the researchers have analyzed secondary-level English textbooks with limited resources. So, it suggests that the concerned authorities should inculcate more lexical cohesive devices such as antonyms for better comprehension and understanding.

Table 4. 3: Distribution of Grammatical Cohesion

S.no	Types of Grammatical Cohesion	Occurrences
01	References	421
02	Substitutions	06
03	Ellipsis	22
04	Conjunctions	414
Total		863

Table 4.3 is about the distribution of grammatical cohesion. The most typical types of grammatical cohesion and the occurrences with which they occur in Khyber Pakhtunkhwa secondary-level English textbooks are listed in the table above. The types of grammatical cohesion that are listed in the table are drawn from the 1976 presentation of Halliday and Hassan's cohesion model in linguistics. Halliday and Hassan recognized mainly four types of grammatical cohesion in this model, including references, substitutions, ellipses and conjunctions which enhance a text's cohesiveness and connectivity. The given table of grammatical cohesion illustrates the different types of grammatical cohesive devices which the researchers found in the selected chapters of secondary-level English textbooks of Khyber Pakhtunkhwa along with their categorization. References fall under the first category. Reference establishes a link between a textual element and another object about which the element is understood in a particular circumstance (Halliday and Hassan, 1976). The three types of references are personal, demonstrative and comparative. For example, they owned a bit of land that supplied them with food (Class 10th, p.64). The researchers in the given study found 421 references in the selected chapters of secondary level English textbooks that have been presented in table 4.3 which is the mostly occurred grammatical cohesion in the selected portion. Similar to this, the next type of grammatical cohesion is called substitutions, which entails substituting one linguistics unit with another that fulfills the same structural function. For example, the next day she told him how to make a rope of ashes” Make a rope of twisted straw” (Class 10th, p. 66). So, in the chosen chapters of English textbooks the researchers found 06 substitutions which is the least occurred grammatical cohesion as compared with other types of grammatical cohesion. In addition, the removal of a linguistic unit from a text because it is thought to contain evidence is known as an ellipsis. Thi and Ngo (2019) claimed it is also the omission of a certain piece. For example, friends are no friend, brother, or no... (Class 10th, p. 12). There are 22 ellipses in the selected chapters of secondary-level English textbooks of Khyber Pakhtunkhwa which is the most occurred grammatical cohesion after references and conjunctions and the result has been presented in table 4.3. Furthermore, conjunctions are 414 in number in the above table. Conjunctions connect utterances in several ways dependent upon their underlying meanings and imply a wide range of signal words. For example, the text says “whether we have five hundred million or one trillion” (Class 10th, p. 39). So, in total there are 863

grammatical cohesive devices in the selected portions of secondary-level English textbooks which the researchers analyzed during the research study in the province of Khyber Pakhtunkhwa.

Table 4. 4: Distribution of Grammatical Cohesion with Percentages and Frequencies

S.no	Types of grammatical cohesion	Number	Frequencies
01	References	421	48.78%
02	Substitutions	06	0.69%
03	Ellipsis	22	2.54%
04	Conjunctions	414	47.97%
Total		863	

The percentages and frequencies of the various kinds of grammatical cohesive devices are shown in the table above. First of all, the researchers identified the total number of grammatical cohesive devices in the selected chapters of the given textbooks which is 863 in number. So, after collecting the data about grammatical cohesive devices the researchers took those grammatical cohesive devices as primary data for the analysis of grammatical cohesion. After identifying 863 grammatical cohesive devices, the researchers then categorized these cohesive devices into four types according to Halliday and Hassan's cohesion model presented in 1976 in *Linguistics*. The first type of grammatical cohesion is references which become 48.78% of the total grammatical cohesion in the selected chapters of current secondary-level English textbooks of Khyber Pakhtunkhwa. This means that there are approximately 49% of references in the given English textbooks which is the highest percentage of all grammatical cohesion. In the same way, there occurred 06 substitutions at the frequency level of 0.69%. This suggests less than 01% substitutions in the current secondary-level English textbooks which is the least occurred grammatical cohesion compared to other types of grammatical cohesion. On the other hand, ellipses occurred 22 in number so the percentage of ellipses is 2.54%. This means that there are 2% ellipsis occurred in Khyber Pakhtunkhwa secondary-level English textbooks which is the least occurred cohesion after substitutions. Conjunctions the last type of grammatical cohesion is also presented in the above table. The numbers of conjunctions are 414 in the chosen chapters so the percentage of conjunctions is 47.97%. This percentage of conjunctions suggests that there are about 48% of conjunctions in the secondary-level English textbooks of Khyber Pakhtunkhwa.

7. Discussions

The study's findings were analyzed using both qualitative and quantitative methods. Halliday and Hassan's cohesion model presented in 1976 was applied which linguistically categorized lexical cohesion into seven major types and grammatical cohesion into four major types. According to that methodology, the researchers divided lexical and grammatical cohesion into categories, computed the proportion and frequency of each cohesive device and then identified the cohesive devices that were less frequently used in textbooks.

The research study revealed that the current secondary-level English textbooks lack certain lexical cohesive devices. A statistical analysis of lexical cohesion has been made which presents the percentage and frequency of each cohesive device of different categories in Table 4.2. Based on the obtained results, it is inferred that there is less occurrence of antonyms compared with other lexical cohesive devices. This suggests that the educational authorities have not properly included antonyms in the given textbooks. The reason could be that it may create difficulty in understanding, while there is frequent use of synonyms and other cohesive devices. So, the educational authorities should have included more antonyms for better comprehension.

Moreover, the researchers also analyzed grammatical cohesion as well in the selected chapters of secondary-level English textbooks. During the analysis of the obtained data, the researchers found that there are fewer occurrences of substitutions which are 06 in number of the total 863 grammatical cohesive devices. This means that there is less use of substitutions. They have not used more substitutions because it is mostly used in spoken discourse. The researchers also found the frequent use of references and conjunctions which is more in number than other grammatical cohesive devices. Based on the above results and discussions, it is suggested that the educational authorities should inculcate more lexical cohesive devices such as antonyms. It is also recommended that they should also include more grammatical cohesive devices such as substitutions for better understanding. Additionally, the use of vocabulary is standard but in some sections of the textbooks, there is the use of difficult vocabulary which creates difficulty in understanding and comprehension. So, it is recommended that they should include such words that students can easily comprehend and understand. Additionally, the researchers also concluded that the educational authorities put less emphasis on lexical cohesion and more emphasis on grammatical cohesion in the given English textbooks. So, it is suggested that if there occurs a balance between the two types of cohesion it will greatly help in improving the quality of textbooks. The number and percentages of each cohesive device are based on the data obtained from secondary-level English textbooks of Khyber Pakhtunkhwa. The data may vary according to each academic year and also in terms of implementation and effectiveness. Some sections of English textbooks exhibited a strong emphasis on cohesive language features while others displayed inconsistencies and deficiencies in promoting effective cohesion.

8. Conclusion and Recommendation

In conclusion, this research study was carried out on the secondary-level English textbooks of Khyber Pakhtunkhwa, Pakistan. The study's primary objective was to examine the lexical and grammatical cohesion of secondary-level English textbooks currently used in Khyber Pakhtunkhwa. The researchers employed the cohesion model of Halliday and Hassan to find out lexical and grammatical cohesion in the secondary-level English textbooks of Khyber Pakhtunkhwa. In the study, the researchers selected the initial four chapters of secondary-level English textbooks of class 9th and 10th to collect data about lexical and grammatical cohesion. The obtained data were analyzed and results were drawn with the help of tables from the collected data. In the study, the researchers mainly focused on the seven types of lexical cohesion; Synonyms, antonyms, hyponyms, meronyms, collocations, super-ordinates and repetitions. Conjunctions, references, ellipses, and substitutions are the four types of grammatical cohesion. The analysis of lexical and grammatical cohesion also reveals significant insights into linguistic features of teaching materials. The main aim of the analysis is to examine the extent to which these textbooks promote coherent and cohesive language used, necessary for effective communication and language development among students. The researchers found that less cohesive devices were used such as antonyms and substitutions in the text.

The given research study suggests some recommendations to the educational authorities, curriculum designers and relevant stakeholders. First of all, educational authorities and curriculum designers should clearly outline the learning objectives for each unit or lesson in the current textbooks. This helps to align the objectives with the curriculum framework and will ensure that the textbooks meet educational standards and support effective learning outcomes. Similarly, by identifying key vocabulary items and ensuring their gradual and systematic introduction through the textbooks. It is also necessary that the educational authorities should also provide clear

definitions and exercises to reinforce understanding and applications. In addition, introducing synonyms and antonyms also enrich students' vocabulary and to enable them to express themselves more effectively and efficiently. Furthermore, it is also recommended that the curriculum designers should include exercises that encourage students to use them in context, promoting both comprehension and understanding. The findings of the study also suggest that curriculum designers should incorporate daily use collocations to enhance students' ability to produce natural and fluent language.

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