

Ellipsis Reference Substitution As Cohesive Devices The

Arabic has been taught as a foreign language throughout the world. Yet, no book has been available for teachers and students that illustrates to them the stylistic mechanism of Arabic. This shows the urgent need for a reference book on Arabic stylistics that can develop the student's stylistic competence as well as enhance his/her writing and communication skills needed for this vital modern language. Arabic Stylistics: A Coursebook aims to help the learner to acquire sound awareness of the recurrent structural patterns of modern standard Arabic and develop his/her analytical stylistic skills. This coursebook is also of great value to the teachers of Arabic as a foreign language who need this particular book to assist them in developing their students' practical ability and understanding of Arabic. This coursebook is written in a smooth language and is supported by generous examples with their translation in English. Arabic Stylistics: A Coursebook is highly beneficial for both teachers and learners of Arabic as a foreign language.

Presenting a field-defining overview of one of the most applicable linguistic theories available today, this Handbook surveys the key issues in the study of systemic functional linguistics (SFL), covering an impressive range of theoretical perspectives. Written by some of the world's foremost SFL scholars, including M. A. K. Halliday, the founder of SFL theory, the handbook covers topics ranging from the theory behind the model, discourse analysis within SFL, applied SFL, to SFL in relation to other subfields of linguistics such as intonation, typology, clinical linguistics and education. Chapters include discussion on the possible future directions in which research might be conducted and issues that can be further investigated and resolved. Readers will be inspired to pursue the challenges raised within the volume, both theoretically and practically.

Master's Thesis from the year 2017 in the subject Speech Science / Linguistics, grade: Excellent, , course: Writing, language: English, abstract: Writing is considered as a difficult process even in the first language (L1). It is even more complicated to write in a foreign language (FL). Writing in a (FL) often presents the greatest challenge to the students at all stages of their learning, particularly essay writing, students write essays without serious grammatical errors or misspellings; however, their essays are still disconnected and incoherent. This illogicality is mainly caused by the errors at the discourse level. EFL third-level English students at Faculty of Education/Radfan, often face many problems when they write essays in English. Thus, this study aims at investigating the students' discourse competence in essay writing. This study also aims at exploring the causes that make the students commit discourse errors and to what extent the students' incompetency affects their writing negatively. To find out the reasons that might lead to the problems under investigation, two instruments were employed to collect data; the first instrument was the teachers' questionnaire, which was responded to by five teachers who teach writing and composition in the Department of English at Faculty of Education/Radfan. The second one was the students' writing task; through which twenty-five students were required to write an argumentative essay. The analyses and interpretations of the result obtained by the two instruments can be summed up as follows: The teachers supplied the researcher with valuable information that made the students commit discourse errors when writing essays. Besides, they emphasized on the importance of drawing the students' attention to the grammatical and lexical cohesive devices to help them write proficiently. Moreover, they suggested some methods and strategies to be taken during teaching writing to overcome the students' problems. The results obtained through the analyses of the students' writing task showed that the students' errors might be attributed to the inappropriate use of grammatical and lexical cohesive devices, such as the overuse of some devices and the absence of the others; however, the overuse was not appropriate. It was also noticed that the students managed to use some cohesive devices of each type, but they showed their ignorance of the others as in the case of substitution and ellipsis which were barely used, however that use was wrong. On the basis of the findings, the researcher proposed some solutions and suggestions that might help to overcome the problem.

Contrastive Linguistics (CL), Translation Studies (TS) and Machine Translation (MT) have common grounds: They all work at the crossroad where two or more languages meet. Despite their inherent relatedness, methodological exchange between the three disciplines is rare. This special issue touches upon areas where the three fields converge. It results directly from a workshop at the 2011 German Association for Language Technology and Computational Linguistics (GSCL) conference in Hamburg where researchers from the three fields presented and discussed their interdisciplinary work. While the studies contained in this volume draw from a wide variety of objectives and methods, and various areas of overlaps between CL, TS and MT are addressed, the volume is by no means exhaustive with regard to this topic. Further cross-fertilisation is not only desirable, but almost mandatory in order to tackle future tasks and endeavours.}

This third edition of An Introduction to Functional Grammar has been extensively revised. While retaining the organization and coverage of the earlier editions, it incorporates a considerable amount of new material.

This practical and research-based introduction to current and effective English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA- TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty.

This work arose from the desire to teach foreign students in North America a particular variety of language used in their disciplines (speech situations), whereupon the inadequacy or non-existence of previous study became apparent. Given this *raison d'être*, the work first illustrates one approach to the analysis of language in order to test whether something of significance can be said about the typology of texts and discourse. The approach chosen is Systemic Functional Grammar, with its roots in the Prague School of Linguistics and the London School of J.R. Firth, a theory that is particularly able to show how situational factors affect codal choices. Secondly, the author proceeds to use this theory and one language variety (academic speech) to

illustrate the influence of speech situational components on the codal selections in the language variety. Since the impetus for the work is pedagogical, the book concludes with a brief reappraisal of the analysis model and a discussion of some of the pedagogical implications stemming from the analysis. Since the work is also theoretical, the implications of the study for the model of grammar are thoroughly explored.

The diagnostic assessment of writing is an important aspect of language testing which has often been neglected in the literature. However, it is an area which poses special challenges to practitioners both in the classroom and in large-scale testing situations. This book presents a study which set out to develop and validate a rating scale specifically designed for the diagnostic assessment of writing in an academic English setting. The scale was developed by analysing a large number of writing performances produced by both native speakers of English and learners of English as an additional language. The rating scale was then validated using both quantitative and qualitative methods. The study showed that a detailed data-based rating scale is more valid and more useful for diagnostic purposes than the more commonly used impressionistic rating scale.

Seminar paper from the year 2001 in the subject English Language and Literature Studies - Linguistics, grade: 3,0 (3), <http://www.uni-jena.de/> (Institute for English Language Sciences), course: Pre-seminar, 6 entries in the bibliography, language: English, abstract: Analysing texts of any kind is a very useful method for the aim of describing language functions. When we speak of a text, we speak of "Any passage, spoken or written, of whatever length, that forms a unified whole." The question that is put first is what is a text and what is not, what are the features that distinguish text from a collection of unrelated sentences. Halliday points out that every text has a texture. "A text derives this texture from the fact that it functions as a unity with respect to its environment." There are certain linguistic features that contribute to textual unity. Apart from other concepts this fact is described by the concept of cohesion. "The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text, and that define it as a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another." Formulated in other words, cohesion implies semantic resources for linking a sentence with what has gone before. The aim of this paper is to give a survey of the textual phenomenon cohesion by describing it with the help of an article of a newspaper. By analysing this article the paper pays attention to the linguistic resources of cohesion which are reference, ellipsis and conjunction, to point out how the resources help to create text, to organize text and experience the interpersonal and the experiential coherence of the text.

Cohesion in English is concerned with a relatively neglected part of the linguistic system: its resources for text construction, the range of meanings that are specifically associated with relating what is being spoken or written to its semantic environment. A principal component of these resources is 'cohesion'. This book studies the cohesion that arises from semantic relations between sentences. Reference from one to the other, repetition of word meanings, the conjunctive force of but, so, then and the like are considered. Further, it describes a method for analysing and coding sentences, which is applied to specimen texts.

Leading researchers and clinicians examine language as a bridge between learning disability and psychiatric disorder.

This book presents an analysis of Chinese grammar from a systemic functional perspective. Its main focus is the clausal grammar of Chinese, and Dr Li provides a thorough analysis of Chinese clauses according to their constituent parts. However, uniquely, the second half of the book extends this examination into an analysis of Chinese discourse and text analysis. Professor Halliday's foreword praises Eden Li's thorough analysis, and shows its relevance to the field of systemic functional linguistics in general. Systemic Functional Grammar of Chinese provides the reader with a general theoretical framework of grammar and discourse analysis from a systemic functional perspective.

This proceedings volume gives an up-to-date overview of the most recent results in the field of plant molecular response to environmental constraints, especially heat, cold, water/drought, salt or light. It centers on molecular approaches in understanding the bases of plant tolerance to physical stresses, links among different environmental stresses, and the manipulation of gene expression by recombinant DNA technology to obtain tolerant transgenic plants.

The main purpose of the thesis was to explore the discourse characteristics in self-help books on the example of a popular classic of this genre. The aim was a discourse analysis of the self-help manual *The 7 Habits of Highly Effective People* (1989) by Stephen R. Covey. The book falls under the self-help category and includes typical features which are common for the genre. The thesis presents the distinguishing characteristics and shows the conventions which make it a typical representative of its genre. The main part consists of a discourse analysis of a chapter from the book, discussing the prevailing cohesive relations and its situational and generic coherence. The analysis examines the following cohesive devices: reference chains, typical examples of ellipsis and substitution, conjunction (the use of linking words and lexical ties), typical examples of lexical cohesion (examples of reiteration). The practical value of discourse analysis is in the fact that it displays a text's cohesion and coherence, both of which impact the text's quality and show if a text makes sense as a unified whole. The knowledge of cohesive devices is useful for evaluating texts (helping readers, critics, teachers) and text production (helping writers, journalists, students). The analysis has demonstrated connectedness and unity achieved through the use of cohesive devices and the prevalence of certain cohesive devices which can be linked to the specifics of the genre. The analysis also shows a situational and generic coherence, that is in line with the expectations towards the genre and context. An insight into how the internal organization of the text and content is connected to the register and genre of the text is supplied by the conclusion based on the analysis.

When she and her grandmother go to help with preparations for a big family reunion, Tanya learns about the history of the farm in Virginia where Grandma grew up.

Cloze procedure is a family of testing and teaching methods that leave blanks in discourse and ask examinees to restore the missing elements. Edited and coauthored by award-winning scholars, *Cloze and Coherence* shows how and why cloze procedure is sensitive to discourse constraints, and it offers a comprehensive theory of semiotics showing what coherence is and reviewing a great deal of cloze research. It traces in particular the history of cloze research pertaining to studies of coherence from Hermann Ebbinghaus in the 1890s to Wilson L. Taylor in the 1950s until today. The research presented here aims to show that cloze scores tend to fall if discourse constraints are disrupted. Also explored are many subtle questions associated with this tendency. Populations discussed include native and nonnative speakers of English, native and nonnative speakers of French, and certain special populations such as deaf subjects and educable mentally retarded subjects. Contrary to some experts, it appears from the theory and the research that all of the normal subject populations as well as the special populations examined here benefit from the cognitive momentum gained from the episodic organization of ordinary discourse. This finding is sustained by research from Taylor, Oller et al., Cziko, Bachman, Jonz, and Taira. Further, some of Jonz's recent work shows why scrambling encyclopedic text (Timothy Shanahan and colleagues) failed to produce any significant decrement in cloze scores. Jonz demonstrated empirically that some texts (just as Gary A. Cziko had predicted) are not made more difficult by scrambling their sentences because the sentences of those texts are, in some cases, arranged in the manner of a list rather than a logically or chronologically structured series. Scrambling the list, therefore, has no significant impact. The final chapter of this study gives a comprehensive review of research reportedly showing that cloze is not sensitive to coherence. The authors show that all those efforts suffer

from fatal flaws. Cloze and Coherence offers advances of two kinds. First, a better theoretical basis for experimental research on discourse comprehension and on literacy and language acquisition is presented, which stems from a fleshed-out semiotic theory. Second, experimental advances, whose results are published here for the first time, appear in various studies by Jonz, Chihara et al., Oller et al., and Taira. This work is well researched and illustrated. It includes figures, tables, appendices, a glossary, and an index. It will be a valuable tool for language and literacy testers and teachers.

William Frawley University of Delaware Several years ago, I performed a kind of perverse experiment. I showed, to several linguistic colleagues, the following comment made by Walker Percy (in *The Message in the Bottle*): language is too important a problem to be left only to linguists. The linguists' responses were peculiarly predictable: "What does Percy know? He's a mercenary outsider, a novelist, a psychiatrist! How can he say something like that?" Now, it should be known that the linguists who said such things in response were ardent followers of the linguistic vogue: to cross disciplines at whim for the sake of explanation---any explanation. It was odd, to say the least: Percy was damned by the very people who agreed with him! Fortunately, the papers in this book, though radically interdisciplinary, do not fall prey to the kind of hypocrisy described above. The papers (from the Third Delaware Symposium on Language Studies) address the question of literacy---a linguistic problem too important to be left only to linguists--but many of the authors are not linguists at all, and those who are linguists have taken the care to see beyond the parochialism of a single discipline. The subsequent papers have been written by psychologists, linguists, anthropologists, computer scientists, and language teachers to explain the problem of how humans develop, comprehend, and produce extended pieces of information (discourses and texts).

Previously published by: London: Arnold, 2004, 2nd ed.

A clear and up-to-date introduction to linguistics. This best-selling textbook addresses the full scope of language, from the traditional subjects of structural linguistics (relating to sound, form, meaning and language change) to the more specialised subjects of contextual linguistics (including discourse, dialect variation, language and culture, and the politics of language). There are also separate chapters on language and the brain, computational linguistics, writing, and first and second language learning. Extensively classroom-tested, this second edition has been revised to further support student learning, with numerous new examples, exercises and textboxes to model and contextualise key concepts. Updated throughout to incorporate contemporary issues and events, it includes worked examples of phonological analyses and multiple examples of a variety of World Englishes. A rich collection of online resources completes the learning package.

Fully updated and revised, this fourth edition of Halliday's *Introduction to Functional Grammar* explains the principles of systemic functional grammar, enabling the reader to understand and apply them in any context. Halliday's innovative approach of engaging with grammar through discourse has become a worldwide phenomenon in linguistics. Updates to the new edition include: Recent uses of systemic functional linguistics to provide further guidance for students, scholars and researchers More on the ecology of grammar, illustrating how each major system serves to realise a semantic system A systematic indexing and classification of examples More from corpora, thus allowing for easy access to data Halliday's *Introduction to Functional Grammar*, Fourth Edition, is the standard reference text for systemic functional linguistics and an ideal introduction for students and scholars interested in the relation between grammar, meaning and discourse.

This book is a study of discourse-the flow of talk-of schizophrenic speakers. Our goal is to understand the processes which account for the ordinary flow of talk that happens all the time between speakers and listeners. How do conversations happen? What is needed by a listener to follow a speaker's words and respond appropriately to them? How much can a speaker take for granted and how much must be stated explicitly for the listener to follow the speaker's meanings readily and easily? Each time we ask these questions, we seem to have to go back to some place prior to the "ordinary" adult conversation. This time, we have tried reversing the questions and asking: What happens when conversation fails? Prompted in part by an early paper by Robin Lakoff to the Chicago Linguistics Society and by Herb Clark's studies of listener processes, we wondered what a speaker has to do to make the listener finally stop making allowances and stop trying to adjust the conversational contract to cooperate. This inquiry led us to the schizophrenic speaker. When a listener decides that the speaker's talk is "crazy," he or she is giving up on the normal form of conversation and saying, in effect, this talk is extraordinary and something is wrong. We thought that, if we could specify what makes a conversation fail, we might learn what has to be present for a conversation to succeed.

There is little argument that mass media news projects a particular point of view. The question is how that bias is formed. Most media critics look to the attitudes of reporters and editors, the covert news policy of a publisher, or the outside pressures of politicians and advertisers. *Manufacturing the News* takes a different tack. Mark Fishman's research shows how the routine methods of gathering news, rather than any hidden manipulators, determine the ideological character of the product. News organizations cover the world mainly through "beats," which tend to route reporters exclusively through governmental agencies and corporate bureaucracies in their search for news. Crime, for instance, is covered through the police and court bureaucracies; local politics through the meetings of the city council, county commissioners, and other official agencies. Reporters under daily deadlines come to depend upon these organizations for the predictable, steady flow of raw news material they provide. It is part of the function of such bureaucracies to transform complex happenings into procedurally defined "cases." Thus the information they produce for newswriters represents their own bureaucratic reality. Occurrences which are not part of some bureaucratic phase are simply ignored. Journalists participate in this system by publicizing bureaucratic reality as hard fact, while accounts from other sources are treated as unconfirmed reports which cannot be published without time-consuming investigation. Were journalists to employ different methods of news gathering, Fishman concludes, a different reality would emerge in the news—one that might challenge the legitimacy of prevailing political structures. But, under the traditional system, news reports will continue to support the interests of the status quo independently of the attitudes and intentions of reporters, editors, and news sources.

(Peeters 1994)

Discourse Analysis: The Questions Discourse Analysts Ask and How They Answer Them is the first introductory text organized around the kinds of questions discourse analysts ask and how they are systematically addressed by analysts of different empirical persuasions, thereby cultivating a principled understanding of the interdisciplinary field of discourse analysis. The text promotes synthesis, integration, and a multidimensional understanding of the core issues that preoccupy discourse analysts. (1) How is discourse structured? (2) How are social actions accomplished in discourse? (3) How are identities negotiated in discourse? (4) How are ideologies constructed in discourse? The answer to each question is illustrated with transcripts and analyses of actual discourse as exemplified in key studies in the field. With a range of other features such as boxed definitions, study questions, and analytical tasks, this guide to the complex world of discourse is an ideal resource for courses on discourse analysis.

Contrastive studies have experienced a dramatic revival in the last decades. By combining the methodological advantages of computer corpus linguistics and the possibility of contrasting texts in two or more languages, the structure and use of languages can be explored with greater accuracy, detail and empirical strength than before. The approach has also proved to have fruitful practical applications in a number of areas such as language teaching, lexicography, translation studies and computer-aided translation. This volume contains twelve studies comparing linguistic phenomena in English and seven other languages. The topics range from comparisons of specific lexical categories and

word combinations to syntactic constructions and discourse phenomena such as cohesion and thematic structure. The studies highlight similarities and differences in the use, semantics and functions of the compared items, as well as the emergence of new meanings and language change. The emphasis varies from purely linguistic studies to those focusing on practical applications.

These papers represent a cross-section of the research work conducted in the Department of English of the College of Education at the University of Basrah, Basra, Iraq. It is anticipated that their publication will encourage future studies by placing work in English Studies from the University of Basrah in an international perspective for the first time in decades. During the last couple of years, research work at the University of Basrah has been increasing and developing. The rehabilitation and reactivation of local journals has facilitated publication which for a long time had been halted. The present volume comprises research embodying different strands of the work of the Department of English, and showing recent trends in the study of linguistics and literature at the University of Basrah. Papers contributed represent work in various fields of study including phonetics and phonology, linguistics, ELT, pragmatics, discourse analysis, and literary stylistics.

The book *Dimensions in Discourse: Elementary to Essentials* is a brilliant academic work which aims at helping the teachers and scholars who are interested in the recent developments in the field of Discourse Studies. The author, with his profound insight into the subject, has made this book not only enjoyable but also elegant. The book traces the very origin of the discipline called Discourse Analysis and brings to light various theories and methods related to this field and finally explains the scope and the reach of this field. The unique aspect of this book is that it attempts to investigate the core concepts of Discourse Studies from structural and linguistic perspectives to thematic elevation by drawing instances from representative literary texts. This work is expected to be a great resource for the university students, research scholars and teachers who are interested in exploring this ever charming territory called Discourse Analysis.

This accessible textbook is the only introduction to linguistics in which each chapter is written by an expert who teaches courses on that topic, ensuring balanced and uniformly excellent coverage of the full range of modern linguistics. Assuming no prior knowledge the text offers a clear introduction to the traditional topics of structural linguistics (theories of sound, form, meaning, and language change), and in addition provides full coverage of contextual linguistics, including separate chapters on discourse, dialect variation, language and culture, and the politics of language. There are also up-to-date separate chapters on language and the brain, computational linguistics, writing, child language acquisition, and second-language learning. The breadth of the textbook makes it ideal for introductory courses on language and linguistics offered by departments of English, sociology, anthropology, and communications, as well as by linguistics departments.

The *Routledge Handbook of Systemic Functional Linguistics* brings together internationally renowned scholars of systemic functional linguistics (SFL) to provide a space for critical examination of the key tenets underpinning SFL theory. Uniquely, it includes description of the three main strands within contemporary SFL scholarship: Halliday's *Introduction to Functional Grammar*, Martin's discourse semantics and Fawcett's *Cardiff Grammar*. In five sections and thirty-eight interdisciplinary chapters, this is the first handbook to cover the whole architecture of SFL theory, comprising: ? the ontology and epistemology of SFL; SFL as a clause grammar; lexicogrammar below the clause, and SFL's approach to constituency; SFL's vibrant theory of language above the clause; and SFL as a theory of praxis with real-world applications. With a wide range of language examples, a comprehensive editors' introduction and a section on further reading, *The Routledge Handbook of Systemic Functional Linguistics* is an essential resource for all those studying and researching SFL or functional grammar.

Cohesion in English Routledge

First Published in 2009. Routledge is an imprint of Taylor & Francis, an informa company.

The two-volume set LNCS 10761 + 10762 constitutes revised selected papers from the CICLing 2017 conference which took place in Budapest, Hungary, in April 2017. The total of 90 papers presented in the two volumes was carefully reviewed and selected from numerous submissions. In addition, the proceedings contain 4 invited papers. The papers are organized in the following topical sections: Part I: general; morphology and text segmentation; syntax and parsing; word sense disambiguation; reference and coreference resolution; named entity recognition; semantics and text similarity; information extraction; speech recognition; applications to linguistics and the humanities. Part II: sentiment analysis; opinion mining; author profiling and authorship attribution; social network analysis; machine translation; text summarization; information retrieval and text classification; practical applications.

A practical, 'user-friendly' guide to the issues and methods associated with text and discourse analysis. *Text and Discourse Analysis*: * examines a wide variety of authentic texts including news stories, adverts, novels, official forms, instruction manuals and textbooks * contains numerous practical activities * looks at a range of cohesive devices * concludes by looking at larger patterns in texts, a set of further exercises and a guide for further reading * provides a hands-on guide to an area of growing importance in language study.

This book is a study of techniques used to introduce, continue and change the discourse topic in expository writing. Discourse topic is examined by focusing on the sequential techniques and strategies in a step-by-step process. To describe the process a model of sequentiality is proposed. The aims of the book are to advance current thinking in discourse analysis and to provide a practical exemplar of expository discourse.

Specialised translation has received very little attention from academic researchers, but in fact accounts for the bulk of professional translation on a global scale and is taught in a growing

number of university-level translation programmes. This book aims to provide three things. Firstly, it offers a description of what makes the approach to specialised translation distinctive from wider-ranging approaches to Translation Studies adopted by translation scholars and applied linguists. Secondly, unlike the traditional approach to specialised translation, this book explores a perspective on specialised translation that is much less focused on terminology and more on the function and reception of specialised (translated) texts. Finally, the author outlines a professionally-oriented hands-on approach to the teaching of specialised translation resulting from many years of teaching it to MA students. The book will be of interest to Translation Studies students and scholars, as well as professional translators who are interested in the theory on which their activity is based.

Scientific Essay from the year 2017 in the subject Literature - Comparative Literature, Ibn Rushd College (English Department), language: English, abstract: The main goal of this study is to investigate cohesive devices in selected British poems and in selected American poems. Firstly, the thesis aims at identifying the lexical and grammatical cohesive devices used in the British poems and in the American poems which are written by modern poets. Secondly, the thesis aims at conducting a contrastive linguistic analysis between these poems in order to find out the similarities and differences in the use of grammatical and lexical cohesive devices. The present study attempts to find out the frequency and distribution of their occurrence in both texts. This term paper is divided into two parts. One part deals with the theoretical background whereas the other section is about the empirical part of the study. In this section, a number of British poems and American ones will be analysed in the light of the adopted model which is based on Halliday and Hasan's approach to cohesion. Eight poems have been selected for the analysis. Four of them are written by the modern British poet Thomas Hardy and the other four are written by the modern American poet Walt Whitman. Cohesion is a kind of significant connection within a text. Gutwinski defines cohesion as the relations that are established among the sentences and the clauses of a text. Such relations are normally indicated by particular grammatical and lexical features. Hatim and Mason consider cohesion as one of the indications of coherence. They state that cohesion refers to the ways in which this underlying coherence is reflected on the surface of the text- the cohesion, or sequential connectivity of the surface elements -are much more likely to be language-specific or text-specific. Stoddard points out that cohesion are a mental construct. Remarkably, this definition shows that cohesion is a process of interpretation. In this case, it involves mental effort on the part of the reader. That is to say, cohesion involves looking for certain grammatical or lexical items that contribute to convey meaning and link clauses and sentences. Consequently, information is conveyed in orderly way elements. McArthur states that cohesion is a feature by which it can be determined whether something is a text and not a set of unrelated sentences.

"This study explores the translation of substitution and ellipsis as cohesive devices in English based on the framework of cohesion by Halliday and Hasan (1976) which categorizes cohesion into five different taxonomies; namely reference, substitution, ellipsis, conjunction, and lexical cohesion. Furthermore, this study looks at strategies adopted by translators in dealing with cohesive devices in English and the role of strategies as such in serving the cohesive function of the translated text. This is highlighted in the analysis provided here of the cohesive devices used in Arabic subtitling. The present study attempts to offer insight into the trends in the translation of cohesion devices while transferring them from English into Arabic. It examines the shifts occurring in the translation through analyzing scenes from 31 films. The analysis presents a considerable number of shifts in cohesion that occurred in the TT. Repetition as a cohesive device in Arabic stands to be the most dominant cohesive tie that is used pervasively as a counterpart to most cohesion devices in English. Other cohesive devices used are reference and substitution. Substitution and Ellipsis occurrence is quite restricted in the Arabic subtitles. Translators tend to avoid ellipsis in their subtitles. This may justify the tendency for repetition or addition of new elements."--Abstract.

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